

SUBMISSION INSTRUCTIONS

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



Electronic Application Process

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

MDE-SSOS@michigan.gov

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

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

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

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

Contact Information

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

Mark Coscarella
Interim Supervisor
Office of Education Improvement & Innovation

OR

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

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

Email: MDE-SSOS@michigan.gov

EXTERNAL PROVIDERS: BACKGROUND & APPROVAL PROCESS

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

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

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

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

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

Applications will only be **reviewed** if:

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

Applications will only be **approved** if:

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

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

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

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

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

APPLICATION OVERVIEW

The Application is divided into four sections.

Section A contains basic provider information.

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

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

Section D Attachments

SECTION A: BASIC PROVIDER INFORMATION

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

Instructions: Complete each section in full.

1. Federal EIN, Tax ID or Social Security Number		2. Legal Name of Entity	
[REDACTED]		Advance Education, Inc.	
3. Name of Entity as you would like it to appear on the Approved List			
AdvancED Michigan			
4. Entity Type:	5. Check the category that best describes your entity:		
<input type="checkbox"/> For-profit <input checked="" type="checkbox"/> Non-profit	<input checked="" type="checkbox"/> Business <input type="checkbox"/> Community-Based Organization <input type="checkbox"/> Educational Service Agency (e.g., RESA or ISD) <input type="checkbox"/> Institution of Higher Education <input type="checkbox"/> School District <input checked="" type="checkbox"/> Other (specify): <u>International Education Organization</u>		
6. Applicant Contact Information			
Name of Contact Dr. Mark Elgart		Phone 6783922285, ext. 5595	
Street Address 2520 Northwinds Parkway, Suite 600		Fax 7703469260	
E-Mail melgart@advanc-ed.org		City Alpharetta	
		State GA	
		Zip 30009	
Website www.advanc-ed.org			
7. Local Contact Information (if different than information listed above)			
Name of Contact		Phone	
Street Address		Fax	
City		State	
E-Mail		Zip	
Website			
8. Service Area			
List the intermediate school district and each individual district in which you agree to provide services. Enter "Statewide" ONLY if you agree to provide services to any district in the State of Michigan.			
<input checked="" type="checkbox"/> Statewide			
Intermediate School District(s):		Name(s) of District(s):	

9. Conflict of Interest Disclosure

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

☐ Yes

☒ No

What school district are you employed by or serve: _____

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

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

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

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

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

SECTION B: PROGRAM DELIVERY AND STAFF QUALIFICATION NARRATIVES

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

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

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

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

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

AdvancED is the largest school and school district accrediting agency in the U.S. It is the parent organization of the North Central Association Commission on Accreditation and School Improvement (NCA CASI) and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI).

At its heart, AdvancED is about school improvement, and accreditation as such is a tool and a roadmap schools use on the journey of continuous self-improvement. In this respect, AdvancED, through its network of 27,000 schools and 5,000 school districts in 50 states, has first-hand experience in facilitating the school improvement process in all types of schools – public and private; large and small; urban, suburban, and rural; elementary, middle, and high school; early childhood and career-technical centers; online and virtual schools. AdvancED schools share a unified, clear, and powerful school improvement and accreditation process designed to help them continuously improve. Additionally, AdvancED has through its research, identified key elements necessary for schools and districts to improve. These “leverage points” form the basis for all of AdvancED’s reform work with high priority schools. To read more about AdvancED’s research, go to: www.advanced.org.

AdvancED is uniquely positioned to assist priority schools in Michigan which choose the Transformational Model because AdvancED has both the expertise and on-the-ground staff to support a Michigan-based initiative. With regional offices that serve all 50 states and staff co-located in 30 states, including Michigan, staff support and deep knowledge of local context is an essential component in any reform-based project. Additionally, staff from both AdvancED’s international and Michigan network will be key players in working with priority schools throughout the three-year process described below.

☐ **Project Year 1**

1. Resource Development: AdvancED will provide a Consultant to work with the school and oversee the transformational school improvement process. The Consultant will host an initial orientation session with key school staff to outline the project, its outcomes, and strategies for the roll-out of the project in the school. A school Design Team will be formed, composed of 8-10 staff members and the principal and/or assistant principal. A full-time Coach will be assigned to the school by AdvancED to work with the Design Team after the specific needs have been identified by the Consultant and Design Team.

2. Recruitment of Coach: Depending upon the specific needs of the priority school, determined in part by the data collected, AdvancED will work with the Design Team to identify a Coach who will be assigned to the school. Individuals on the list will have been trained by AdvancED through its Lead Evaluator Program, Quality Assurance Review Chair Training program, or may have received training through the Michigan Coaches Institute at Michigan State University, the MI LIFE project, or other

coaching/leadership programs offered by professional associations (MASA, MASSP, MEMSPA). Assignment, placement, and job description will be made in a collaborative manner with the Design Team.

3. Data Gathering: The Coach will work with the Design Team in gathering data that will eventually assist the team in identifying a limited number of achievable and measurable school improvement goals that will drive the design efforts. By utilizing both the web-based system of school improvement support tools co-designed by the Michigan Department of Education and AdvancED and AdvancED's newest school improvement support system (ASSIST – Adaptive System of School Improvement Support Tools), the Coach and the Design Team will be able to record and analyze organizational effectiveness data. Among the data gathering activities are the following:

a. Diagnostics – AdvancED's suite of diagnostic tools, including a comprehensive and robust self-assessment based on AdvancED's seven standards for quality schools and other electronic school improvement tools are currently available to all schools in Michigan on the AdvancED website. The Consultant and Coach will systematically walk the Design Team through data gathering and self-analysis steps which will yield a body of data and information leading to goal identification.

b. Surveys – AdvancED has an elaborate array of paper and/or online surveys that can be used to collect information from teachers, parents, students, support staff, and community members related to the school's needs and customer satisfaction and will make these available to the priority school. Included in this portfolio of surveys are program evaluation, coach and instructional program evaluations.

c. Focus Groups – The AdvancED Consultant and Design Team Coach will conduct focus groups of staff, parents, community members and, if appropriate, students, to gather opinions, concerns, and recommendations for improvement.

4. External Visit: After the Design Team has concluded the first part of the data gathering through internal diagnostics, the AdvancED Consultant will arrange for a small team of peer educators from AdvancED's school network (within and outside Michigan) to visit the school, for a period of 2-3 days, to conduct an assessment of the school, its needs, and its opportunities. (To avoid duplication, an effort will be made to coordinate this visit with any other visits [e.g. Comprehensive School Audit], or, if these have already occurred, utilize the data from them.) In the end, the visiting team will prepare a report to the Design Team containing its observations, commendations, and required actions. It is expected that some of the priority schools choosing this model will already be accredited by AdvancED, in which case this visit may take on the added purpose of being a Quality Assurance Review, necessary in order to maintain accreditation.

5. Goal Setting: Based on the data collected by the Design Team and supplemented by the observations and recommendations of the AdvancED visiting team, the AdvancED Consultant and Coach will lead members of the Design Team through a formal process of setting a limited number of goals for the improvement of student achievement in the

school. The goals will have these characteristics:

- a. Measurable by data
- b. Structured so that some are achievable within the first year, with all achievable within a 3-year timeline
- c. Limited to 3-5 in number
- d. Focused on areas of student learning identified as most in need
- e. Within each goal, clearly defined strategies for: classroom instructional, student support programs and activities, and staff professional development

6. Summer of First Project Year: Preparation for implementing the goals in Project Year 2 will begin in the summer following Project Year 1. Primary among these activities will be two:

a. Summer Tutorial

Summer skill building/skill refresher program for students, offered in the month before school begins in the fall and taught by a small group of selected staff based on coach feedback. This cadre would be involved in an intensive workshop on specialized “instructional design” to meet the needs of small group or individual student tutorials prior to beginning the summer program. The content of this program would be tied to the student learning goals that have been identified in the previous goal setting process. If the priority school is a high school, the summer program will also include direct or virtual instruction in areas of credit recovery.

b. Professional Learning Program

Teachers would be offered stipends to attend pre-school professional development programs focused on:

- Collection, analysis, use, and management of data.
- Teaching and learning strategies that are evidence-based and represent “best practices” in the areas that are the focus of Project Year 2 goals.
- On-going structured conversations regarding successful practices with the summer cadre that is working directly with students.

Utilizing its vast resources in Michigan and elsewhere, AdvancED will provide leaders, coaches, and mentors for this staff development.

☐ Project Year 2

The goals developed in Project Year 1 will drive the activities in this second year.

1. Focus on Instruction: What happens in the classroom is at the heart of student achievement and school improvement. Because of this, the following instruction-related activities will be the focus of year two:
 - a. AdvancED will assist the Design Team in researching evidence-based instructional practices that relate to the instructional improvement goal(s).
 - b. The AdvancED Consultant and Design Team Coach will engage teachers in the

process of curriculum and assessment mapping, whereby each grade level and/or subject area will examine Michigan's Grade Level Content Expectations and/or High School Content Expectations and "map" these back to the school's curriculum and classroom/schoolwide assessment system to ensure there is integration, alignment, and coherence.

c. A "mentor teacher" will be identified from current staff who has demonstrated the ability to integrate evidence-based instructional practices and who is respected by his/her peers. The mentor teacher will be released from instructional duties to work full-time with other teachers on improving their "instructional core" and in helping the Design Team Coach build capacity for reform throughout the school environment and will establish a series of "model classroom" demonstrations for on-going professional development for all staff.

d. Effectiveness of Year 1 Summer Tutorial will be evaluated throughout the school year by tracking those students involved in the Summer Tutorial, reviewing their classroom success and meeting with them periodically to gain insight about their experience.

2. Data: The collection of data will be a prime activity in this second year:

a. Data will be collected according to the measurement criteria selected when project goals were developed in the first year.

b. "Common assessments" will be developed or purchased and piloted in classrooms to gauge the progress of student achievement.

3. Professional Development:

a. The adoption, implementation, and peer evaluation/monitoring of the selected evidence-based instructional strategies related to the instructional goals.

b. The development of Professional Learning Communities among the staff, either by grade level or subject area, or groups integrated across grade levels and subject areas. Every effort will be made to allow time within the teaching day for PLCs to meet.

c. AdvancED will assist the school in developing a collaborative partnership arrangement with a local college or university school of education, for the purpose of utilizing higher education resources available for professional development as well as arranging academic credit for school-based, on-site professional development.

4. Summer of Second Project Year: The activities of the first summer will be repeated, involving teachers in professional development activities related to project goals, curriculum alignment and development. Students will again be invited to attend a summer skill-building/skill-refreshing session prior to the opening of school in the fall and credit recovery programs will be available for high school students. Students from Year 1 Summer Tutorial will be utilized - to the extent possible - as peer tutors for Year 2 Summer Tutorial.

☐ Project Year 3

The focus of this year will be on leadership development and sustainability. In the course of the first two years it is expected that leadership roles would have been shared widely among the staff, to the point where this shared leadership will be able to sustain the project in the absence of the AdvancED Consultant and the Design Team Coach. It is expected that the assigned time of the Consultant and Coach would diminish over the course of this year, as more leadership roles are assumed and exercised by staff members in collaboration with the principal and/or assistant principal. Key to this year will be the development of a formal project evaluation, based on data collected and goal achievement. The evaluation will focus on organizational effectiveness in addition to student achievement. It will be both to the credit of the Design Team and staff and an affirmation of their work to be able to discuss, probe, and answer the question themselves: "What have we done and how well have we done it?"

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)

Sources of Research

The body of research on evidence-based instruction is growing. The issue for many educators is how to find it and access it. The following are a few rich resources used by many AdvancED schools. Navigating through them requires time and patience and exploring these sites will be part of the activities AdvancED will facilitate in a project school. The search for evidence-based teaching practices will be driven by and focused on the specific instructional and school improvement goals identified in the earlier goal setting process.

In addition to the sites and research listed below, the research conducted by AdvancED on the process of school improvement and the identified leverage points for change will be utilized throughout the project and all staff involved will be both knowledgeable and conversant on this research. AdvancED's research can be viewed at: www.advanc-ed.org

What Works Clearinghouse - <http://ies.ed.gov/ncee/wwc/>

IES Practice Guides - http://ies.ed.gov/ncee/wwc/publications/practiceguides/#hed_pg

Doing What Works - <http://dww.ed.gov/index.cfm>

The Office of Special Education Programs National Technical Assistance Center - <http://www.pbis.org/>

Education Trust, Inc. - www.edtrust.org

Most of the above sites document evidence-based instructional practices found to be successful in actual schools. Many of the above sites (and others to be researched) provide rich vignettes of actual schools that have experienced significant growth through employing certain teaching practices. These schools can be benchmarked (size, socio-economics, geographic, etc.) with a priority school.

More important, however, than locating evidence-based practices is the issue of implementing them in a school's classrooms.

Instructional Design

In his book *School Reform from the Inside Out* (2008), Richard Elmore makes the point that classroom instruction is at the heart of school reform. He states that much has been done in the area of defining content standards - what it is that students should be taught. States, districts, and schools themselves have done a good job of specifying standards. Michigan's exemplary Grade Level Content Expectations and High School Content Expectations are examples of this and have received national acclaim.

Little has been done, however, in specifying HOW students should be taught. Historically, in American education, the HOW of classroom instruction has been presumed to be the domain of the professional teacher, that teaching itself is more an art than a science, and that one can tell teachers what to teach but must rely on their skill as professionals to determine how best to teach it.

However, research – both academic and practical (that is, the success experiences of actual classroom teachers) – has begun to show that there are some teaching practices that are more effective than others in helping students learn. The question is how to communicate these successful practices, implement them district-wide or school-wide, so that all teachers are experiencing success and that not just a few classrooms here and there are “islands of excellence.”

One of the outcomes of AdvancED’ s work with the project school will be the development of a school-wide “instructional design” – a shared vision and agreement among the project school staff about some common elements or approaches that they will commit to and which will characterize their teaching strategies.

In some AdvancED schools, this vision is manifested in agreements such as the following:

- In order to develop collaboration skills, all unit lessons will contain one or several cooperative learning activities.
- In order to strengthen writing skills, all mid-term, semester, and final exams will contain a minimum number of constructive response items (“essay questions”).
- In order to strengthen reading skills, teachers in all subject areas will begin new unit lessons with studies of the key vocabulary to be encountered in the unit and the use and spelling of the key words. They are also to demonstrate to students how to extract the topic or summary sentences from paragraphs in texts or other instructional materials.
- In order to foster higher-order thinking skills, unit lesson plans will contain some assignments that challenge students to analyze, synthesize, and evaluate information.

Professional Learning Communities

Even asking or requiring teachers to employ certain evidence-based teaching practices in their classrooms is not enough if there is no support mechanism for their doing so. It is here that the rich literature on and successful use of Professional Learning Communities comes into play. Richard DuFour, in his 2006 work *Professional Learning Communities At Work* and subsequent writings emphasizes that PLCs are not just a form of professional development but represent a new kind of professional learning culture in which:

- Teachers collaborate with and learn from each other and take collective

responsibility for results.

- Where student learning is the main focus.
- Where the emphasis is on data and results.

PLCs become the home where evidence-based teaching practices are explored, tried and tested, adopted, and shared. In a PLC, teachers are provided time to meet and work together. In such meetings they examine information/data about student performance, adjust their teaching strategies, look for new approaches, agree to try them out, share the results with each other, and agree that all will use what has been found to be effective.

Evidence-based teaching practices come then not just from academic research - at colleges and universities, or university "lab schools" - but from "action research" - perhaps in a classroom "right down the hall" by a teacher in the school who has found a successful way to help students learn fractions, teach reading to students with a learning disability, or help students use graphic organizers to take notes and summarize text.

This project, therefore, will help teachers find and use successful best practice teaching strategies, both by looking outside the school at what educational research has to offer, what a benchmarked "sister school" may be doing that is working, as well as looking inside the school itself, to capitalize on what teachers in priority schools already know and do to help students learn successfully.

Through strong support for the formation of PLCs, and continually nurturing their growth and development, it is not the intention of this project to research and locate FOR teachers the practices they should be implementing in their classrooms, but to institute a process whereby the PLCs become a vehicle for teachers doing this themselves, because their shared collaboration and their laser-like focus on student results motivates them to do so.

Time On Task

One product of education research, whose effectiveness has rarely been challenged, is the notion that the more time one spends learning something, the more of it they will learn, and the more deeply they will learn it.

In the section above, AdvancED stated its commitment to the concept of Professional Learning Communities (in the true sense described by Richard DuFour) as the primary vehicle for teachers to discuss, test, and share both academic and personal/local research on best practices.

The time-on-task research, however, has "stood the test of time," so to speak, and does not need to be "discovered." In this project, the Design Team will be

deliberately asked to examine the extent to which the school allots, preserves, and jealously guards the time in the school day spent on instruction, not just in terms of clock hours, but in terms of the amount of time students are actually engaged in instruction.

This study of time spent learning will extend beyond the hours of the school day to inquire about support systems for students that are after-hours, on weekends, and during the summer. The primary question here is: inside and outside the school day, what can the school initiate that will maximize the time that students are actively engaged in learning.

“Time spent learning,” however, is not an absolute in itself. Extra time spent in unproductive or irrelevant learning does not lead to more or better achievement. Students may not learn significantly more or better if a 45 minute class, taught ineffectively, is extended to become a 75 minute class. Time-on-task must be considered in light of the instructional strategies identified as most effective.

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).

Professional Learning Communities (PLC)

Our response to Exemplar 2 above is relevant also to this one. In our opinion, the two exemplars are inseparable. If a school or school district attempts to direct or impose the use of any teaching strategy that is considered “evidence-based” or “best practice” (e.g. cooperative learning) there will be compliance, but compliance is different from commitment. Teachers will comply with directives as best they can, but unless there is support and training, and unless there is sustained commitment from the school or district, implementation will lag and eventually lapse.

Teaching practices, however “evidence-based” or considered “best,” will take root in a school’s classrooms and be sustained over time only when a school staff “discover” them on their own and commit as a community to employ them, critique their effectiveness, and revise them based on their results.

This will happen only when teacher collaboration becomes part of a school’s culture. This is the goal of Professional Learning Communities.

AdvancED presents PLCs as the primary vehicle this project will install in project schools.

Principals and assistant principals need to be active in the PLC process. The process itself is ideally led by teachers. PLCs are essentially groups of instructional peers. Principal and/or assistant principal leadership is critical. PLCs, however, need to know that their collaboration, and particularly the decisions they make about classroom instruction, will be supported by the school administration. Although principals and/or assistants cannot physically attend every PLC meeting, they must be considered ex-officio members of each, attending as often as they can.

Leadership Training

This project will also provide leadership training for principals, assistant principals, and teacher leaders. AdvancED will either bring to the table the professional development resources at its disposal through its Michigan or international office, or will broker leadership development programming to local professional associations, agencies, or local colleges or universities that offer exceptional and effective programs. As with teacher professional development, AdvancED will make efforts to facilitate academic credit for leadership training activities.

Whether teacher or administrator professional development, AdvancED proposes that the bulk of this occur on site (or the staff together off-site) embedded in the work year of the staff. The extent to which embedded professional development is feasible may depend upon district policies and contractual agreements in place.

If more than one priority school should choose AdvancED to facilitate this model of transformation, it may be possible (acknowledging the constraints of calendar, budgets, proximity of schools, etc.) to host some professional development activities off-site, in a central location, so that all priority schools working with AdvancED might take advantage of national experts or resources AdvancED may bring in to work with this project.

Professional development will be planned according to the standards of the National Staff Development Council. It will be focused primarily on the needs of teachers and administrators, flowing from the school improvement goals of the project, and will be sustained over time, with separate staff development activities tied coherently to an overall theme or goal.

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)

AdvancED has experience with and knowledge of all the Michigan and Federal programs listed in the application. Serving as it does over 27,000 schools in 50 states, AdvancED, through its accreditation and school improvement processes, has assisted innumerable schools in planning and improving school programs that are in compliance with state and federal regulations. In several states, AdvancED – through its accreditation divisions of NCA CASI and SACS CASI – has been authorized to serve as the state’s only accountability program. Through its Michigan office and its network of schools in Michigan, AdvancED is particularly familiar with Michigan legislative and Department of Education initiatives and requirements, including but not limited to the GLCEs and HSCEs, Michigan Merit Curriculum, One Common Voice, One Plan.

In Michigan alone, AdvancED, through its North Central Association division, currently accredits over 1,300 schools and over 40 school districts. These schools and districts run the gamut from urban to suburban to rural, affluent and less so, large and small, elementary, middle, and high schools, early childhood centers, career-technical centers, and distance-learning/virtual education programs. In addition to the schools AdvancED NCA accredits, all of Michigan’s schools participate in a web-enabled support system of school accountability.

Because of its national and international reach, serving schools and districts in 50 states, AdvancED is familiar with Federal program requirements that apply to all schools. AdvancED is also the school improvement and accrediting agency for the 250+ schools operated internationally by the U.S. Department of Defense.

Compliance with state and Federal programs is stated in AdvancED’s accreditation standards as a requirement for school or district accreditation. As such, in the accreditation or school improvement processes that AdvancED conducts, compliance is reviewed and audited.

AdvancED is also represented in Washington, DC by legal and legislative experts who keep AdvancED on top of legislation, rule making, and program or funding changes that will affect AdvancED schools.

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)

In his book, *The Case for District-Based Reform*, Jonathan Supovitz says:

Scale-up, or sustainability, is the holy grail of educational reform (Hatch, 2000). Those who have searched for the holy grail know that there are few clues as to how to find it. If you have instituted a set of ideas that you think are promising, how do you keep them going? How do you spread them across the system and instill them deeply in the culture and practices of the organization? How do you encourage employees to grapple with them, understand them more deeply, and use them with greater care and precision? How do you learn what ways these ideas are working and adjust the organizational systems accordingly? These are the questions of sustainability.

It is hard to guarantee or promise that any improvement plan will be sustainable over time. But one can lay the foundations of sustainability by nurturing processes which, when they become part of the structure, the architecture, and the culture of an organization, can sustain the direction and momentum of improvement.

There are several such processes which AdvancED proposes as a part of this project and which could sustain the improvement plan.

1. **Accreditation:** AdvancED proposes that the project school be enrolled in AdvancED's accreditation process (or continue in that process if already AdvancED accredited). As an accredited school or accreditation candidate, the project school would become part of a continuous improvement process nurtured and monitored by AdvancED over a period of five years, with annual reports required from the school regarding progress on school improvement goals and actions taken as a result of a visit by AdvancED peer educators. THE ACCREDITATION PROCESS ITSELF IS A SUSTAINABILITY PLAN. Continuous Improvement is integral to all of AdvancED's accreditation standards and must be demonstrated in order to remain accredited.
2. **Program Evaluation:** Critical to sustaining this project over time is a clear evaluation of where it has been successful and what next steps need to be taken to advance it further. The AdvancED Consultant will assist the priority school in using an online tool – Program Evaluation – being developed by AdvancED. This tool will aggregate data and evidence gathered in the previous data gathering phase of the project and will enable the school to assess its overall organizational effectiveness in meeting or progressing on its school improvement goals.
3. **Professional Learning Communities:** The power of PLCs cannot be overemphasized in their ability to sustain school improvement. Over the three year period of this project, PLCs in the project school would be nurtured until they are an integral part of how the school operates – part of the culture, the life blood of the school. If the PLCs operate ideally as they should, teachers themselves would have assumed the responsibility of making sure that there is a constant monitoring of student achievement, constant reflection on their practice, a constant search for teaching

practices that “work,” a constant sharing of ideas, and a commitment to using shared practices that were found to be effective.

4. Leadership Training: This project will have invested deeply in leadership training for the formal administrators as well as the teacher leaders who share in leadership functions. Leaders, formal and informal, will have accepted new roles in instructional improvement. They will understand that there is nothing more important to nurture and monitor than the improvement of classroom instruction. They will remain committed to the constant renewal of goals and strategies based on long-term student performance data.

These four processes, sustained in their own right over the three-year life of this project, may be expected to endure and guarantee the sustainability of this project beyond the three years. The accreditation process, in particular, would require the school to conduct a new self-evaluation and be reviewed and visited again by peer educators after a project-determined number of years to assess progress on school improvement goals.

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)

The AdvancED staff members who would work with and oversee this project are the following (please reference the AdvancED website for more information on the representatives from the AdvancED Corporate Headquarters at: www.advanc-ed.org)

AdvancED International Corporate Headquarters

- Nikki Armato, Ph.D. – Chief Learning Officer, AdvancED Corporate Headquarters
- Annette Bohling, J.D. – Chief Accreditation Officer, AdvancED Corporate Headquarters
- Yvonne Caamal Canul – Chief Innovation Officer, AdvancED Corporate Headquarters
- Albert Mayo – Chief Information Technology Officer, AdvancED Corporate Headquarters
- Vicki Denmark, Ph.D. – Vice President of Education Innovation, AdvancED Corporate Headquarters
- Heather Kinsey – Vice President of Knowledge Management, AdvancED Corporate Headquarters
- Veronica Harts, Ph.D. – Vice President of Learning Services, AdvancED Corporate Headquarters
- David Hurst, Ph.D. – Vice President of Regional Services, AdvancED Corporate Headquarters
- Field Representatives and Consultants from AdvancED’ s International Cadre of Experts

AdvancED Michigan Office

1. Kathryn (Kathy) Sergeant

Kathy has been serving the Michigan educational community for the past 33 years in a variety of experiences including, teaching at the University level, counseling at the middle school and high school levels, and serving as a principal at the elementary, middle and high school levels. Currently Kathy serves as the State Director for the AdvancED Michigan North Central Association Commission on Accreditation and School Improvement. Kathy has a Masters of Arts in Counseling, and a Masters of Science in Educational Administration, as well as having completed coursework on the way to a Doctorate in Education.

2. Fiona Hinds

Fiona Hinds has been recognized for her innovative educational practices in charter schools including the following: Teaching Excellence and Mentoring for Success; developing a school culture that promotes student achievement; parental involvement; and administrative leadership. Fiona is currently the Associate Director for Michigan AdvancED/NCA CASI. She provides school improvement assistance to schools and districts; facilitates professional development; supports reporting systems and QAR visits; and implements accreditation activities for new NCA schools. Previous to this position, Fiona was an administrative leader for charter schools including a unit K-12 system, and a high school program. She has worked in a Title I school as a

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principal, and participated in the Schoolwide Planning process with a MDE facilitator. She has served as an educator for 15 years as a Principal, Assistant Principal, and teacher leader.

3. Field Representatives from Michigan

SECTION C: ASSURANCES

The applicant entity:

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

SECTION D: ATTACHMENTS

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

LICENSURE AND INSURANCE DOCUMENTS ARE ON FILE WITH MDE