

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]		Global Partnership School, Inc.	
3. Name of Entity as you would like it to appear on the Approved List			
Global Partnership Schools			
4. Entity Type:		5. Check the category that best describes your entity:	
<input checked="" type="checkbox"/> For-profit <input 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 type="checkbox"/> Other (specify): _____	
6. Applicant Contact Information			
Name of Contact Shirley Deutsch		Phone 212-644-8619	Fax 212-644-8749
Street Address 767 Third Avenue		City New York	State NY
E-Mail sdeutsch@gps.us.com		Website www.gps.us.com	
7. Local Contact Information (if different than information listed above)			
Name of Contact n/a		Phone	Fax
Street Address		City	State
E-Mail		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: n/a

In what capacity are you employed or do you serve (position title): n/a

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)

Chronically low-performing schools lack the essential structures that lead to high performance and the capacity to sustain a continuous improvement model. Global Partnership Schools' mission as an External Provider is to help schools build these structures. It does so by delivering and developing supports that effectively engage all students and facilitate academic progress, improving the instructional capacity of all educators to deliver content that fosters high expectations, and building capacity in schools to create an educational environment that prepares students to be contributing global citizens. Global Partnership Schools also focuses on building learning communities that connect students, teachers, administrators, and community leaders to form a network that supports change.

In providing these essential supports, Global Partnership Schools

- Supplies a year-round Education Change Leader and Leadership Coaches to work with school leaders to focus on needs identified by a school's results;
- Offers intensive professional development and on-the-ground instructional coaching for teachers around content and pedagogy;
- Encourages increased use of assessments to establish benchmarks, raise expectations, and measure progress that is grounded in data;
- Engages families and community groups in the turnaround process;
- Works with supports already in place in the school and community to create a "surround care" network of service providers that respond to students' health and social-emotional needs; and
- Promotes development of a student-centered environment in which each child is well known by adults and instruction is adapted to student needs.

Global Partnership Schools' intensive turnaround/transformation support model is informed by the work of its leadership in turning around struggling schools and building successful learning communities. The company's CEO, President, and key staff have decades of experience in the work of rapidly improving student and organizational performance. Dr. Manny Rivera, CEO, and Dr. Rudy Crew, President, both former National Superintendents of the Year, bring a practitioner's perspective on rapid school improvement. Global Partnership Schools is a company built and staffed by recognized educators known for leading change in urban school districts.

To deliver its model, Global Partnership Schools works with CORE (Consortium on Reading Excellence and CORE Math) to provide support for research-based instructional practice in literacy and numeracy. CORE was formed in 1995 to work with state departments of education, school districts and schools to provide expert reading technical assistance and implementation support. CORE has targeted work in Reading First, secondary intervention, Response to Intervention (RtI), and assistance to schools failing to make Adequate Yearly Progress. CORE has provided leadership development, literacy-related training, events, and site-specific technical assistance in Virginia, California, New York, Florida, Alaska, Illinois, and Michigan Department of Education
2010-11 Section 1003(g) School Improvement Grants
Preferred External Educational Services Provider Application

Colorado.

Working together to change how schools and classrooms operate, Global Partnership Schools and CORE focus on quick, dramatic improvement. GPS provides turnaround/transformation expertise and support in a comprehensive and integrated model that includes four channels of support discussed in detail below.

The first support is promoting high expectations: Global Partnership Schools begins by evaluating how well a school meets its Essential Standards of School Excellence (ESSE), which embody the company's vision of effective schools and form the foundation of its work to improve schools. The ESSE are organized across five areas of focus:

- Leadership for Learning
- Curriculum, Teaching and Learning
- Student-Centered Learning
- Parent and Community Engagement
- Professional Learning

GPS provides performance rubrics in each of these areas as a means to assess the value of what exists in a school, to determine where schools are in need of change, and to inform ongoing planning with school and district staff for developing support systems to ensure student and teacher success. Throughout the diagnostic process and subsequent implementation process, Global Partnership Schools, assisted by CORE, will leverage its resources and expertise in teaching and learning, budget and finance, parent and community partnership, school operations and organization, and technology to understand the needs, challenges, and strengths of each school and to determine the best and most urgent actions and approaches to transform or turn them around. This work will identify high-priority needs and potential early wins that turnaround research indicates are vital to long-term, sustainable change. The Education Change Leader, leadership coaches, and other company leaders will work with each school's leadership team to affirm the priorities and define clear action steps to pursue them.

The ESSE closely parallel the five strands of the Michigan School Improvement Framework (Teaching for Learning, Leadership, Personnel and Professional Learning, School and Community Relations, and Data and Information Management). In Detroit schools, we will adapt our rubrics and evaluation tools to directly incorporate Michigan SIF standards. This process is discussed in detail in Exemplar 4.

We will also promote high expectations through collecting data on student and school performance, appraising current curriculum, and developing a plan for instructional design and organization. To ensure that students and teachers are succeeding under the plan, GPS will provide ongoing monitoring of implementation based on performance metrics and dashboards that are shared with district, community, and state leaders.

To assure continuous improvement, an annual strategic plan is developed by the Global Partnership Schools' team and the school. Global Partnership Schools' senior vice presidents conduct monthly on-site visits in addition to on-site reviews conducted by the CEO and President.

The second support is building capacity on the ground: GPS supplies on-site management from a proven Educational Change Leader tasked with high-quality service delivery, interaction with district leaders, and support to create "surround care" services for students and families. In addition, a rigorous and comprehensive leadership development program is delivered by Leadership Coaches who work with principals and other school leaders to develop resolute turnaround leaders, build team capacity, and align values of educators in the turnaround process.

GPS and CORE provide on-the-ground intensive coaching at a school around content and delivery systems and mechanisms needed for dramatic improvement of student performance. Instructional coaches ("consultants" in CORE's nomenclature) work directly with school administrators, coaches, and classroom teachers to support full and faithful implementation of the selected curriculum and/or to assist the school/district to select a proven curriculum if the existing one is inadequate. This approach enables districts to use their current materials if sufficiently scientifically based or to supplement them based on gap analysis and evidence of student need.

The approach also assists schools to make instruction in the core curriculum more systematic, sequential, and clearly aligned to state and district standards. Often, schools have been able to turn around achievement without having to spend large sums of money on brand new curricula and instead have finally learned to use their curriculum materials faithfully and with good results. Where curriculum materials have been weak or are inconsistent, CORE has assisted a school to select from a range of already proven products that meet the needs of students at multiple tiers of instruction. In addition, GPS offers schools the capacity to create for them a prescribed number of just-in-time curricular units to address the most critical gaps. For struggling students, the providers work to select intervention materials and design schedules and structures to support intensive intervention in order to accelerate growth. The approach reflects a belief that curriculum should respond to differential needs, targeting extra support and intensive support for students who are not responding to the core curriculum as well as challenging students who are high performing. Schools learn to use data to differentiate needs, enabling the instruction to be responsive and supportive.

GPS and CORE also provide on-going embedded professional development of the equivalent of 80 days of on-site coaching to build teachers' content knowledge and delivery expertise on research-based instruction. CORE provides intensive professional development training in the fundamentals of reading and math instruction through a Reading Academy and Math Academy that equip educators with the understanding of the scientific research on reading and math instruction and pedagogy

and research-based practices. The academies are connected to the curriculum materials adopted by the school/district. CORE provides an Adolescent Solutions course for educators teaching in 4th through 12th grade and content area strategies training for subject matter educators to improve content learning. In addition, CORE provides professional development in writing that addresses explicit instruction in the basics of writing as well as proper language usage. An advanced writing symposium provides instruction in the organization and development of high-quality high school expository essays, including citation styles. CORE's vocabulary and comprehension training focus extensively on proven ways to support English language learners (ELLs) and other struggling readers.

The third support is harnessing high-leverage strategies: GPS will provide schools with a technology-based formative and summative assessment platform that incorporates student, academic, and other information to create an evaluation plan to monitor student and school progress and determine if annual goals are being met. Educators will use this platform to analyze data, discuss instructional strategies, and receive professional development. We work with a school's existing assessments to lay out a model pacing and analysis plan. GPS and CORE require that schools utilize a combination of progress monitoring, universal screening, and diagnostic tools in addition to the state-mandated tests. We also do a summative analysis based on our own rubrics to evaluate school progress. If the school's existing assessment plan and system is inadequate, GPS and CORE work with the school to select and implement appropriate assessments. They will work with the building leadership to develop an assessment plan, timeline for testing, data analysis plan, and curriculum pacing plans for the school.

Another way that GPS helps school leverage strong support systems is in its focus on involving parents and community leaders into the enriching learning environment being constructed for the school. GPS offers schools a toolkit for developing meaningful and strong parent partnerships that leverages the work of the National Network of Partnership Schools based at Johns Hopkins University and provides network membership to every Global Partnership Schools partner school. GPS also focuses on building a surround-care community network that responds to students' health and social-emotional needs by engaging families and service-providing partners in the community.

GPS offers additional support mechanisms to assist underperforming secondary schools. Through professional development and coaching, Global Partnership Schools prompts principals and their school teams to marshal new research from Philadelphia and Chicago tying characteristics of 6th graders and 9th graders to higher prevalence of dropping out and to act on behalf of students who have been flagged by these indicators. Where supports are lacking, we will utilize experience developed within the design of our Graduation Advancement Centers to assist schools in establishing supports. Global Partnership Schools' Graduation Advancement Centers are rigorous, motivating, research-based academic programs that facilitate student re-engagement and interest with a youth development component, mentoring support, and a significant internship.

If budget and schedule allows, Global Partnership Schools will suggest incorporating a youth development program into its model for secondary schools to support the development of each student's social-emotional and personal skills and competencies that fall outside of the academic curriculum but are essential for becoming resilient, responsible, productive citizens. The Global Partnership Schools Youth Development Program offers interest inventories, career exploration, and job readiness training for high school students; a resource program that includes academic advisory and mentoring support; community services coordination; and interfaces with parents/guardians and the community to provide students with positive adult guidance and support. GPS will also work on developing working relationships with local community colleges, business schools, and nearby colleges to sponsor joint programs, explore opportunities for high school students to participate in college-level programs, and assure that high school graduates can move as seamlessly as possible into postsecondary educational programs.

Lastly, Creating Structures of Effective Teaching and Learning: GPS focuses on addressing research findings on the impact of collaboration and development of a professional culture on teacher practice and student achievement. Global Partnership Schools introduces structures into the routines of a school that promote collaboration and joint problem solving through data teams and by drawing on each educator's knowledge of students at the school. These structures drive high expectations for all students and deep, sustained change in teaching and learning, in part by making instruction a more public task, rather than an insular one performed behind closed doors. The Global Partnership Schools model includes:

- Professional collaboration routines
- Instructional rounds
- Organizational shifts to drive collaboration and change
- Structured visits to high-performing schools
- Support to extend learning opportunities
- Development of peer coaching and teacher leaders

By incorporating these structures into the school's routine, Global Partnership Schools is able to help struggling schools turn around their performance and sustain their improvement after its support staff leaves at the end of the 3-year grant period.

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)

Global Partnership Schools model for rapid improvement in student outcomes is based on research indicating that chronically struggling schools lack the structures essential to high performance and the capacity to create them or utilize them to any advantage. These structures and capacities are well established in the literature since Ronald Edmonds introduced effective school correlates (1979) and have been recently placed in the turnaround context by Mass Insight (2007) and the Consortium on Chicago School Research (2006).

As the foundation of its model, Global Partnership Schools uses globally benchmarked Essential Standards of School Excellence (ESSE) which address the conditions most critical to school turnaround. The ESSE, which closely parallel the strands of the Michigan School Improvement Framework, are based on examples from nations with strong systems of external school inspection (e.g. Australia, see the Australian Quality Training Framework, 2007), nations with traditions of school self-reflection (e.g., Finland, see School Leadership for Systemic Improvement, 2007), and performance standards commissioned from Education Resources Strategies (2006), a leading national education consultancy. Our model is further based upon creating a culture of change predicated upon the most powerful theories and evidence-based practices currently available (Barr & Parrett (2007); Fullan (2009, 2010); Hattie (2009); Leithwood, et al. (2004); Pollock & Ford, (2009), Steiner, Hassel & Hassel (2008). This model has been validated by decades of experience that our Global Partnership Schools leaders have had in working with low achieving schools throughout the nation.

To raise capacity, Global Partnership Schools uses an intensive dose of leadership building and professional development. Global Partnership Schools introduces an Education Change Leader and Leadership Coaches into a district to provide year-round, on-the-ground support to schools and focuses first on professional development of school leadership. The need to provide strong, progressive leaders as the driving force for systemic reform is supported by the work of Elmore (2004, 2006) and Bryk (2009, 2010).

Global Partnership Schools addresses research findings of the National Staff Development Council (NSDC) and others on the impact of collaboration and professional culture on teacher practice and student achievement. Global Partnership Schools also introduces structures into the routines of a school that promote collaboration and joint problem solving to draw on each educator's knowledge of students at the school (Land & Hannafin, 2000). To that end, the Global Partnership Schools model includes professional collaboration routines, instructional rounds, organizational shifts to drive collaboration and change, structured visits to high-performing schools, support to extend learning opportunities and development of peer coaching and teacher leaders.

Our model of change was informed by Fullan's (2010) premise that school success

takes collective capacity and a commitment of school, district and state leaders working together. Therefore, Global Partnership Schools works with teacher and parent leaders to build the school's capacity for distributed leadership to promote collective responsibility for the change agenda. Global Partnership Schools utilizes a set of research-based strategies to engage parents as full partners in their children's education, including a toolkit of strategies developed in consultation with Dr. Joyce Epstein (2001, 2002) and Dr. Reginald Clark (1984, 2002).

Global Partnership Schools' turnaround model is informed by the experience of our leadership and partnering organizations in decades of rapidly improving student and organizational performance, in particular the School Improvement Zone, created by Dr. Rudy Crew, GPS President, as superintendent of Miami-Dade County Public Schools. The School Improvement Zone was created to target intensive support to chronically low-performing schools and cited as a model in Mass Insight's seminal report The Turnaround Challenge (2007). In all, 39 schools – 20 elementary, 11 middle and 8 high schools – comprised the Zone with a total enrollment of 44,287 students. The majority of the Zone students were Hispanic (30%) and African American (66%), and over 77% were eligible for free or reduced-priced lunch. The Zone reforms resulted in the kind of rapid and dramatic improvement associated with school turnaround. For example:

In the Zone's first year, the percentage of 3rd graders scoring at the lowest level in reading on the Florida Comprehensive Assessment Test (FCAT) dropped from 51 percent to 41 percent. Zone schools saw similar improvements in math results, with the percentage of students scoring at the lowest level falling from 42 percent to 33 percent. In the first three years of the Zone, the percentage of non-readers essentially flipped, with 55 percent of 3rd graders reading proficiently on the state test and only a third left scoring at the lowest level. This change was especially significant, as Florida uses 3rd grade reading performance as a gatekeeper for promotion.

In the Zone's first year, 15 of the 39 schools raised their state accountability grade, including 7 of the 11 middle schools. In the second year, 22 Zone schools improved their state grades, which are determined by a combination of total percentages of students scoring proficient in reading and math on FCAT as well as percentages scoring at the lowest level (Florida changed the grading criteria after the Zone's second year, making longitudinal comparison of this sort more difficult).

CORE, in its support role in the turnaround effort in Michigan schools, will spearhead the professional development process to help teachers integrate research-based strategies for improving literacy and numeracy (National Reading Panel, 2000; National Institute for Literacy, 2007; USDOE, 2009). CORE's professional development and technical assistance conforms to the standards developed by the NSDC, to which it belongs. All professionals learn their crafts through training and practice, (CDE, 2007; Yap et al., 2000). Ongoing professional development equips teachers with the knowledge and skills to effectively provide the instruction students need to become

proficient readers or math students (EdSource, 2006; Blasé & Fixsen, 2005). In the CORE Literacy and Mathematics Improvement Blueprint, leadership at all levels must use data to drive decisions at all levels (Redding, 2006; USDOE, 2009; Wallace et al., 2008). The levels of assistance, supervision, autonomy, and scrutiny will vary based on student achievement data and regular classroom observations. CORE's work has been documented in two books: *The 90% Reading Goal and Annual Growth for All Students*, *Catch Up Growth for Those Who Are Behind*. Both books reflect the impact CORE had on setting the framework of a powerful model that spread statewide.

CORE's has worked in some of the nation's largest school districts including: Miami-Dade (FL), Clark County (NV), Atlanta (NY) and others. CORE's model has demonstrated improved academic achievement in small rural districts with at-risk populations such as American Indians, and in urban districts with specialized populations, such as the English Learners of San Bernardino City Schools.

CORE served as a district implementation advisor for Anchorage School District (AK), In a new program used by ten elementary schools during the 2006-2007 school year, 83% of participating classrooms saw students' reading scores improve. Each year an increasing percentage of students in the school district learned to read by the end of third grade.

CORE's three-year project (2003-2006) in Pasadena Unified School District (CA) directly contributed to significantly improved student achievement in low-performing middle schools. Academic Performance Index (API) results released by the California Department of Education showed district students improving their performance faster than their peers in LA County and the State of California for two consecutive years. The District's overall increase in API was 31 points, outpacing a 19-point gain across the County and a 20-point gain statewide.

In Yakima School District, CORE worked with district and school administrators and educators to increase the reading skills of all students reading below grade level, and enable all students, regardless of their grade or reading levels (including the 28% of district students labeled "transitional bilingual") to reach proficiency at their own grade level. All four middle schools served made dramatic progress, reaching the state target (30.1%) in reading.

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).

Global Partnership Schools' model for school turnaround and/or transformation is first and foremost a means of delivery for intensive, job-embedded professional development for principals, school leadership teams, teachers, and support staff. That professional development is tied directly to strategies and structures of professional practice known to lead to powerful teaching and learning. The goal is to build capacity on the ground that focuses on collective responsibility for results.

We do so through:

- Up to 80 days of instructional coaching: Our professional development models center on content and pedagogy, addressing research findings on job-embedded professional development, and the efficacy of instructional modeling. Instructional coaches work directly with teachers to ensure strong research-based teaching and learning, to assist in the collaborative work of groups of teachers to support students, and to promote full and faithful implementation of the selected curriculum.
- Creation of a Principals' Academy: Global Partnership Schools' Education Change Leader and leadership coaches will work with principals to introduce the organization's Essential Standards of School Excellence and the four Turnaround Competencies drawn from the Public Impact research. These four competencies—Driving for Success, Influencing for Success, Problem Solving, and Showing Confidence to Lead—will serve as the road map for school leadership and an evaluation benchmark for performance and program. The principal and other key leaders will develop a School Improvement Plan (SIP) as part of the Principals' Academy to include standards of performance for school leaders and teachers and follow a rigorous evaluative process throughout the year to determine what is working and what changes may be needed in the SIP.
- Year-round leadership coaching that takes advantage of time when teachers and students are not in the school
- Focus on the most effective use of available resources to deliver results, which ensures that in addition to utilizing additional external capacity offered by Global Partnership Schools, a school is making full use of all the resources it already has on hand.
- Partnership with CORE: As Global Partnership Schools' partner, CORE provides intensive professional development training in the fundamentals of reading and math instruction through the CORE Reading Academy for elementary, middle, and high schools, and the CORE Math Academy for elementary, middle, and high schools. Depending on the level of funding, CORE will be scheduled on-site for a specified number of days to work directly with teachers to enhance the quality of their instruction and the implementation of their cored, supplemental, and intervention programs. The academies equip educators with an understanding of the scientific research on reading and math instruction, pedagogy and research-based practices. The academies are connected to the curriculum materials adopted by the school/district.
- An Induction Program for Novice Teachers: Novice teachers entering schools for the first time face many challenges, ranging from beginners' nervous anticipation to the responsibility of taking on the same duties shouldered by experienced teachers. Global Partnership Schools' leaders utilize a comprehensive induction program that

provides training through a combination of supportive mentoring and coaching strategies. Frequent orientation sessions are held to introduce new teachers to the school facility, processes, and procedures. Instructional coaches also provide mentoring support to guide, inform, and encourage novice teachers in reading and math as well as their own content areas. Coaches give feedback, observe, and share common best practices in lesson planning and preparation, classroom management, time management, and dealing with issues involving students with disabilities and ELLs. Global Partnership Schools' staff will assist novice teachers in planning lessons, implementing effective classroom management techniques, and training to plan new activities within their own discipline, and will provide time to interact with other novices to regroup and reflect. Novice teachers also need time to collaborate with more experienced colleagues.

As an External Provider, Global Partnership Schools ensures that professional development is a daily part of the jobs of educators in the schools it supports. This is accomplished in two ways. First, the dosage of hands-on coaching that is provided to educators is intensive. A Leadership Coach works full-time and year-round, as principals in turnaround schools should be expected to. A Leadership Coach works with no more than three principals, meaning the Coach is at a school the equivalent of one third of the year. Instructional Coaches are at a school 80 days each school year, meaning an Instructional Coach is at a school working side by side with teachers almost half of the instructional days in a typical academic year. Second, Global Partnership Schools reorganizes the school year and school day and introduces structures into the routines of a school that promote collaboration and joint problem-solving and draw on each educator's knowledge of students at the school. This allows for a whole greater than the sum of its parts. These structures drive high expectations for all students and deep, sustained change in teaching and learning, in part by making instruction a more public task rather than an insular one performed behind closed doors. One such structure is the creation of a meaningful professional learning community. Through professional development and ongoing coaching, Global Partnership Schools helps schools operate focused, high-functioning learning communities. This is achieved through the use of protocols to guide the agenda and process of learning communities and consultation around points of inquiry for the learning communities that trace back to students' needs and schools' performance as evidenced by data. Learning communities help schools explore over time and in depth powerful practice such as inquiry into content on multiple levels – e.g., understanding skin through its biological nature, through its protective function, through its cultural significance or through its sociological implications. These learning communities advance turnaround in that they influence the knowledge and skills of educators as well as their attitudes and beliefs. The other structure that directly influences professional norms and practices is the routine use of instructional “rounds” through which teachers assist peers through observation and reflection. These rounds are well-designed, extended visits in which the host teacher raises questions about his or her practice to colleagues, who in turn collect data to form their responses. As with the learning communities, ongoing leadership and instructional coaching help set the agenda for rounds, and coaches work with the principal to organize schedules to permit the rounds to take place routinely. Through rounds and learning communities, teachers can do common work to engage

students as individuals and across a grade level or campus.

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)

Global Partnership Schools (GPS) and the staff directly responsible for its supports to turnaround and transformation schools have extensive experience in satisfying state and federal requirements related to school improvement in states generally and in Michigan specifically. The company's CEO Dr. Manny Rivera and its president Dr. Rudy Crew are former National Superintendents of the Year, and among its senior vice presidents are a former deputy superintendent for curriculum and instruction in the nation's fourth largest school system and a former principal of national award-winning Title I school. GPS was one of only four turnaround providers approved by Colorado to provide comprehensive support to schools and will lead turnaround and transformation implementation in six Pueblo, CO schools. In its work in Pueblo, GPS has responded to state Expedited Diagnostic Reviews similar to the Michigan Comprehensive Needs Assessment with specific plans and immediate staff development. The company also was selected to operate a turnaround middle school by Baltimore City Public Schools and is an approved turnaround provider in Washington. The company provides Supplemental Educational Services tutoring in six states under the No Child Left Behind Act.

CORE, GPS's strategic partner in turnaround implementation, has a long history of work in state and federal programs, including Reading First through work with the Bureau of Indian Affairs schools and with many state education departments. CORE has worked with the following Michigan schools and districts to address the School Improvement Framework, the Michigan Comprehensive Needs Assessment and MEAP: Detroit Public Schools (Reading First Focus, 2005, 2007-08) focusing on reading curriculum implementation, assessment, and differentiated instruction, and training 45 elementary principals; Huron High School (2005), focusing on leadership for literacy and implementation of a literacy plan; National Heritage Academy Charter Schools (2007-09), working with Detroit Enterprise, Timberland Charter, and Warrendale Charter, focused on reading program implementation.

From its beliefs and expectations for school performance to the specific elements of its turnaround and transformation supports, GPS is closely aligned to Michigan's School Improvement Framework. At the heart of GPS's turnaround work are its Essential Standards of School Excellence, which provide clear expectations for school performance that are concrete enough to allow for performance metrics to be built around them. These essential standards are organized into five strands that almost mirror the strands of the Michigan framework – Leadership for Learning; Curriculum, Teaching and Learning; Student-Centered Learning; Parent and Community Partnerships; and Professional Learning. The use of data is referenced throughout the GPS essential standards in specific indicators. The essential standards reflect an understanding that the development of students academically must be juxtaposed with the development of professional teaching skills, the collaboration with community and parents, and students' responsibility in their learning. The standards recognize the essential interconnection of high quality curriculum and instruction with data derived through frequent assessment; the importance of creating a school culture based on high expectations and providing leadership and professional development programs and structures that promote collaboration and professional learning; the value of building a surround system for students that includes active involvement of parents and community members; and the need to enhance a school's technology capabilities to include sophisticated data and information management systems. The GPS supports to turnaround schools

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drive the schools toward higher performance as measured against the essential standards. Thus, from beliefs and expectations to the delivery of support, GPS is aligned with the Michigan School Improvement Framework.

In meeting Strand I of the framework, coaches on the ground observe to ensure fidelity to the curriculum and to research-based instructional delivery, as well as monitoring the instruction's appropriateness for the level and needs of the students. GPS changes school structures to allow educators to reflect on and refine instruction by probing student performance data including MEAP and formative measures and other student work. School leaders and coaches ensure that instruction and assessments are aligned to standards and to each other, that the school implements reliable and valid assessments; and that assessments are used as the focus for instructional adjustments in a tiered and responsive (RtI) instructional program.

To address Strand II, GPS provides an experienced, full-time, year-round Educational Change Leader and Leadership Coaches to direct a rigorous and comprehensive leadership development program to help a school's principal and other leaders learn strategies to improve the quality of teaching and accelerate student learning. The coaching focuses on the range of improvement framework benchmarks from assuring fidelity of curriculum delivery, to analyzing assessment and other data, to implementing technology, to communicating expectations and providing opportunities for collaboration. GPS's leadership coaching will also oversee development of a safe, supportive learning culture in a school in which all students have equal access to curriculum and learning opportunities, staff uses data continuously and effectively, and educational decisions are made collaboratively.

In addressing Strand III, GPS works with districts and school leaders to recruit and retain educators based on turnaround competencies developed by Public Impact, as well various state and federal teacher quality requirements. The GPS support model is essentially a capacity building effort, providing ongoing, intensive coaching for school leaders and teachers. Eighty days of instructional coaching are delivered by CORE and GPS coaches, ranging from research-based teaching practice to student engagement to specific content knowledge. This professional learning is consistent with the NSDC standards for job-embedded learning.

In addressing Strand IV, Global Partnership Schools uses professional development, coaching, and a toolkit of strategies that leverage the work of the National Network of Partnership Schools. In addition, through the work of its Education Change Leader, GPS works with schools to create "surround care" support to meet students' and families' social-emotional and health needs.

In addressing Strand V, GPS deploys a technology platform for performance monitoring, formative assessment and professional social networking. Assessment data and other student information can be aggregated into a dashboard that teachers will use to deliver and modify instruction. The web-based platform also allows teachers to construct formative assessments using a test bank of items imported from Educational Testing Service and to quickly access results of student assessments delivered online.

Dr. Crew and other GPS leadership developed the School Improvement Zone in Miami-Dade County cited by Mass Insight as a turnaround model by reallocating schoolwide Title I funding. CORE has worked in both schoolwide and targeted assistance Title I schools. CORE also has supported implementation of RtI consistent with IDEA. In all cases, GPS' work focuses on unifying all school

programs and services into one coherent systemic whole that improves core instruction, while ensuring extra support and intensified instruction for all students needing such.

Exemplar 5: Sustainability Plan**(15 points possible)**

Describe how a sustainability plan will be put in place for the building to become self-sufficient at the end of the 3-year grant period.

- The applicant should demonstrate significant knowledge and experience in developing sustainability plans.

Exemplar 5 Narrative Limit: 2 pages (insert narrative here)

The ultimate goal of Global Partnership Schools’ intensive turnaround and transformation support model is building capacity in schools that allows for creation of systems and training of highly skilled and proficient educators who can maintain their own practice at a high level and can build the capacity of peers and educators who come to the school after its turnaround. The primary activity of GPS support is job-embedded professional development through extensive access to expert coaching. The expected outcome through the three-year cycle of a School Improvement Grant is observable improvements in professional practice that relates directly to the foci of the coaching provided. In addition, Global Partnership Schools introduces a set of high-leverage strategies and tools to carry them out (formative assessment and parent partnership, for example) and structures and professional routines (instructional rounds, for example) that can be embedded in school culture and can continue without the ongoing support of an External Provider.

In each district with which it works, Global Partnership Schools begins its work by completing an initial three-day school “check-up” to drive ongoing planning with school and district staff. The Global Partnership Schools team gathers available and pertinent data and other information to undertake a preliminary probe of each school, including some on-site work. Other diagnostic reviews done within the last year are a central artifact for this analysis. In addition, Global Partnership Schools and its partner CORE appraise the curriculum in literacy and math and the textbooks and other instructional materials used to deliver it. This work identifies high-priority needs and potential early wins vital to long-term, sustainable change. The Education Change Leader, leadership coaches, and other company leaders will work with each school’s leadership team to affirm the priorities and define clear action steps to pursue them.

As part of the needs assessment process, Global Partnership Schools assists schools in conducting a reflective, collegial “self-study” and a diagnostic review by company leaders. The standards are concrete and specific enough to allow the company and partner school district to define performance metrics. Through the diagnostic process, Global Partnership Schools and the schools working with us begin to focus on a collaborative, realistic but ambitious, bottom-up approach that embraces the realities of where the schools are and where they need to be in order to achieve significant and sustainable change.

Global Partnership Schools staff help establish ongoing appraisal of student academic needs as part of the daily activity in the life of a school. Many means are used to achieve this end and make sure that the turnaround efforts are progressing toward sustainability: formative assessment, teacher professional collaboration to probe student work, principals’ classroom observations and Leadership Coach and Instructional Coach observations using tools to gauge fidelity of curriculum and delivery, for example. CORE consultants help schools incorporate a clearly defined assessment system in both reading and math that covers five key purposes: screening, monitoring student progress, monitoring program and system effectiveness, evaluating

overall performance of a school, and diagnosing causes for persistent difficulties in order to determine additional instructional needs. Regularly administered formative assessments directly measure students' essential reading and math skills. Assessment data are used to evaluate program effectiveness and make decisions concerning individual student needs and professional development needs for educators. Global Partnership Schools also works with teacher, parent, and community leaders to build the school's capacity for distributed leadership so that there is collective responsibility for the change agenda. Through transparency around its view of school effectiveness and through dialogue with professionals about the placement of their school on the spectrum of effectiveness, Global Partnership Schools creates a climate in which improvements can be sustained.

The Education Change Leader and Leadership Coaches provided by Global Partnership Schools will guide schools through a change process that will promote sustainability by bringing about distributed leadership. Blanchard (2009) notes that this change process involves four phases: discovery, immersion, alignment and refinement. These phases, when effectively implemented, foster a committed culture where teachers thrive and grow as leaders within the school.

1. Discovery: Global Partnership Schools will help educators focus on the present reality of the professional environment; examine current expectations; define desired values; determine what accountability systems need to be in place to ensure that professional behaviors match the desired organizational values; make recommendations to address issues and gaps.

2. Immersion: We will train the principal, other school leaders, and teachers on Global Partnership Schools' Essential Standards of School Excellence that define high performing schools and values-aligned practices; benchmark the current school culture against these best practices; identify and commit to consensus practices that will catalyze change; develop processes for formalizing and communicating the desired professional behaviors; establish accountabilities to monitor and manage progress toward newly defined goals and expectations through milestones, metrics and measures.

3. Alignment: GPS will help school leaders identify metrics to measure progress; reengineer structures and systems to be consistent with agreed-to metrics for measuring progress toward an improved professional culture; clearly detail, monitor and publicize progress toward goals and expectations to continually adapt and redirect efforts; create dashboards to evidence growth; invite consistent dialogue and discourse around progress toward goals.

4. Refinement: GPS will help school leaders reinforce and refine systems and policies; monitor key metrics; and celebrate success.

The application of leadership coaching creates a chain of improved practices from coach to principal and then from principal to faculty. The company also grows a school's capacity for distributed leadership and sustainability through an intentional shift in year II and III toward the development of teacher and parent

leaders and peer coaching.

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)

Global Partnership Schools brings together experienced educators to provide high quality guidance and services. Dr. Manny Rivera, CEO, is a nationally acclaimed educator and innovator and has served as the Deputy Secretary for Education for New York State and was widely recognized for working tirelessly to demand greater education accountability and meaningful reform. Rudy Crew, President – has served as Superintendent of Miami-Dade County Public Schools and Schools Chancellor of New York City. Through such innovations as the Parent Academy, the School Improvement Zone, and the Secondary School Reform initiative in Miami-Dade County Public Schools, the district was transformed into a nationally recognized model for district and school reform. GPS is a company built and staffed by recognized educators known for leading change within districts and school of varied sizes and settings.

T

he GPS Senior Leadership Team who directly supervise implementation includes:

- Antoinette Dunbar, Senior VP, District and School Services, who has more than 40 years of combined classroom and administrative experience. She has served as a Literacy and School Reform Curricular Consultant to school districts and State Departments of Education across the country. At Miami-Dade County Public Schools, she served as Deputy Superintendent of Curriculum & Instruction and School Improvement.
- Joseph Garcia, Senior VP, District and School Services, has 25 years of experience in improving public education. Most recently, he was a strategist and advocate for high school transformation in North Carolina. Previously, Mr. Garcia was chief communications officer for Miami-Dade County Public Schools helping to implement Dr. Crew's ambitious reform agenda.

Additionally, GPS will hire locally-based experienced educators to serve as:

- Educational Change Leader (ECL), tasked with high-quality service delivery, interaction with district leaders and support to create “surround care” services for students and families. The ECL will have administrative certification and mastery level knowledge of standards-based instruction and assessment, knowledge and experience with what makes good school organizations, familiarity with state and federal standards, and demonstrated success in an executive leadership position at the district or state level.
- Leadership Coaches (LC), who will oversee leadership training efforts. The LC will have at least a master's degree in Elementary or Secondary Education and a minimum of 5 years highly effective teaching experience and 5 years highly effective instructional leadership experience.
- Instructional Coaches, including CORE consultants in the areas of literacy and math. CORE's highly skilled On-Site Educational Services Team members have 5-25 years of classroom, administrative, and professional development experience at the school, LEA, and/or state education level. Consultants are special education teachers, teachers of English learners, current and former administrators, reading specialists, and classroom teachers who represent a range of knowledge of different reading and math programs.

VITAE FOR PERSONNEL:

Dr. Manuel J. Rivera, Chief Executive Officer

Manny Rivera is a nationally acclaimed educator and innovator who is passionate about having a sustained impact on children's education that is not limited to the hours of the school day. Manny believes that schools must be part of a community network that supports children and families around the clock.

Before joining Global Partnership Schools, Manny served as the deputy secretary for education for New York State where he was the senior education policy advisor. In that capacity, he was widely recognized for working tirelessly to demand greater education accountability and provide meaningful reform. Manny oversaw the largest contribution of state aid to education that had occurred in the history of New York. He is also credited for his leadership and singular devotion to the development of education accountability legislation, which included a groundbreaking requirement that school districts with low performing schools must take specific steps and detail their investments in proven practices and programs to address deficits. Manny is also widely praised for providing oversight to the commission on higher education in New York, which developed recommendations to build a system of higher education that would be among the best in the country. His tenure had a lasting impact in shaping policy to reform education and in championing a child-focused agenda throughout the State.

Manny's personal experiences as the youngest of four children in a family that emigrated from Puerto Rico shaped his commitment to a career in public service, which began in 1975 when he became a teacher with the Rochester City Schools. Later, Manny served as both a school and district administrator in Rochester. His devotion to children and educational opportunity and excellence was quickly recognized. He was named Administrator of the Year in 1988 and was named Rochester city superintendent of schools in 1991, a position he held until entering the private sector in 1994. During his tenure, Manny initiated and oversaw a number of highly innovative programs focused on raising achievement standards to a degree that his schools could compete with the best in the nation. He effectively grew partnerships with his district and community, as well as business and government leaders to improve instruction and achievement and build a local social infrastructure to support the learning process. He was honored for his leadership in bilingual education by the New York State Association of Bilingual Education in 1992.

In 1994, Manny joined Edison Schools, Inc., the country's leading private manager of public schools. He served on Edison's management team, supervising all Edison-partnership principals, overseeing school finances and budgets, and designing and implementing the company's professional and leadership development team. In 1998, Manny was named executive vice president for development.

In 2002, Manny was called on, again, to lead Rochester City Schools and he accepted the position of interim superintendent for school year 2002-03. After a national search, the Rochester Board of Education named him permanent superintendent of

schools, a position he held until 2007. Under his leadership, schools made significant improvements in student achievement and the number of students passing statewide exams. In 2005, Manny was named “New York State Superintendent of the Year” by the New York State Council of School Superintendents. In 2006, Rivera was named National Superintendent of the Year by the American Association of School Administrators.

Rivera received both his doctorate in education in Administration, Planning & Social Policy and his master’s degree in education from Harvard University. He received a Bachelor of Arts degree in Urban Studies from Brandeis University.

Dr. Rudolph F. Crew, President

Rudy Crew is a lifelong educator whose career has spanned from the classroom to the chancellorship of the nation’s largest school district, New York City Public Schools. His guiding principle in his work as an educator has always been to provide the means by which all students can achieve high standards. As an education leader, Rudy has demonstrated the courage it takes to make the difficult choices to implement the changes needed for realizing the vision of educational excellence for all students. Though he has climbed the administrative ranks since beginning his career as a teacher in Worcester, Massachusetts, Rudy has always remained a teacher at heart and in practice, often stepping back into the classroom to teach at the elementary through university level. He currently is professor of clinical education at the University of Southern California’s Rossier School of Education.

Most recently, Rudy served as superintendent of the nation’s fourth-largest school district, Miami-Dade County Public Schools. He worked closely with a gamut of stakeholders to craft a strategic plan that set a clear and compelling vision and direction for Miami-Dade. Under Rudy’s leadership, Miami-Dade progressed dramatically on several fronts including rising student achievement levels, higher academic and conduct standards, and a dramatic reduction in overcrowding. Through such innovations as The Parent Academy, the School Improvement Zone, a Secondary School Reform initiative, and the Education Council of International Cities, Miami-Dade was transformed and viewed as a model for other districts across the nation. In addition, Miami-Dade was recognized as a finalist three years in a row for the prestigious Broad Prize for Urban Education.

Prior to his appointment in Miami-Dade, Rudy served as director of district reform initiatives at the Stupski Foundation, a private philanthropic foundation created to support the improvement of public education. In that role, he led a team that supported selected school districts in comprehensive systems improvement.

Before joining the Stupski Foundation, Rudy served as executive director of the Institute for K-12 Leadership, a partnership of the University of Washington in Seattle and WestEd, based in San Francisco. The Institute served educators and their colleagues as a community of support in which ideas and initiatives were exchanged, evaluated, and aggregated to close the achievement gap that separates this nation’s minority and underserved students from their higher achieving counterparts.

As chancellor of New York City Public Schools, Rudy led a number of reforms, including adoption of curriculum standards for all schools, elimination of tenure for principals, and introduction of school-based budgeting. He was instrumental in closing failing schools and replacing failing educators. Rudy established the Math and Science Institute, an after-school and Saturday program to help poor Black and Latino students boost their academic performance. He created a Superintendents' and Principals' Institute to cultivate and nurture school leadership.

Rudy is a nationally-acclaimed educator and author. His publication, *Only Connect: The Way to Save Our Schools*, is guiding a public discussion. He has received many honors, including the 2008 National Superintendent of the Year; the Florida Association of Partners in Education Superintendent's Award (2007); the Spirit of Excellence Award from the Minority Development & Empowerment, Inc. (2007); the Vann Miller Award for Outstanding Educational Administrator presented by the Illinois Association of School Administrators (2003); the Living the Dream Award presented by New York Governor George Pataki (1997); and the Arthur Ashe Leadership Award (1996). Rudy serves on several boards and task forces including the Carnegie Foundation's Commission on Mathematics and Science Education, Al Shanker Institute, USC Rossier School of Education Board of Councilors, the National Superintendents Roundtable, Public Education Network, the National Research Council's Committee on Scientific Principles of Education Research, and the Education Task Force. He is an associate in education at the Harvard Graduate School of Education, where he has been part of the Urban Superintendent Program since 1992.

Rudy's commitment to community has always been strong and his focus on the arts is longstanding. In New York, he served on the Boards of the Lincoln Center for the Performing Arts and the New York Philharmonic. In Miami-Dade, he collaborated with community leaders to expand students' exposure to cultural institutions and events.

Rudy received a doctor of education degree in educational administration and a master of education degree in urban education from the University of Massachusetts at Amherst. He received his Bachelor of Arts degree in management from Babson College in Wellesley, Massachusetts.

Marcie Roberts, Chief Education & Program Officer

Global Partnership Schools

New York, NY

Chief Education & Program Officer

Aug. 2009–Present

- Provide leadership to attain the Company's mission, vision, and goals within the education and instructional programs.
- Research and identify trends and needs and establish instructional program directions accordingly; provide leadership to management staff and faculty for the development and delivery of evidence-based and promising innovative and creative instruction and curriculum.
- Develop a framework and provide leadership for active, on-going system change

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for improvement, including frameworks for data-based decision-making management and rigorous evaluation of program effectiveness and student achievement.

- Direct the development of operational policies, structures, and systems for the educational programs and instructional services in order to provide optimal teaching and learning experiences.
- Assist in developing and managing instructional service and educational program business plans and budgets.
- Provide leadership for the development and implementation of staff and faculty development and evaluation program, including the design and implementation of a comprehensive professional development plan and performance evaluation for application across the company programs.
- Develop and promote practices and behaviors that supports positive, collegial communication and results in an innovative, energetic organizational climate.
- Assist with new program development, student recruitment, public relations, and marketing of the Company and its educational programs.
- Develop business plans and projections for assigned education projects and proposed projects.
- Lead Vice Presidents in program direction, development of goals, and objectives.

Education Enterprise of New York

Rochester, NY

Chief Executive Officer, Education Enterprise of New York
2009

March 2007-Aug.

- Provide leadership, operational and management supervision to five separate not-for-profit education organizations (Education Enterprise of New York, Education Enterprise of New York Foundation, The Norman Howard School, EnCompass: Resources for Learning, Sands Academy) with combined employees of over 150 and combined budgets of over \$10 million.
- Oversee and supervise strategic planning development and plan implementation at all organizations.
- Responsible for all aspects of program and business development including identifying and responding to opportunities, conducting and analyzing feasibility studies, and developing and implementing business plans.
- Responsible for ensuring resources for organizational growth and operations through efforts such as contract development and fundraising (raised \$11 million of a \$15 million capital campaign by end of year one of a three-year campaign).
- Supervised the transition (legal, governance, strategic, leadership and operating) of four not-for-profit organizations to a multi-organizational structure with a parent member to increase operational efficiencies and effectiveness.
- Oversaw activities necessary for start up, approval and implementation of multi-organizational structure: federal, state & local filings; creation of board; by-laws, etc.
- Worked with four boards and a legal team to provide information about, recommend and adopt a multi-organizational structure.
- Established the operational and governance policies and procedures adopted by all organizations.
- Established the process and supported implementation for program evaluation

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and measurement at each organization.

Executive Director, The Norman Howard School June 1999--Aug. 2009

- Supervise operating leadership (Head of School).
- Supervised the completion in 2000 of a \$3.7 million dollar facility expansion.
- Successfully completed in 2005 a \$4 million dollar capital campaign.
- Increased enrollment by 22% in three years.
- Supervised the successful implementation of two strategic plans and recently facilitated the development of a new strategic plan.
- Established employment policies and procedures, including methodology and process for teacher evaluation.
- Codified instructional methodologies and implemented a professional development and training plan for faculty.
- Developed and implemented a marketing plan for the school.
- Supervised the school's 5-year review and 10-year accreditation process by the New York State Association of Independent Schools.

Executive Director, EnCompass: Resources for Learning Oct. 2003 - Aug. 2009

- Founding Executive Director of an organization that provides program consultation and development to area schools and assessment, tutorial and coaching services to the community.
- Conducted two years of research, assessing similar programs, meeting with community agencies and running focus groups.
- Oversaw legal activities necessary for start up of organization: federal, state & local filings, creation of board, by-laws, etc.
- Currently oversee all aspects of operations and management, including business planning and development, service implementation and improvement, and program evaluation.
- Facilitated strategic planning activities and implementation of the strategic plan.
- Secured a \$1 million contract with the Rochester City School district for in-class programs and a \$2.87 million state contract to serve at-risk youth.

Executive Director, Sands Academy Sept. 2007--Aug. 2009

- Founding Executive Director of an elementary school for youngsters at-risk for language delays.
- Oversaw legal activities necessary for start up of organization: federal, state & local filings; creation of board; by-laws, etc.
- Oversaw all activities necessary for start up of the school: charter application; federal, state & local filings; creation of board; by-laws, etc.
- Secured \$155,000 in grant funding to start the school.
- Developed a three-year business plan.

University of Pittsburgh
Office of Student Affairs

Pittsburgh, PA

Director, Disability Resources and Services

May 1993- June 1999

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- Responsible for assessing diagnostic information and needs of individuals with disabilities and determining reasonable accommodations.
- Developed with assistance of legal department, University disability policy and procedures.
- Developed and disseminated information and resources regarding disability services and compliance.
- Provided training and information specific to University schools and departments.
- Conducted workshops and presentations on higher education and disability regionally and nationally.
- Provided consultation on disability services to four University of Pittsburgh regional campuses.

Education

School of Education, University of Pittsburgh

M. Ed in Higher Education Administration

College of General Studies, University of Pittsburgh

B. A. in Legal Studies/Political Science

Related Experience and Committee Memberships

- Trustee, New York Association of Independent Schools, 2008 – present
- Member, City of Rochester Literacy Policy Committee, 2006 – 2009.
- Member, City of Rochester Literacy Summit Planning Committee, 2006
- Chair, New York Association of Independent Schools 10-Year Accreditation Review Visiting Committee, 2003, 2005
- Selected to participate in the Oxford University Roundtable international forum on choice in education, Oxford, England, July, 2003
- Secured \$400,000 Dept. of Education grant for school-based demonstration project, 2003
- Member of Rochester Effectiveness Partnership and ETHOS project to develop methods and training for improving not-for-profit program evaluation
- Member, Council for Agency Executives, Monroe County, NY
- Member, State of Pennsylvania Commission for Services for Deaf Students in Higher Education 1994-1997
- Consultant, Disability 2000 Project, Committee on Higher Education, Allegheny County/City of Pittsburgh Task Force on Disabilities, 1998-1999
- Member, Northeast Technical Assistance Center (NETAC) Pennsylvania Consortium, 1997-1999
- Steering Committee Member, Carnegie Mellon University Assistive Technology Project, 1996

Selected Papers and Presentations

Basset, P., Kane, P., Roberts, M. C. et al (2007) Schools for students with different learning needs. Chapter essay in Twenty-First Century Schools: What Are The Choices? Rowan & Littleford Publishers, Inc.

Roberts, M. C. (2007) EnCompass: Resources for Learning. From Red to Black: Heads Discuss Alternative Revenue. Leadership Matters, Educational Directions Inc. Spring 2007.

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Baker, A. Bruner, B. E. & Roberts, M. C. We' re all partners in improving performance. Presentation at the Grantmakers Effectiveness Organization 2006 Conference, Atlanta, GA, March 2006.

Gellerstedt, E. M. & Roberts, M. C. Executive function: the science and art of self-regulation. In-service presentation for Batavia City School District Superintendent' s Day, Batavia, NY, November 2004.

Roberts, M. C. & Van Slyke, L. When accommodations aren' t enough: strategies for assisting students with learning disabilities. Strand presentation at the University of Connecticut Postsecondary Learning Disabilities Training Institute, Burlington, Vermont, June 1999.

Roberts, M. C. Make the grade: a model for transitioning students with disabilities to postsecondary and beyond. Presentation at the Northeast Technical Assistance Center Annual Conference, State College, PA, September 1998.

Roberts, M. C. From grass roots to greener pastures: the evolution of program development for students with learning disabilities. Presentation at the University of Connecticut Postsecondary Learning Disabilities Training Institute, Portland, ME, June 1998.

Roberts, M. C. Policies, procedures and guidelines for servicing students with learning disabilities. Presentation at the Learning Disabilities in Higher Education Conference, University of Pittsburgh, Pittsburgh PA, October 1997.

Marlaina Palmeri, Senior Vice President, Education and Program Development
Dr. Palmeri' s 37 year career in education began in the Rochester City School District in Rochester, NY. She taught for 14 years teaching grades 3 through 6, and then served as an administrator for another 13 years before joining Edison Schools in 1999. During her administrative tenure in Rochester, she served a Vice Principal, Principal and Director of Magnet Schools. Dr. Palmeri became known for her innovative methodologies to improve schools and as an advocate for reform in urban education. It was her work on closing the achievement gap between Caucasian and other disenfranchised minorities that resulted in many awards and honors that distinguished her and her school from many other high poverty urban schools.

Dr. Palmeri attended SUNY Plattsburgh from 1967 to 1971 where she received her Bachelors' degree in Early Childhood through Middle School education. During the summers from 1973 to 1976, she participated in Peabody' s Comparative Education program at SUNY Brockport, which involved studying other school systems abroad. This work brought her to the University of Matlock in England, University of Copenhagen in Denmark, University of Stockholm in Sweden, and the University of Moscow in Russia. At the conclusion of her studies abroad, she received her Masters and Certificate of Advanced Study in Comparative Education and Educational Administration. Her doctoral degree was conferred in May of 1998 from the University of Rochester. Her dissertation, entitled "With Our Backs Against the Wall: A Study of Professional Community and its Impact on Poverty and School Achievement" focused on the powerful effects that professional community (school culture) has as a positive intervening variable on the negative effects of poverty and school achievement.

While Dr. Palmeri has been honored with many awards, most recently as the Cambridge 2007 School Reform Executive and the 2008 Executive Educator of the Year by Who's Who in America, her most coveted recognition came in 1996 when she was named New York State's Distinguished Educator of the Year by the NY State Education Department. This award is bestowed on school leaders who have shown significant and demonstrated success in closing the achievement gap between children of color and their Caucasian counterparts. Under her leadership, School #46 received the National Title I Distinguished School of Mastery Award, given to the top 100 high poverty/high achievement schools in the nation that demonstrate over 95% of their students reaching proficiency and above over a 3 year period. School #46 later went on to become one of the first demonstration sites for the Effective Schools Consortium, an organization designed to help other urban schools reach higher levels of achievement.

Dr. Palmeri most recently served as Senior Vice President and Regional Educational Officer for Edison Learning Inc from 1999-2009. During her time at Edison, Dr. Palmeri gained a reputation as one of the country's leading authorities on the development and management of successful charter schools. She began her work with Edison as a part-time consultant in 1994, working with Edison's senior managers to operationalize the Edison model and design for its first implementation in four schools. During the summers of 1995 to 1998, Dr. Palmeri worked closely with Edison staff and principals in the startup of Edison's first 25 schools. After joining Edison full time in April 1999, she added another 27 schools to Edison's portfolio.

In 2003, she was promoted to corporate senior management. As Senior Vice President for the Eastern Region, Dr. Palmeri was responsible for the oversight and management of 52 schools with a budget of over \$50M. Her role was very similar to that of a school superintendent as she was responsible for the hiring and supervision of administrators and staff, fiscal management, school policies/operations, client relationship and improving school achievement at each of the sites. Dr. Palmeri's range of responsibility broadened in the past few years to include other Edison business strands beyond the whole school management for charter and district partnership schools, including the oversight of Edison's SES contracts, on-line learning, and achievement support models for turn-around schools in her region.

Antoinette Peters Dunbar, Senior Vice President, District and School Services
FOREWORD

In 2004, the Miami-Dade Schools showed significant deficit in student achievement in Reading, Math and Science as demonstrated in the Florida Comprehensive Achievement Test (FCAT). Beginning the year 2005 in my first year of tenure with Superintendent Dr. Rudolph F. Crew, we put into place a strategic academic plan to strengthen Curriculum and Instructional delivery. Of note, is the fact that during the years of this work and of my tenure at Miami-Dade County, this district made significant educational progress and growth. In fact, during the three years of our work at Miami Dade, as I have led the Curricular and Instructional efforts, this district has been one of the five national finalists for the Broad Prize in Education, which represent the most outstanding educational achievement in the country.

PROFESSIONAL PREPARATION

2008 – Business Leadership Academy, BROAD INSTITUTE

2006 – Administrative Leadership Academy, Harvard University

1993 – Advanced Leadership Studies Coursework and Certification

California State University, Los Angeles California

1974 – M.A. in Social Science, Azusa Pacific University, Azusa, CA

Project Paper: “Analysis of State Foundation Aid to Local Schools”

1968 – BA University of Redlands, Redlands, California

Major: Speech Pathology, Minor: English Literature in Elementary Education

Other Professional Preparation (Partial List)

Curriculum and Instruction Academy, Association for California School Administrators

School Business Managers Academy, Association for California School Administrators

Participated and certified in numerous professional development workshops:

- Community Partners Leadership Training
- Collaboration And Development Of Community/School Interns And Externs
- Building Models For Secondary/Industry Interns And Externs
- Providing LEP Students Access to the Entire Curriculum
- Expanding the Relationship Between Effective Schools
- Results: The Key to Continuous School Improvement/School and Business Model
- Using Data To Close The Achievement Gap And Build Community Support Models
- Improving Literacy Instruction for Struggling Adolescent Readers
- ESE Inclusion and Equity Planning
- Public Schools Marketing and Community Awareness Completion of Certification Series–Consortium on Reading Excellence National Literacy Training
- Alignment Of Training For Models Of Contextual And Authentic Learning
- The Center for Community Services Research Division – “Developing Strategies for School Reform” Education Series
- Smaller Learning Communities Research Seminar/UCLA Campus
- Professional Leadership Academy Coursework – “Developing and Refining Skills for Effective Professional Development and Leadership”
- Consortium on Reading Excellence Leaders Academy – “Research and Practices in Fluency Development”
- Afterschool Planning Consortium – Workshop for school assistance and leadership
- Seminar – “Reading Leadership for Change”
- The Learning Annex – Completed Coursework for Reading Leaders Academy
- University of LaVerne–Coursework on Reading Fellows Workshop
- San Diego State University Extension – “Designing Curricular Structures for Reading Leadership”
- Co-author of the California State Framework for Elementary Reading
- Seminar – “Integrated Literacy Development for School Planning”
- Seminar – “Technical Assistance and Support for Grant Writer Training”
- Seminar – “Building Capacity for School Reform”
- Post-Graduate Seminar for selected Educators from Southern California on Restructuring High Schools for reform
- Co-author of the California Department of Education Policies and Practices in

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Parent Involvement

- ACSA – Curriculum Development Seminar Series Graduate
- Seminar – “Leadership Training for the Non-Profit Sector”

PROFESSIONAL EXPERIENCE

2005–2008 Miami-Dade County Public Schools
Deputy Superintendent, Curriculum and Instruction
District Enrollment: 360,000

Responsible for the work in 17 district divisions that include curricular development, implementation and monitoring. Among these divisions are: Elementary Education, Secondary Education, Secondary School Reform, Literacy Development, Special Education, Gifted and Advanced Academics, Charter and Magnet Schools, Schools of Choice, School Improvement, Smaller Learning Communities, Evaluation, Bilingual, Special Instructional Support, Instructional Technology, Preschool and Summer School.

1998–2005 Educational Resources Alliance Budget \$20 Million

2000–2005 Director, Curriculum and Staff Development

1998–2000 Director, Curriculum and Specialized Services

University of LaVerne

Adjunct Professor for Graduate Studies in Reading Development

1997–2005 Consortium on Reading Excellence

Senior Director for Staff Development in Literacy and School/Reform Management

Assisted schools to develop, implement and sustain a comprehensive, balanced literacy program by providing intensive training, coaching and classroom demonstrations and ongoing diagnostic student achievement data collection and analysis. Provided direct services of support, management and reform initiatives in districts in Oregon, California, Georgia, Mississippi, Rhode Island, New Mexico, Texas, Washington, New York, and New Jersey.

1994–2005 The Education Alliance Budget: \$15 Million

Executive Director, Curriculum and School Program Expansion Reviewed school based educational practices, manage and monitor the implementation of interventions and measure progress towards intervention goals and educational improvement.

1988–1994 The Quality Education Project Budget: \$100 Million

1993–1994 Executive Director

1990–1993 Statewide Coordinator

1989–1990 Regional Director

1988–1989 Consultant

Collaborated with superintendents, district level management, elementary and middle school principals, teachers and parents in developing program strategies for implementing a comprehensive parental involvement program

1968–1987 Pasadena Unified School District Budget: \$125 Million

Pasadena, California

District Enrollment: 40,500

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High school Principal
Elementary School Principal
550 students, staff of 25 certified and classified personnel,
Administered/supervised the instructional program which included Chapter I,
Bilingual, school improvement, special education, GATE High School Principal,
Alternative Educational Division
Assistant Principal, Roosevelt School for Exceptional Children
Assistant Principal, Elementary and Middle School
Administrator, Special Education K-12
Director, Emergency School Aid Act, Reading/Curriculum
Coordinator, Reading Demonstration Site
Reading Resource Teacher
Elementary School Teacher K-6

SUMMARY OF ADMINISTRATIVE EXPERIENCES:

Instructional Leadership

✓ Leadership of 17 Instructional Divisions in the 4th largest school district in the country.

✓ Designing and implementing ongoing staff development for administrators/teachers, and community leaders in instructional supervision, curriculum administration, assessment, integrated academic and business skills and school management.

✓ Developing a new Secondary School Reform Model designed to include career academies, multifaceted internships, transition/articulation plans and the establishment of community invested programs for students.

✓ Leading site administrators to organize to become effective observers and assessors of instructional strategies and delivery systems by visiting schools, observing instruction and providing meaningful feedback regarding the strengths and weaknesses of the instructional delivery system.

✓ Leading and managing the development, implementation and evaluation of the district's curriculum which includes a teaching and testing continuum of essential skills and concepts appropriate for a changing society.

✓ Developing and implementing systematic strategies for improving instruction which resulted in increased test scores.

✓ Implementing an evaluation system with increased emphasis on classroom assessments and instructional improvement.

✓ Coordinating the development of an Interim Assessment in the core curricular areas to assess individual student progress toward meeting personalized goals for achievement.

✓ Developing a new Gifted Education Program (REGAL Plan) designed to raise the academic rigor in ALL classrooms and in turn, improve the performance of ALL students.

✓ Implementing Ready School Miami Pre-Kindergarten to grade 3 program designed to provide high quality early learning experience, successful transitions, parent and family engagement and community partnerships.

✓ Implementing Virtual School which provided alternative curricular resources for students to expand their acquisition of knowledge and pathways to graduation, personal and academic goals.

√ Overseeing the effective and efficient operations of the areas of magnet and charter schools; bilingual education; career and technical education; student services; technology and equity and diversity compliance.

√ Ensuring appropriate implementation of and compliance with, federal statutes and regulations pertaining to Individuals with Disabilities education Act (IDEA); Perkins Act; Reading First; Title 3, Title 2 and Title 1.

√ Developing a new coordinated curriculum assessment program that targets classroom instruction, student acquisition of standards based content knowledge, professional development and data driven decision making for District, Regional and school site administrators, teachers, students and parents.

Parent/Community

√ Conducting community meetings and parent education sessions.

√ Establishing with the University of California at Irvine the "I Am Going to College Program" in the high school to increase the numbers of students attending college.

√ Collaborating with city and county health facilities to provide immunizations and physical examinations for students.

√ Planning and organizing Education Sunday activities. These activities culminated in district staff attending churches in the community and speaking to congregations about the importance of reading.

Superintendent/Board Relations

As Deputy Superintendent, I have utilized skills in working with school boards as demonstrated by:

√ Assisting the Superintendent in developing the Board of Trustees meeting agendas, board reports and presentation of information at Board meetings.

√ Representing the Superintendent at community, regional and state educational meetings and public hearings.

√ Providing leadership in developing the district's strategic and operational plans.

Conducting hearings, recommending disciplinary actions documenting for cause and recruiting teachers.

Preparing necessary state, county and federal reports.

Budget/Fiscal

√ Assisting the Superintendent, as a member of the executive cabinet, in the development of the District's budget; including reduction in force and applying for state mandated cost reimbursements.

√ Providing assistance to school sites in appropriate fiscal practices.

Maintenance, Operations and Facilities

√ Assisting in the planning for school modernization.

√ Assisting in the development of the District's five year deferred maintenance plan.

√ Assisting in the planning for reducing the backlog of maintenance requests within a ninety day period.

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- √ Working with the transportation department in scheduling bus routs and field trips.
- √ Assisting in the developing curriculum and room utilization plan for new schools.

CONSULTANT, SPEAKER:

Keynote Speaker: Implementing a Research Based Literacy Program for Pre School Children, Palm Springs and San Francisco, California

Keynote Speaker: Advocate for Educationally Disadvantaged Youth Striving Together; Leaving No Child Behind

Workshop Presenter: Leading reform in a large urban school district: Council for Greater City Schools Annual Conference

Workshop presenter: The Principal as Instructional Leader Presentation to principals Portland Public Schools, Portland, Oregon.

Keynote Speaker: Powerful Teaching and Learning Presentation to Elementary teachers, Bakersfield City School District, Bakersfield, California.

Workshop presenter: Improving Parental Involvement Teams Institute sponsored by the Achievement Council, a non-profit organization aimed at increasing academic achievement among minority and low-income students in California, at the University of California at Los Angeles.

Speaker: Moving Beyond the Bake Sale, Association for California School Administrators Annual Urban Leadership Seminar, Los Angeles, California

UNIVERSITY TEACHING:

Adjunct Professor, University of La Verne
Adjunct Professor, University of San Diego
Adjunct Professor, California State, Los Angeles
Guest Lecturer, California State, Fullerton
Visiting Lecturer, University of California, San Diego

Louis Joseph Garcia, Senior Vice President, District and School Services

ACCOMPLISHMENTS

Strategist and spokesperson for nation' s fourth-largest school system and nation' s most prominent urban school superintendent. Led more than 100 employees, \$8-million budget.

Key executive directing efforts of a non-profit that launched and supported more than 100 innovative schools.

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Results-oriented creator of communications campaigns to launch products and services for national clients.

Effective writer with multiple op-ed placements in the New York Times, Washington Post, Los Angeles Times, Baltimore Sun and numerous trade publications.

Award-winning journalist during 14-year career at three newspapers on Time's Top 10 list.

PROFESSIONAL EXPERIENCE

2009 – Global Partnership Schools New York, NY

Senior Vice President, District and School Services

- Lead development and delivery of products and services to support school and district improvement.

2006 – 2009 North Carolina New Schools Project Raleigh, NC

Vice President, Advocacy and Communications

- Led statewide outreach and policy development for leading high school innovation non-profit funded by the Bill & Melinda Gates Foundation and state General Assembly that launched more than 100 innovative high schools.

- Oversaw business planning including management of national consulting firm to determine organization's next generation of work.

- Developed unprecedented public opinion research on North Carolinians' views about high school reform.

2004 – 2006 Miami-Dade County Public Schools Miami, FL

Chief Communications Officer

- Led external, internal communications and outreach for Florida's largest school system with 357,000 students, 50,000 employees, and \$5.2-billion annual budget.

- Oversaw operation of South Florida's leading public broadcasting affiliates.

- Launched countywide "Parent Academy" involving public and private sector partners to offer 100+ classes in 80+ locations in three languages.

- Significantly expanded outreach venues, including outbound telephone calling system, key communicator networks, public affairs television show and Creole-language radio programming aimed at underserved Haitian community.

- Created "cultural communications bureau" to increase outreach to non-English speaking communities.

- Led crisis communications for events including administrative restructuring, student fatalities and hurricanes.

2002 – 2004 Achieve, Inc.

Washington, DC

Director, Public Leadership

- Led national outreach and advocacy efforts of independent, bipartisan nonprofit created by nation's governors and CEOs to help states improve their schools.

- Built four-person communications team that reduced reliance on outside consultants; managed \$1.2 million budget.

- Developed and executed release strategy for high school reform report that generated 34 million print media impressions, new client states.

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1997 - 2002 CommunicationWorks LLC

Washington, DC

Senior Associate

- Provided strategic counsel and tactical execution to a wide range of clients involved in domestic policy reform. Clients included IBM, Intel, U.S. Department of Education, White House Initiative on Educational Excellence for Hispanic Americans, National Center on Education and the Economy, Success for All Foundation, Southern Education Foundation, New American Schools, Asia Society, Maryland Department of Education and Business Coalition for Excellence in Education.

- Led account teams that generated 22% of firm's billings.

- Strategist and spokesperson for two high-profile National Education Summits involving speech by President Clinton and attendance by more than 100 governors and CEOs.

1997 Gannett News Service

Washington, DC

Correspondent

1987 - 1997 Dallas Morning News

Dallas, TX

Senior Writer

1986 - 1987 St. Petersburg Times

St. Petersburg, FL

Business Writer

1984 - 1986 New Orleans Times-Picayune

New Orleans, LA

Staff Writer

AWARDS RECEIVED

National Award in Education Reporting (Breaking News), Education Writers Association.

National Fellowship in Education Reporting, Education Writers Association.

Texas Katie Award (Best Series), Press Club of Dallas.

ADDITIONAL PROFESSIONAL ACTIVITIES

Panelist for Alliance for Excellent Education, American Educational Research Association, American Federation of Teachers, Freedom Forum, Investigative Reporters & Editors, National Association of Black Journalists, and National Conference of State Legislatures.

Board of Directors, Education Writers Association, 1992 - 1997.

EDUCATION

1984 Harvard University

Cambridge, MA

A.B. in honors concentration of History and Government

Ralph Valenzisi, Vice President, Information Technology

EDUCATION

1998-2004 Southern Connecticut State University, New Haven, CT
Sixth Year in Educational Administration

1991-1992 University of Bridgeport,

Bridgeport, CT

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Masters of Science in Education

1987–1991 DePaul University, Chicago, IL
 Bachelor of Arts in Music

EMPLOYMENT

2009–Present Vice President, Technology, Global Partnership Schools

- Responsible for all Instructional and Informational Technology
- Currently developing and implementing an Enterprise Level Finance and Human Resources system for Global Partnership Schools
- Responsible for the development of the e-learning platform for Global Partnership Schools

2006–2009 Director of Technology, Norwalk Public Schools

- Responsible for all areas listed under Instructional Technology Specialist
- Manage and supervise Information Technology, Data , and Transportation Department
- Responsible for all LAN line and cell phone systems
- Implemented a new Active Directory Infrastructure for over 4,000 computers and 20 sites
- Responsible for district E-Rate program
- Developed and implemented two district wide educational technology plans (2006–2009 and 2009–2012)

2004–2006 Instructional Technology Specialist, Norwalk Public Schools

- Responsible for creating and implementing 9–12 Tech Ed Curriculum
- Responsible for designing and implementing K–12 technology professional development
- Responsible for Title Two Part D and Carl Perkins funding
- Written, received and implemented various technology grants
- Responsible for educational web page
- Supervisor for Technology Education, Family and Consumer Science, Business Education and Computer Science Departments

2001–2004 Educational Technology Coordinator, New Haven Public Schools

- Created and implemented K–12 technology curriculum
- Responsible for designing and implementing K–12 technology professional development
- Responsible for Title Two Part D funding
- Written, received and implemented various technology grants, including E-Rate funding
- Implemented district-wide library media automation system
- Responsible for educational web page
- Responsible for purchasing approval of end user technology
- Responsible for supervision of K–12 building technology facilitators
- Collaborated with the data center to create, implement and manage various data systems

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1999-2001 Educational Consultant, Imperial Software

- Designed and implemented city wide training on a variety of courseware for K-12 teachers
- Project Manager of consulting and technical services for the City of Waterbury, CT
- Presented workshops in both Lotus SmartSuite and Microsoft Office applications
- Marketed and presented software to various school districts
- Created on line learning courses used nationally by educational systems
- Consulted with school systems' administration to assess technology needs and set short and long term goals

1992-1999 Teacher, Stamford Public Schools

- Trained and served as technology coach to other teachers; assisted in achieving technology goals in the classroom
- Provided district wide professional development on multimedia presentation tools and their integration into the classroom
- Member of district wide Science Curriculum Revision Committee
- Beginning Educator Support Trainer

CERTIFICATIONS

- Certified Pre-K - 8 Teacher
 - Certified Intermediate Administrator and Supervisor
 - Certified Lotus R4 and R5 Specialist
 - Certified Microsoft Office User Specialist
-

CORE, Inc.: Instructional Coaches (Literacy and numeracy)
Amy Serda-King

PROFESSIONAL EXPERIENCE

Independent Consultant

January 2005-Present

- Provide professional development to K-12 educators in the areas of, Sheltered Instruction, Building Academic Language, English Language Proficiency Standards, Writing Content and Language Objectives, TEXTEAMS, paraprofessional training and mathematics
- Provide mentorship to K-12 teachers in Bexar County
- MATH SMART trainer and coach for Intercultural Development Research Association
- Provide instructional coaching, which incorporates modeling, co-teaching, webcam planning and observation/feedback for schools not meeting AYP
- Provided staff development for Pearson Education in the area of mathematics
- Deliver training for Math TAKS Countdown with an emphasis for ELL
- Write curriculum with an emphasis on second language acquisition for K-12 mathematics

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University of Texas at San Antonio - San Antonio, Texas
Present

January 2005-

Student Teacher Supervisor

- Supervise student teachers during their teaching internship
- Observe and mentor K-12 student teachers
- Host sessions on a variety of topics relevant to education; i.e. special education, instructional strategies, classroom management and sheltered instruction
- Work closely with cooperating teachers and administration to ensure success of each student teacher

St. Mary' s University - San Antonio, Texas
Present

January 2005-

Adjunct Faculty

- MT 3305 Essential Elements in Mathematics: This course is designed to educate Elementary Education majors on the national and state educational standards in mathematics. Students also experience research based instructional strategies that promote mathematical excellence in the classroom.

Migrant Matematica Teacher- San Antonio, Texas

June - July 2006

Provided mathematics instruction to the migrant population in Bexar County

Education Service Center Region 20 - San Antonio, Texas
Math Educational Specialist

July 2001 - January 2005

- Plan, develop, organize and conduct staff development for Region 20' s K - 12th math educators to meet state mandates (TEKS/TAKS) that are aligned with NCTM Principles and Standards
- Assist in the development, implementation and evaluation of K - 12th math curriculum and instructional programs for designated districts/campuses
- Provide technical assistance to districts in promising practices in math education
- Assist districts in achieving quality instructional programs that meet and exceed accountability standards as evidenced by AEIS indicators
- Assist with projects such as instructional, assessment strategies and differentiated curriculum
- Identify and provide information to districts on instructional strategies and materials as needed
- Provide training to district personnel identified curricular needs and assist in the development of a long-range plan for improvement of math/science instruction
- Provide training in the area of mathematics to pre-service teachers based on the TEXES standards
- Work with district personnel to implement strategies that increase student achievement and close the gaps among all student populations
- Assist schools in the integration of technology to enhance mathematics instruction
- Receive continuous professional growth in the areas of Mathematics TEXTEAMS Leader trainings, educational technology, and other trainings in the areas of math

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- Maintain informed with educational updates issued by Texas Education Agency

Alamo Community College District - San Antonio, Texas

August 2002 -

January 2003

- Designed and implemented curriculum and staff development for ACCD's Alternative Certification Program (Math Scholars) in the areas of TEXES 4-8 and 8-12 math certification

San Antonio Independent School District - San Antonio, Texas

August 2000-

May 2001

Martin Luther King Middle School - Mathematics Teacher

- Taught 7th grade mathematics: I was recruited by the district to teach in a school, which holds a low performance rating, in efforts to improve the status of the school
- Taught math Texas Essential Knowledge and Skills for 6th, 7th, and 8th grade levels
- Screened students' math skills in order to help them in the areas of mathematical need
- Attendance and discipline Committee Member
- Math Department Chair
- Provided Staff development to all middle school mathematics teachers in the district

San Antonio Independent School District - San Antonio, Texas

December 1996- May 2000

Cooper Middle School - Mathematics Teacher

- Taught at-risk and ELL students in middle school mathematics
- Taught math Texas Essential Knowledge and Skills for 6th, 7th, and 8th grade levels
- Screened students' math skills in order to help them in the areas of mathematical need
- Math Department Chair
- Cooperating teacher for The University of Texas at San Antonio
- Provided staff development to all middle school mathematics teachers in the district
- Developed and implemented scope & sequence for 7th grade math curriculum
- Tutored students in the area of TAAS, which included migrant and ELL students
- Urban Systemic Initiative Peer Teacher: USI Trained mentor teacher
- Attended seminars and workshops to enhance teaching skills and mathematical knowledge
- U.I.L Coordinator for Cooper Middle School
- U.I.L Calculator Coach

EDUCATION

University of Texas at San Antonio

San Antonio,

TX

- Master of Arts, Education, May 2001.

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Texas A&M University
TX

College Station,

· Bachelor of Science, Interdisciplinary Studies (minor in Mathematics),
December 1996.

Technical Skills/Certifications

- K-12 Certified Texas School Administrator
- K-8 Certified Texas School Teacher, (6-8 Math teacher)
- School Administrators Skills Assessment Assessor (SASA)
- SIOP trainer
- Connected Mathematics Project, Investigations trainer
- Texas Teachers Empowered for Achievement in Mathematics and Science (TEXTEAMS)

Leader

- Responsible for working directly with districts, campuses, and regional education service centers to schedule and provide TEXTEAMS professional development sessions
- Proficient in the use of Microsoft Word, graphing calculator and Internet

Language Skills/Personal

- Fluent in Spanish.
- Comfortable giving presentations and discussions of both a technical and general nature

Honor

- “ A Day in the Life of a Teacher” : Nominated to be a teacher featured on a website designed to attract people in the field of teaching. This can be accessed on Region 20’ s website www.esc20.net.

Melanie Matthews, M.A., NBCT
Educational Consultant
CORE, inc

Melanie Matthews is an Educational Consultant with CORE. She holds a Master of Arts degree in education from the University of Michigan-Dearborn. She is also a National Board Certified Teacher holding an Early and Middle Childhood Literacy: Reading Language Arts certificate. As a reading specialist, Melanie has solid knowledge and understanding of instructional strategies in literacy/reading language arts. She has been extensively trained in reading theory, scientifically based reading research, and presentation and facilitation skills.

Having taught nine years in elementary and middle schools, Melanie also served as a lead teacher, supporting classroom teachers with curriculum implementation. As a literacy coach for the Detroit Department of Curriculum and Instruction, she provided in-class support, research-based instructional methods, resources, and districtwide professional development to K-3 teachers. She’ s currently an early childhood specialist for the Office of Foundation for Early Learners.

Melanie enjoys training fellow educators and providing them with the leadership and

support needed to improve student achievement while building teacher capacity.

Erick Herrmann

Career Highlights & Qualifications

My entire career has led me to being highly qualified to serve as an Educational Consultant with CORE. Specifically, I have:

- served as a teacher at both the high school and elementary levels
- worked with teachers K-12 as a teacher trainer at the college level as well as in professional development
- worked with teachers as an instructional coach as a Teacher on Special Assignment (TOSA)
- participated in the recruitment and hiring of teachers and instructional assistants K-12

Certifications

Multiple Subjects (K-8)

Spanish (K-12)

Teaching English to Speakers of Other Languages (K-12)

Reading (K-12)

Administration (K-12)

Recent Experience

2005-present North Clackamas School District
Milwaukie, OR

Teacher on Special Assignment

- Support ESL teachers in instruction, placement, exits and all required paperwork for Federal/State compliance in relation to English Language Learners. Plan, deliver and evaluate training for ESL teachers and mainstream teachers of English Learners.

2007-present Pearson Education
USA

Educational Consultant

- Train and observe teachers and administrators on the SIOP model, its foundation, components and features.

2005-2006 El Puente Bilingual School
Milwaukie, OR

English Language Development Specialist

- Help design, develop and teach English Language Development through science in a bilingual K-3 program as well as ensure NCLB compliance in regards to ELL students.

2003-2005 Fern Hill Elementary School
Forest Grove, OR

English Language Development Facilitator

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- Help design, develop and teach Native Language Literacy (Spanish) and ELD program as well as ensure NCLB compliance in regards to ELL students at a brand new K-4 elementary school.

1996-2003 Forest Grove High School

Forest Grove, OR

Advanced Placement/Spanish for Spanish Speakers/Spanish Teacher/ English as a Second Language Program Coordinator

- Developed and implemented curriculum for Advanced Placement Spanish Language and Literature and Spanish for Spanish Speakers I and II.
- Taught Spanish 1.
- Implement Title VII grant including writing curriculum for Sheltered English courses in English/Language Arts, Math, Science, Social Studies and Health.
- Recruit teachers to be trained in the Lewis and Clark ESOL Endorsement Program.
- Provide staff development to the individuals as well as large groups.

Education

2008-2009 Portland State University Portland, OR

- Initial Administrator Licensure Program

1998-2003 Lewis and Clark College Portland, OR

- Master of Arts in Teaching
- ESOL/Bilingual Endorsement
- Reading Endorsement

1995 College of Notre Dame San

Mateo, CA

- California Secondary/Elementary Teaching Credential
- CLAD Certificate

1989-1994 Humboldt State University Arcata, CA

- Bachelor of Arts in Spanish
- Minors in Teaching English as a Second Language and Linguistics

Skills

- Bilingual in Spanish and English
- Group Facilitation

As a trainer and professional development specialist, I am skilled at working with diverse groups of people and leading meetings and professional development in a variety of areas.

- Professional Training

Sheltered Instruction, Best Practices in Education, Differentiated Instruction, K-12 Literacy, Assessment for Learning, Professional Learning Communities, Cooperative Learning

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Cris Goldy, M. Ed.

M.Ed. Central Washington University, August 1990, Special Education with
Emphasis on Bilingual and Multicultural Education.

BA Central Washington University, June 1983, Special Education with
Elementary Education Minor.

Certification and Licensure:

Continuing Certificate, No. 25616F, Regular and Special Education issued by the
Office of the Superintendent of Public Instruction, Olympia, Washington.

Relevant Employment History:

· Consortium On Reading Excellence (CORE), 8/04-Current. 2560 Ninth St., Ste.
220, Berkeley, CA 94710. Educational Services Manager. Contact Evelyn Wickers,
Human Resources, (888) 249-6155.

· Owner, President: CRG Educational Consulting, 4/02-8/04. 308 S. James, East
Wenatchee, WA 98802. Consultant, Trainer, Speaker.

· Adjunct Faculty, Seattle Pacific University, 10/00-current. School of
Education,
Peterson Hall - Suite 209, 3307 Third Avenue West, Seattle, WA 98119. Contact
Marilyn Mortenson, (206) 281-2028

· Puget Sound Educational Service District, 6/00-4/02. 400 South West 152nd
Street, Burien, WA 98166, Program Manager, Safe and Civil Schools. Contact Kimberly
Noel, (206) 439-6921.

· Warrenton-Hammond School District, 9/99-6/00. 820 SW Cedar, Warrenton, OR
97146. Teacher/Director, Self-contained Emotionally Disturbed Consortium Program,
Grades 5-9. Contact Personnel, (503) 861-2281.

· Tillamook School District, 9/98-6/99. 6825 Officer's Row, Tillamook, OR
97141. Behavioral Support Specialist. Grades K-6. Contact Personnel, (503) 842-4414.

· Victoria Department of Education, 1/98-6/98. 33 St. Andrews Place, Melbourne
3001, Australia. Bilingual School Project Coordinator, Bilingual Schools Project
Grant. Contact Anne Eckstein, 61-3-9637-2041.

· Entiat School District, 9/94-6/96, 2650 Entiat Way, Entiat WA 98826. Federal
Programs Director, Teachers Migrant PASS Program Grades 9-12; Migrant, Bilingual and
Special Education, Grades K-12. Contact Jeff Davis, (360) 893-6500.

- Washington State Migrant Student Leadership Program, 3/94, 3/95 and 3/96. Washington State Migrant Education Program, OSPI, PO Box 47200, Old Capitol Building, Olympia, WA 98504. Grades 9-12, Young Adult Leadership Trainer.
- Sterling Middle School, 3/92-6/94. Eastmont School District, 460 9th St. NE, East Wenatchee, WA 98802. Special Education Consultant, Teacher (Reading, Science, Math) Grades 6-7.
- Palisades Elementary School, 9/87-2/92. Palisades School District, HCR 83, Palisades, WA 98845. Bilingual (Dual Language) K-1, Special Programs K-5.
- Shining Mountain Elementary School, 9/83-6/87. Bethel School District, 516 East 176th St, Spanaway, WA. 98387. Teacher and Consultant, Special Education.

Experience Highlights:

- Educational consultant, providing training and facilitation for implementation of Scientifically Based Reading Research (SBRR), Response to Intervention, core reading programs, reading interventions and the coaching model to schools and school districts throughout the United States. Lead Consultant for state of Alaska Response to Intervention implementation.
 - Owner, consultant providing training and facilitation to schools and educational agencies in the areas of school wide discipline, school safety, crisis intervention, classroom challenges and student behavioral issues and violence prevention.
 - Developed and taught trainings and workshops for continuing education and university credit in the areas of violence prevention, school wide discipline policy, harassment, intimidation and bullying, classroom management and interventions for challenging students, as well as pre-service and in-service modules to professionals and undergraduate students.
 - Managed Safe and Civil Schools Program for an area covering forty percent of the students in Washington State, including coordinating and directing activities and training for 33 schools and a cadre of five facilitators.
 - Provided Crisis Intervention to schools and schools teams, including consulting with school staff and students impacted by critical incidents.
 - Directed Title I Migrant Program, including program development, grant writing, budgeting, purchasing, monitoring, implementation and evaluation.
 - Coordinated and evaluated Bilingual Schools Project encompassing 15 schools in the state of Victoria, Australia delivering bilingual immersion programs in primary and secondary public and private schools.
-

Administrative Experience

Math Sense Professional Development

2007–Present

Atlanta, GA

Work with schools and districts in the area of school improvement
Create and present professional development programs in mathematics.

Southern Regional Education Board (SREB)

2005–2007

Atlanta, GA

School Improvement Consultant

In the High Schools That Work/Making Middle Grades Work programs, I worked with school districts and schools to develop standards-based programs that increase the rigor of the students' work, raise expectations, and build strong leadership in the schools. Led Technical Assistance Visits and Site Development Workshops, math, literacy and science workshops and on-site coaching using research-based best practices at the schools. Oversaw the Middle Grades Mathematics Series, Internet-based college courses for middle school teachers.

Wright Group/McGraw-Hill

2003–2004

Chicago, IL

Executive Editor – Mathematics

Developed mathematics materials for Pre-K-6 market. Coordinated work of in-house editors, development houses and freelancers to create new products and update existing products. Projects included SRA/Mathematics Laboratory and a mathematics intervention program.

eSCORE.com

2000

Oakland, CA

Director of Mathematics

Developed mathematics curriculum for Internet-based mathematics program eSCORE and over 100 SCORE! centers around the country.

- Created mathematics curriculum based upon the NCTM Standards and state standards
- Developed mathematics material and edited material created by other writers
- Supervised internal staff of Senior Editors and outside writing houses
- Worked closely with media design department to develop the look of the product on the Internet
- Created functional specifications of mathematical operations and tools for the

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technical department

- Developed over 36 hours of curriculum and lessons for a one-to-one mathematics tutorial program to be presented over the Internet

Public Broadcasting Service

1999–2000

Alexandria, VA

Senior Manager of K-12 Professional Development for PBS Online

Oversaw all aspects of Mathline and Scienceline professional development programs.

- Developed and presented professional development programs for online facilitators
- Oversaw production of all video and print materials for Mathline and Scienceline
- Worked with local PBS stations, publishers and governmental agencies to create and run local and national learning communities, listservs and bulletin boards for distance learning
- Administered multi-million dollar grant from the U.S. Department of Education
- Created and edited content for Mathline, Scienceline, and TeacherSource web sites

Richardson Independent School District

1996–1998

Richardson, TX

Director of Mathematics

Oversaw the district mathematics program.

- Developed the RISD mathematics budget
- Developed mathematics curriculum and integrated curriculum
- Developed Mathematics–Language Arts Laboratory School
- Developed and oversaw implementation of RISD Mathematics Action Plan
- Created and presented staff development workshops
- Led the mathematics textbook adoption process

District of Columbia Public Schools

1994–1995

Washington, DC

Deputy Director for Programs

Developed and oversaw the Mathematics, Science and Technology Initiative for the district. Implemented the \$13.5 million NSF Urban Systemic Initiative grant for mathematics, science and technology.

- Developed the mathematics, science and technology curriculum
- Implemented a \$2.2 million districtwide K-6 mathematics textbook adoption
- Supervised Mathematics, Science, Technology Resource Team
- Developed a full-time, 4 week staff development summer program for over 400 teachers
- Moved district from Competency Based Curriculum to Performance Based Education
- Developed governmental, higher education, and business/industry partnerships

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for the district

- Worked collaboratively to create a shared vision of an integrated, interdisciplinary approach to instruction in mathematics, science, and technology

Math Sense Mathematics Consulting

1992-1994, 1995-1996

Aberdeen, NJ

Developed and presented staff development workshops, in school districts, to teachers, supervisors, and administrators in all areas of mathematics for grades K-12, including:

- Problem Solving and Critical Thinking in Mathematics
- The Use of Calculators in the Classroom
- Alternate Means of Assessment in Mathematics
- Cooperative Learning
- Meaningful Mathematics With Manipulatives

Developed a videotape series on New Trends In Teaching Secondary School Math for the NASSP.

Consultant for Texas Instruments, Casio, and the New Jersey Department of Education.

New Jersey Department of Education

1988-1994

Trenton, NJ

Academy For Professional Development

Project Coordinator, Curriculum Framework Project

Coordinated and facilitated 30 School District Leadership Teams and 6 Regional Leadership Teams in the implementation of the New Jersey Mathematics Standards and the New Jersey Mathematics Curriculum Framework.

- Member of the New Jersey Mathematics Standards writing and development teams
- Member of the writing team and all committees of the New Jersey Mathematics Curriculum Framework Project

Developed, coordinated, presented, and facilitated staff development workshops for administrators, supervisors, and teachers

Regional Curriculum Services Unit and Academy For Professional Development
Educational Program Specialist

Assisted school districts in meeting improvement and growth needs in mathematics by providing curriculum and staff development assistance through a variety of means, including:

- Developed and presented HSPT (High School Proficiency Test) Mathematics Institutes for teachers, supervisors, and administrators for grades 4-6, 7-9, and 9-12
- Developed and presented numerous mathematics workshops for teachers, supervisors, and administrators on topics including problem solving; use of computers and calculators in the curriculum; use of manipulatives; data analysis; geometry; writing in mathematics; word problems
- Trained teachers in how to integrate computer and calculator technology into the instructional process

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- Delivered curriculum alignment workshops to supervisors and administrators
- Presented test awareness sessions for school districts on test-taking skills and test-wiseness for the 11th grade HSPT in mathematics and the 8th grade EWT (Early Warning Test) in mathematics
- Provided consulting services and technical assistance to teachers and school districts
- Participated in ongoing professional development through attendance at national, regional, and state conferences in the areas of education and mathematics education
- Wrote and edited mathematics materials as a member of the New Jersey Department of Education Mathematics Product Development Committee

Teaching Experience

Cedar Ridge High School, Old Bridge, New Jersey

1986-1988

Taught geometry and algebra. Trained in and taught Peer Leadership class. Coached basketball and track. Served as faculty advisor for various extracurricular clubs and academic competitions

Marlboro Middle School, Marlboro, New Jersey

1984-1986

Taught 8th grade math and high school algebra. Appointed member of Marlboro Township Public Schools Affirmative Action Committee. Delegate to Marlboro Township Education Association

New York City Public Schools, Brooklyn, New York

1972-1979, 1983-1984

Taught math and science in Intermediate School and Junior High School and taught elementary school (grades 2-5).

Other Activities

Greater Dallas Council of Teachers of Mathematics

Chair of the Technology Exhibits Committee for the NCTM Southern Regional Conference, 1998. Member of the Executive Council and NCTM Representative.

Association of Mathematics Teachers of New Jersey

Member of the Executive Council. Chair of the Demonstration Classrooms Committee for the NCTM Northeast Regional Conference, 1994

New Jersey Mathematics Coalition

Member of the Steering Committee and Chair of the Teacher and Administrator Enhancement Task Force in this statewide umbrella group, under the aegis of the Mathematical Sciences Education Board, for all math related organizations in the state.

Matawan-Aberdeen Board of Education

Elected member of the Matawan-Aberdeen Board of Education and served on several committees including the Curriculum Committee.

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Publications

- 7-9 HSPT Institute, Mathematics: Problem Solving, Communication, Reasoning, Connections, Co-author, New Jersey Department of Education, 1990.
- 9-12 HSPT Institute, Mathematics: A Problem-Solving Approach, Co-author, New Jersey Department of Education, 1990.
- Strengthening Mathematics Instruction Through Cooperative Learning, Bureau of Education and Research, 1993.
- A videotape series, New Trends In Teaching Secondary School Math, Instructovision-NASSP, 1993.

Education

New York Law School
Doctor of Jurisprudence
Specialization in Communications Law.
Graduated cum laude, June 1982
Admitted to New York Bar, 1983
Admitted to Georgia Bar, 1983
Brooklyn College
M.S., Television & Radio, February 1976
M.S., Education (Specialization in Mathematics), June 1975
B.A., Education, June 1971
Rutgers University, Graduate School of Education
Courses in administration, supervision, and curriculum at Rutgers
Graduate School of Education

Certification

	Issued
New York State	
Nursery, Kindergarten, Grades 1-6 and Mathematics 7-12	
9/76	
New York City	
Teacher of Common Branches in the Day Elementary Schools	9/71
Teacher of Mathematics in the Junior High Schools	
5/75	
New Jersey	
Teacher of Mathematics	
	8/84
Elementary School Teacher	
	8/88
Supervisor	
	6/91
Texas	
Supervisor	
	11/97

California
Administrative Services Credential
12/02

Georgia
Educational Leadership Level 6
12/09
Middle Grades Math
12/09
Early Childhood Education
12/09

Tena E. Fulghum, Ed.S
Overview

Experience I am currently employed as an Educational Consultant with the Consortium on Reading Excellence out of Berkeley, CA. My job consists of providing teachers in the elementary grades with face to face professional development in research based reading practices as well as site implementation visits where I work one-on-one with faculty members in best practices in student learning. Additionally, I work with administrators, coaches, and teachers in RtI implementation including extensive instruction on how to meet the needs of strategic and intensive students. I was previously employed as a part-time Curriculum Specialist with Pearson/Scott Foresman. I have been part of many math initiatives providing research based mathematics professional development to teachers across the United States.

For both the 2008–2009 and 2009–2010 school year, I have worked as an independent educational consultant with Harriet Tubman Elementary School in College Park, Georgia where I provided workshops and site visits in the mathematics area of problem solving and reasoning. I also created an on-line class for Western State College in Gunnison, Colorado. This class, EDUC 413, is the Foundations of Mathematics for Special Education majors. Additionally, I have provided training in Columbia County, GA at Lewiston Elementary in the area of Research Based Math.

I have conducted workshops at the National Learning Focus Conference held in Atlanta, Georgia in which I trained over 300 attendees in the use of reading strategies in the content area of science. Additionally, I have worked as Educational Trainer for my previous county of employment. I conducted yearly workshops in Reading Comprehension, Six Traits of Writing, and LFS. I also conducted workshops and presentations for the newly hired assistant principals within the county to familiarize them with best practices in LFS. I was also the county liaison for state training in the Georgia Performance Standards (Math grades 3–5). I have earned my Specialist Degree in Educational Leadership and am certified in the state of Georgia in the areas of Elementary Education (PK–5), Middle Grades Science, Middle Grades Social Studies, Middle Grades Math, Middle Grades Language Arts, and Special Education (all areas). I have my Special Education Consultant add-on as well as my Teacher Support Specialist endorsement.

2008–Present Consortium on Reading Excellence Berkeley, CA
Educational Consultant

- Part time Educational Consultant for CORE in the area of research based reading.
- Duties include redelivering presentations that involve research based reading content including: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension as well RtI trainings and site visit coaching of teachers, administrators, coordinators, and coaches. I have also conducted an educational audit in Matteson, IL
- Districts in which I have worked including Palmer–Wasilla, AK, Tempe, AZ, Waukegan, IL, and Pierre, SD.

2006–present Pearson Achievement Solutions Duluth, GA
Curriculum Specialist

- Part time consultant for Pearson in the area of Math Professional Development where I conducted face to face trainings as well as facilitated on-line courses through the Pearson portal.
- Worked as a facilitator through the basal side of Pearson where worked with several counties, including Fulton, Barrow, and Clarke across Georgia providing In-service training to teachers and administrators in content rich math instruction as well as the “Investigations Math Program.”
- Worked as a facilitator on the “Making Mathematics Explicit” project in Cincinnati Public Schools. This program was a pedagogical program designed to instruct teachers on best practices in mathematics.
- Worked in Fulton County as a facilitator on the “Numbers and Properties of Operations” project from July 2008–December 2008. This project was a workshop designed for all of Fulton County teachers grades K–5 to increase their content knowledge and problem solving practices.

2005–2008 River Ridge Elementary Evans, GA
Third Grade Teacher

- Employed by Columbia County at River Ridge Elementary teaching language arts, science, social studies, and math.
- Completed my Specialist’s Degree in Educational Leadership (2005)
- Received Teacher Support Specialist endorsement (2005)
- LFS trainer for Columbia County to assist in the redelivery of LFS (Learning Focus Schools). I am a trainer in the areas of Initial LFS, Reading Comprehension LFS, Six Traits of Writing and Remediation using LFS. (2005–present)
- Member of the Science GPS school redelivery team (2005–07)
- New teacher mentor to 2 first year teachers (2005–07)
- Co-Authored the Major Initiatives section of RRE SACS proposal and chair of the School Improvement Project for RRE (2005–present)
- Attended Dr. Lauren Williams’ “Aspiring Principals” training (2005–06)
- Instructional Extension tutor in the areas of math and reading (2005–06)
- Presenter at the National LFS Conference in Atlanta in the area of reading comprehension in the content areas. Over 400 teachers attended this workshop. (2006)

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- Certified in Educational Leadership by passing the Praxis II (2004)
- Received my Masters Degree in Educational Leadership (2004)
2000-2003 Evans Elementary Evans, GA

Fourth Grade Teacher

- Employed by Columbia County at Evans Elementary teaching science and language arts.
- Received In-Tech, Technology for Schools, training (2000)
- Received Light Span software training (2000)
- Received both Reading and Writing by Design training through CSRA RESA (2001)
- Received a SRS/Westinghouse grant for \$750 for science materials for my classroom (2002)
- Received a Fort Gordon grant for \$1000 for a portable science station for the entire 4th grade (2002)
- Received 4 Blocks Reading and Writing training (2002)
- Received Learning Focused Schools training with Max Thompson (2002)
- Co-creator and participant in both after-school and summer enrichment programs at EES (2000-2002)
- Yearbook Co-Editor (2002-2003)
- School Improvement Committee Member (2000-2003)
- Grade Level Chairperson (2002-2003)
- Media/Technology Committee Member (2000-2003)

Education 2004-2005 Augusta State University
Augusta, GA

- Specialist in Educational Leadership and Curriculum Development (Ed.S) (L6 certification) May, 2005
- Selected as model student to be included on the Capstone process video
- Graduated with a perfect 4.0

2003-2004 Augusta State University Augusta, GA

- Masters in Educational Leadership and Curriculum Development (M.ED) (L5 certification) May, 2004
- Passed the Praxis II in Educational Leadership
- Graduated Summa Cum Laude with a perfect 4.0
- Had 4 leadership papers selected to be included in the College of Education's NCATE review

1995-1999 Augusta State University Augusta, GA

- Bachelors of Science in Early Childhood Education (BSED) (T4 certification) December, 1999
- Graduated Magna Cum Laude with a 3.7
- Member of Phi Kappa Phi National Honor Society
- Hope Scholar all 4 years
- Recipient of the Katherine Pamplin Reese Scholarship for Excellence

Skills I am an excellent communicator and possess outstanding management skills. I consider myself the ultimate team player and a people person. I strive hard to do my best at any task I am given and enjoy the satisfaction of a job well done. I am a quick learner and an eager student willing to go above and beyond to get any job done. I enjoy helping others and believe myself to be a very effective motivator. I am proficient on IBM and MAC compatible computer systems including the Microsoft

Office Suite, Excel, and PhotoShop. I am also versed in basic HTML web design. I am well versed in LFS strategies, research based practices in reading and math, the 5 pillars of reading as determined by the NRP, and formative assessment. I also know many major commercial reading program including Reading Mastery, Open Court, Imagine It!, DIBELS, Houghton Mifflin, Harcourt, Scott Foresman's Reading Street, Voyager, SIPS, Read Well, Read Naturally, and Corrective Reading. I have extensive knowledge in math on problem solving including research by the QUASAR and TIMMS study and commercial programs like Exemplars and Investigations. Additionally, I am fully trained in RtI and differentiation and have worked with several school districts to implement their programs.

BILLIE HANSON-DUPREE

OBJECTIVE

Consultant/Coaching/Facilitating Positions commensurate with my experience, skills and abilities

PROFESSIONAL EXPERIENCE

Alameda County Office of Education

Coach/Consultant (2009)

- Provided coaching and support to Special Education Teachers for administration and scoring of DIBELS assessments

Instructor (2003-2004)

- Provided professional development for teachers on reading fluency
- Provided professional development for instructional assistants, and Y.E.P. providers on teaching reading fluency

Alameda County Reading Association

Consultant-Reading/Language Arts (2008)

- Vocabulary Development Using Culturally and Linguistically Responsive Read Alouds (Presentation)

Professional Development Reading Institutes, Reading Lions Center, Sacramento County Office of Education

Instructor (2002-2009)

- Instructor for AB 466/SB 472 and Advanced Reading Institutes, statewide

California Reading and Literature Project (San Jose Region)

Teacher Leader (2001 - 2008)

- Instructor for
 - o Systematic English Language Development, an English language development program (2006)
 - o A Focused Approach to English Language Development, a frontloading English Language program for Houghton Mifflin Reading (2003-2007)
 - o Follow-up sessions on morphology, vocabulary and writing

Hayward Unified School District, Hayward CA

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First Grade Teacher(20%) position (August 2008–June 2009)

- Taught first grade classroom using Houghton–Mifflin Reading
- Reading First Literacy Coach (2003–June 2008)
- Present grade level and whole school professional development on vocabulary, morphology, fluency, sound/spelling cards, universal access and assessment
 - Coach teachers in grades K–6 on effective implementation of the Houghton Mifflin Reading Program, student engagement, culturally and linguistically relevant teaching practices
 - Work with schools and grade level groups on lesson study, data analysis and planning, vocabulary development, fluency, morphology, and Universal Access
 - Participant in the Instructional Leadership Academy
 - Co-author and instructor for HUSD reading intervention program

Bilingual Teacher, Cherryland School (August 1981 – August 2003)

- Taught grades 1–4 in bilingual settings
- Member of Elementary Curriculum Council (2002–2003)
- Member of the language arts textbook adoption committee in 2002
- Presented ELD workshops at Cherryland School (2002).
- Results Team Leader, (2000–2001)
- Mentor Teacher (2000)
- BTSA Support Provider (2000–2002, 2006–2007)
- Participated on Site Based Decision Making Team, Literacy Committee, and School Advisory Committee

EDUCATION

Masters Degree in Education, with an emphasis in Reading from California State University Hayward, Hayward CA (2005)

Bilingual Certificate of Competency (1982)

Teaching Credential in Elementary Education from San Francisco State University, San Francisco CA (1970)

B.A. in English from San Francisco State University San Francisco CA (1969)

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**