

Lead Partners to Support District and School Improvement Efforts for the 1003(g) School Improvement Grant

Part I: Narrative Description

February 25, 2011

**Cambridge Education LLC
400 Blue Hill Drive, Suite 100, North Lobby, Westwood, MA 02090
Telephone Number: 781-915-0040
Fax Number: 781-915-0001
Email: Bidsmanager@camb-ed-us.com**

**Contact Person: Tim Boyce
Telephone Number: 973-462-8424**

Federal Employer Tax Identification Number: 203157028

**Geographic Areas: I-A, I-B-B, I-B-C, I-B-D, I-C, II, III, IV, V, VI
Grade Spans: Pre- K – High School**

**Name of Parent Company: Mott MacDonald Inc.
Name of Chief Executive Officer: Keith Howells
Website: www.mottmac.com**

**Type of Organization: Corporation
Length of Time in Business: 9years 8months**

Annual Sales: 23.9M

Number of Full-Time Employees: 98

State of Incorporation: Delaware

Location: 27 Bleeker Street, Millburn, NJ 07041

Mott MacDonald's Federal Employer Tax Identification Number: 800034169

PART 1: CONTENTS PAGES

A. COVER PAGE	1
B. EXECUTIVE SUMMARY	3
C. SERVICE AREA	5
D. WORK PLAN	6
E. REFERENCES	114
F. CONTRACTORS QUALIFICATIONS	115
G. EXCEPTIONS TO RFSP	117
APPENDICES	118

B. EXECUTIVE SUMMARY

Cambridge Education, LLC is pleased to submit our proposal in response to the RFSP to become Lead Partners to Support District and School Improvement Efforts for the 1003(g) School Improvement Grant. Our staff and consultants are dedicated professionals who have extensive experience in the PK-12 public education arena with a track record both in the US and around the world in implementing research-based comprehensive services that ensure rapid and sustainable turnaround in schools.

Our firm's qualifications and expertise position us as an ideal choice to serve as a Lead Partner to meet the services requested in the RFSP. We have demonstrated extensive expertise over the past two decades as a lead partner in numerous assignments overseas and in the US including engagements at school, District and State levels. We have helped many schools and districts to make significant gains.

Cambridge has a core competency in district and school evaluation and strategic improvement. Since 2002, we have led projects in over 300 districts across 24 states and have worked in over 4,500 schools. These engagements include programs at the school, district, state, and government level. For example, for the past five years, we have been a lead partner for the New York City Department of Education, the nation's largest system of public schools in the United States. Our work with NYC has included acting as their thought partner in the development of a comprehensive school quality review program which we then implemented in every school in the city. Our programs recognize that all districts and schools must strive to continually improve. Our experience is that all schools want to improve on their previous best. Our theory of action is based on the belief that the development of strong working partnerships and actively engaging all stakeholders is fundamental to transforming schools and districts. Our starting point is to assist schools to identify what they are doing well and what needs to be improved.

Our approach to assisting schools and school districts is based on a set of assumptions that we feel are essential to successful school improvement:

- In order to know where you're going, you have to have a clear sense of where you're starting
- The effective analysis and application of data is crucial to good decision making
- All improvement efforts should be intensely goal-focused, with continuous progress monitoring

Cambridge Education's approach to school improvement is rooted in high quality research. Our work draws on research accrued over the past two decades by leading researchers from around the world. We also have a long history of commissioning and undertaking research and as a result have developed strategic partnerships with leading education research establishments. For example, in the US, one of our lead advisors is Dr. Ron Ferguson, the co-chair of Harvard University's Achievement Gap Initiative.

Our proposal provides specific details about the qualifications and experience that demonstrate our ability to meet the requirements and expectations set forth in the RFSP. As you review our proposal, you will note that we present a range of approaches and programs. We take pride in working closely with our clients to identify the best blend of services to support their goals and strategic priorities. Our diverse services are aligned by a common educational philosophy and set of principles, but we prefer not to present them as a single package that needs to be accepted in its entirety. Rather, it is important to stress our commitment to customize our approach for each district and every individual school. We are committed to helping the ISBE with this important school improvement project and look forward to working with all stakeholders, teachers, parents, administrators the state, the districts, and each individual school. The end result of all our efforts should not only be improved student performance, but the building of capacity to sustain the improvements over time.

C. SERVICE AREA AND CAPACITY LIMITATIONS

We would be willing to serve as a Lead Partner to any of the designated geographical regions. We have extensive experience and expertise in supporting performing schools in a wide range of settings, including inner- city urban and more remote rural settings. However, our preference would be to serve as lead partner to groups of schools in one or two districts as opposed to spreading our services across a number of districts. We believe that by adopting such an approach, we would be able to provide a more efficient and effective service which would have greater impact.

In relation to capacity our preference would be to provide intensive support in the first year to four schools. Preferably with graded PK through 12 or 2 through 12, but we have the experience and expertise to provide support to all types of schools within the pre K-12 range. However, we are very flexible and have set out below we have set out a number of options below.

1. 4 large high schools (1000 + students), preferably grouped close together in a similar part of town
2. 4 large high schools (1000 + students), preferably in 2 groups of 2 in a similar part of town.
3. 3 large high schools and 2 smaller schools (less than 1000)
4. 2 large high schools and 4 small schools (less than 1000)
5. 1 large high school and 6 small school
6. 8 small schools

By preference would prefer the widest range of ages rather than just 9 through 12, K through 12 and 2 through 12. Given a choice we would prefer a blend of school reform types.

D. WORK PLAN

1. COMPREHENSIVE AUDIT

Cambridge has a core competency in providing district and school evaluation and strategic improvement.

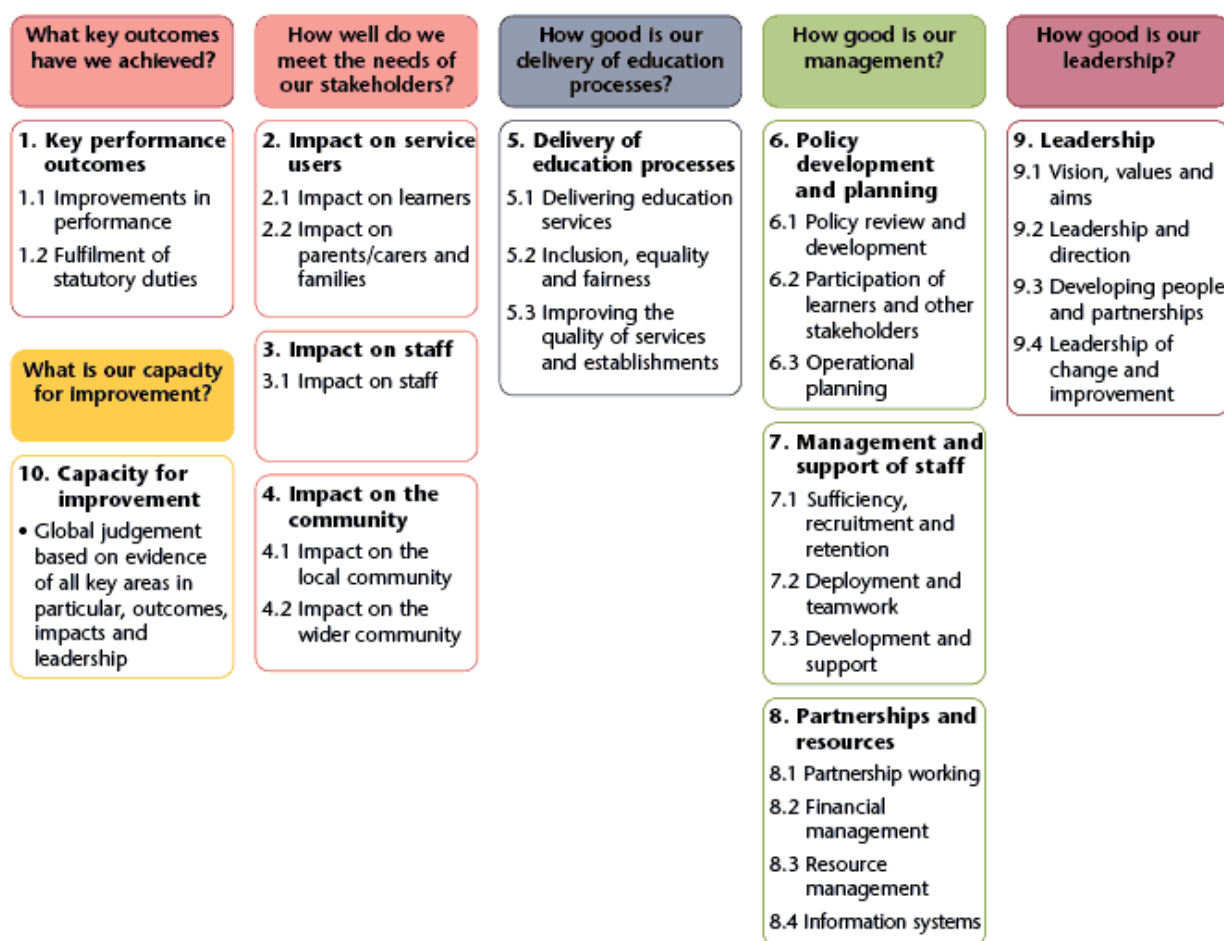
Benchmark assessments are a key starting point for effective school transformation is a clear understanding of how well the students are achieving at each school, what each school does well, what it needs to improve and how well equipped is the school leadership team to lead the Transformation.

It is our experience that In order to have an effective benchmark it is essential to engage all stakeholders including students, parents, and teachers, administrators and LEA staff. Therefore, our starting point is to undertake a series of comprehensive reviews and surveys at school and LEA level. These are based on a set of well-established rubrics which enables us to establish a well defined benchmark of the efficiency and effectiveness of existing LEA and school current programs, practices and policies.

Over the past nine years we have lead over 4,000 US school and districts reviews. Our District Quality Review (DQR) process, which includes a Comprehensive Needs Assessment, is designed to support those efforts by providing LEAs with a clear view of their strengths, areas for development, challenges and successes. Our School Quality Review (SQR) program enables and assists state departments of education and districts to clarify the quality of education offered in their schools. It also provides critical tools to help districts and schools build on their successes to improve teaching, promote student achievement, and engage in a program of continuous quality improvement. Through the SQR, a team of experienced and highly trained Cambridge educators gathers evidence by observing learning in

classrooms, interviewing stakeholders, and assessing student performance results. The evidence is used to set an agenda for change and school improvement.

In developing these systems in addition to using our US experience and expertise we will also be able to call upon our extensive experience and expertise of delivering both the English Ofsted Inspections and the Scottish model of school self-evaluation and external review. We have found that the **Quality Management in Education Framework**, developed by Her Majesty's Inspectorate Scotland is one of the most effective starting points for encouraging stakeholder discussion and participation in the development of the review criteria.



Once the areas to be studied are agreed, Cambridge Education will develop relevant criteria, a grading scheme and a self-evaluation form. The following, is taken from Sacramento City Unified School District who opted to use a 4 point scale other LEAs we have partnered with use a 5 point scale.

Domain 2: Quality of Learning, Teaching and Assessment for Learning		1	2	3	4
The extent to which...					
2.1	Teachers have learning objectives that are measurable, shared with and well-understood by students, and are referenced throughout lessons.				
2.2	Teachers effectively motivate students in their learning with students demonstrating high levels of engagement and time on task. Students engage rigorous lessons that provide achievable challenges that stretch students to new learning levels.				
2.3	Teachers prepare students for future levels of learning (secondary, college, and career) by providing opportunities for students to become independent learners, critical thinkers, and thoughtful problem solvers who are prepared to take risks to learn.				
2.4	Teachers provide students with frequent opportunities for collaborative work and participate in learning focused teams.				
2.5	Teachers use effective questioning strategies to promote critical thinking and problem solving skills.				
2.6	Teachers incorporate a variety of technologies in their strategies to provide learning opportunities that take advantage of learning resources within and beyond the school site. School use of these technologies reduces the divide that may exist with varying levels of access that exists among students' homes or communities.				
2.7	Teachers differentiate instruction and integrate linguistic, literacy and culturally appropriate strategies to address multiple and varied student learning needs, modes, and levels of progress. All students are engaged in ways that positively impact learning.				
2.8	Teachers make use of a wide array of assessment data from multiple sources to plan instruction, guide student grouping, make adjustments to teaching and to target interventions.				
2.9	Teachers use their knowledge and understanding of subject matter content being taught to provide instruction that challenges students, encourages student engagement, and develops critical thinking skills.				
2.10	Teachers involve students in the practice of reflection in and assessment and analysis of their own work. These abilities promote students to set their own challenging and achievable goals.				
2.11	Teachers are accountable for the learning and welfare of the students in their classes.				
Overall outcome of Domain 2					

Scoring Key	
4	Exemplary
3	Established
2	Required support in targeted areas
1	Requires intensive school-wide support

Review as part of the school evaluation process

An effective school review program is intended to assist schools to improve the quality of education they provide and focus on raising educational standards achieved by students. It is designed to offer an additional support for schools on-going self-evaluation and a springboard for school development planning.

Role of self-evaluation

The review and the report which follows play an important part in developing a culture of self-appraisal and school improvement. When school evaluation is set within a culture of self-introspection, analysis of results and action, it becomes a very powerful tool for school improvement. The school's capacity to succeed is highly dependent on the leadership's vision of the school and the management of an organization which is self-critical and willing to make adaptations for the sake of school improvement. One of the questions the review asks is: *"How well does the school know itself and how effectively can the leadership evaluate the quality of work it undertakes?"*

A school evaluation program, which includes review and action planning, aids schools in their development by setting in place a system which:

- identifies strengths and weaknesses in key areas of the school's work
- allows a formal opportunity for the school to self-evaluate alongside an external evaluation
- designs strategies which schools can then develop; for example: lesson observation and work analysis; monitoring through discussion with students and parents; using questionnaires to seek a range of views on the school's work
- ensures a quality framework which operates consistently through each ISBE school
- provides a framework for developing school improvement planning and strategies

Combining school self-evaluation and external review provides a highly effective set of tools which can be used to identify priorities for improvement, monitor program delivery and evaluate outcomes.

Web-based tools

Our school Review processes and procedures are supported by a range of web-based tools which enable the efficient and effective administration of the review and school improvement process. Additionally they enable the collection of a range of background information, student performance data, culture surveys and leadership surveys.

- School and District student data sets
- Self-Evaluation Form
- Self-Analysis Tool
- Student, teacher and parent surveys
- Leadership Surveys
- Scheduling tools
- Participants feedback form
- Quality assurance forms
- Review reports
- School Action Plans
- Meta-analysis report

self evaluation tools

Student Engagement
Category 1: A School Day

Questions
Evaluation
Project
Search
Administration

Question 2
Please state how happy you are whilst doing the below tasks or the time of day listed below during a school term, please state your answer on a scale of 1-5, with one being Happy, and 5 being ecstatic.

	1	2	3	4	5
As you wake up	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
During Breakfast	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
On your way to school	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During lesson 1 on Monday morning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
During lunch	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On Wednesday lesson 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
After School	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
On your way home	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evening at Home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Completing Homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Save & Next
<< 5628 >>

At the **cornerstone of a high quality and effective review system is Effective Classroom Observation with a clear focus on learning and teaching.** Therefore a key component of the review process is the site-visit and the collection of first-hand evidence. This enables the triangulation of information to form a holistic evidence base from which judgments on the strengths and areas for improvement can be made.

What issues underpin a school review?

School reviews ask five key questions:

1. How well is the school doing now?
2. How effectively does the leadership self-evaluate?
3. Does the school work effectively towards meeting its mission?
4. What strategies and factors does the school use to contribute to its success?
5. What does the school need to do in order to go from good to great?

To answer these questions, reviewers use the agreed criteria to evaluate the key aspects of the school's work which typically include:

- how effectively the strategies and resources used by the school impact on school improvement
- how effective is the quality of learning and teaching
- how effective is the leadership and management: academic, operational and organizational, including:
 - care for students
 - involvement of parents/guardians and others who care for students
 - the curriculum and other programs

Review evidence



Evidence is collected to evaluate the impact the school is having on student learning and development:

- standards attained and progress made by students
- the impact on student development: attitudes, character and personal growth and development
- the strategies and resources used

Overall judgment

By the end of the review the review team will have come to a judgment on:

- How good is the school?
- What should it do to improve?

The School Review Process

School reviews have four stages:

- Stage 1: Pre-review work
- Stage 2: School review visit
- Stage 3: On-site Feedback
- Stage 4: Written report

Stage 1: Pre-review work

Experience has shown that thorough preparation is essential in order to give full value to the school. It is helpful if both teams - the school and the review teams - support each other in their shared task of providing a thorough evaluation of the school. The lead inspector and the team members need to have a very good knowledge and understanding of the school, its results and its context, in order to make a valid assessment. Additionally, when the school leader has a good understanding of the process and its purposes, he/she is better equipped to use the preparation time to benefit the school and staff. If teachers know what to expect, they will be well prepared, less apprehensive and more able to use the process as an opportunity for personal professional development and for making a contribution to the school's development and improvement.

School self-evaluation form

At least two weeks before the review, the school leader completes *the School's Self Evaluation Form (SSEF)*. This is a very important part of the process. When completed thoughtfully and thoroughly, it not only helps the review team to understand the school, but also provides an insight into how well the school knows and evaluates its own work and effectiveness.

Preparation of review teams

All inspectors have in-depth experience and knowledge of using the framework for review of schools in England and Wales. However, because we will adapt and tailor make a framework to meet the specific requirements of APS they would also engage in on line training and a full day's briefing to ensure that they understand the interpretation and application of the processes and procedures to APS schools.

Stage 2: The School review visit

Lesson observation

A high percentage of time is spent observing how well students learn as a result of the teaching they receive. This is the **cornerstone activity** in making the evaluation of “how good is the school?” Principals will receive specific feedback on the quality of learning and teaching. This feedback is very important and fulfils a number of functions.

It:

- ensures that strengths and areas for development are noted and used as part of the school’s development planning
- ensures that the professional needs of teachers are clearly identified
- enables targeted support to be provided for each teacher and can be included in the school’s professional development plan.

Stage 3: On-site Feedback

Throughout the visit, the lead inspector meets with the school leader at least once a day, to give feedback on the progress of the review, check on the school leader’s views and feelings about the process and request any other areas of information necessary. Each day, the lead inspector will give an overview of classroom observations. The school leader can also direct feedback to the lead inspector on any issues, concerns or matters which require follow-up. It is important that the school leader makes time in their schedule for this daily meeting. If the lead inspector has been effective in communicating with the school leader and the school leader has also been willing to raise issues, and give and receive feedback on the review on behalf of his/her staff, then the school will gain more from the process and focus is placed firmly on the evaluation as a tool for school improvement.

At the end of the visit the lead inspector and team members provide a brief written and verbal feedback to the school leader. The team will also develop a list of key issues for future school action and development based on these findings which will provide a practical basis for school improvement. By this stage the team will have identified the school's strengths as well as areas which need to be developed further. How well the school knows and understands its own strengths and weaknesses is an essential part of the review. Therefore this feedback will include a reflection on the school's self-evaluation. These judgments will be agreed by the whole review team in team meetings and then, when they have a common view, will be shared with the school.

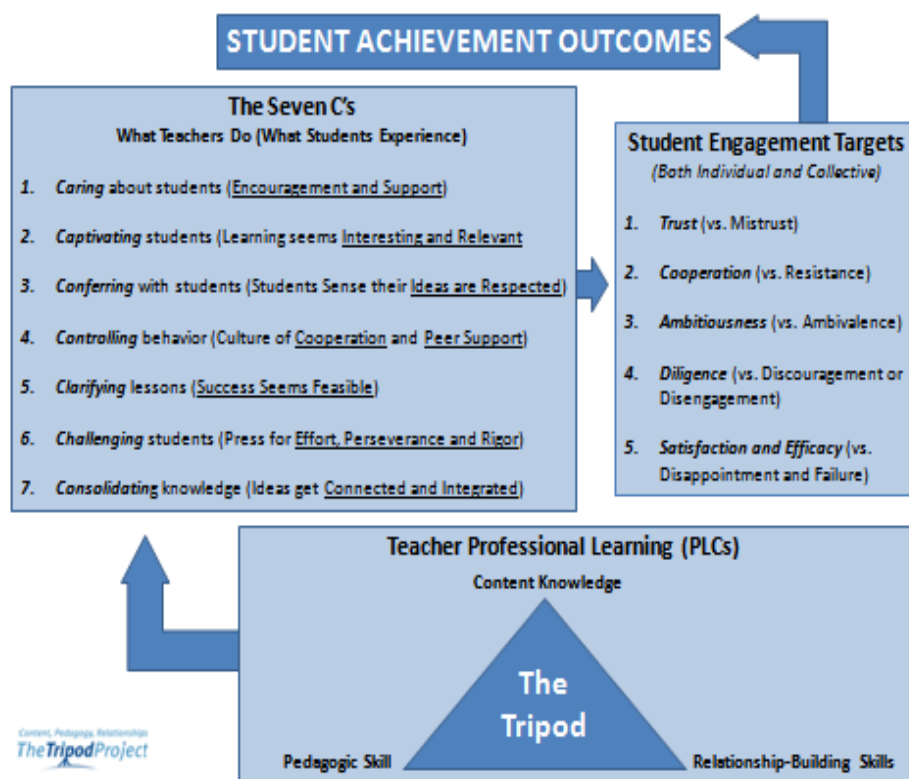
Stage 4: Final written report

This on-site feedback is followed by a full report. This will be completed and sent in first draft to the school for checking factual accuracy within 20 working days.

School classroom culture

An additional key baseline assessment which we provide is the use of **Tripod Surveys**. The Tripod Surveys use student, teacher and parental surveys to collect data and analyze school climate, classroom conditions, and student engagement. Surveys can be completed either through a paper-based system or more increasingly schools are completing them on-line. Cambridge Education operates the Tripod Surveys through a partnership with Dr. Ron Ferguson from Harvard University.

The Tripod diagram below illustrates the impact teaching has upon student engagement and outcomes.



Taken together the results of the District and School Quality Reviews and the Tripod surveys provide a detailed benchmark assessment which each school can use as the launch pad for their action plan for systemic change.

Action Planning

Cambridge Education has extensive experience and expertise in assisting districts and schools to produce comprehensive school development plans, particularly in relation to schools designated as either Title I and/or School Improvement Grant (SIG) program schools. This experience has been gained in a number of states across the U.S. including for example: Connecticut, Michigan, Indiana, New Jersey, New York and North Carolina.

Following the completion of the benchmark assessments our lead consultants will provide on-going technical assistance and tailor made consultancy support and guidance to each school to assist them to develop detailed systematic action plans which are rooted in evidence.



This process involves supporting schools to identify what they do well and should maintain, what they need to adjust and improve and which areas they need to change to enable them to make transformational progress.

Research shows that effective action plans have the following essential elements

- Clearly stated and challenging vision and values, developed by, and shared with, children and young people, parents and those with whom the school works in partnership.
- A small number of improvement priorities, informed by facts, intelligence or research and expressed as outcomes for learners.
- Outcomes which focus on learning and achievement, are based on evidence and data, and are observable and, if possible, measurable.
- Clearly identified responsibilities for implementation linked to named individuals and/or teams.
- Clear timescales extending to more than one school session, as necessary, and with milestones and deadlines.
- Measures of success which include performance

The example page below is taken from one of the New York City school's which we have been supporting. The full plan is attached as Appendix A.

Whole School Priority # 1 To improve student achievement across all subjects, and particularly in English and math, by establishing and monitoring progress toward targets for achievement that reflect students' prior learning.					
Action/Start Date	Personnel	Success Criteria	Finances/ Resources PD and training	Review Date	Ongoing Evaluation <i>For use by anyone who has anything to do with this action – to make notes that will be communicated at all relevant meetings – leading to effective whole school self-evaluation</i>
September 2010		Interim 1		Interim 1	
<p>Test all students to establish individual baselines in reading, writing and math using, e.g. NWEA assessments.</p> <p>Test all ELL students to establish individual baselines using WIDA assessments.</p>	<p>Reading: Twenter Stotler</p> <p>Writing: Smith McMillan</p> <p>Math: Gruszewski Rubens</p> <p>ELL: Smallwood Salazar-Chatt</p>	Identify tests to be used for identified subjects, materials prepared.	Weekly PLC meetings to analyze NWEA baseline data and introduce target setting.	August 2009	Fall testing window for NWEA and WIDA ESL assessment establish. Target completion by Sept. 30, 2009.
		Interim 2		Interim 2	
		Tests administered, staff and students aware of purpose		Sept. 30, 2009	
		End point		End Point	
		Results collated by subject. Staff has initial understanding of Target setting practice.		Oct. 15, 2009	
October 2010		Interim 1		Interim 1	
<p>Set projected achievement targets for all students in reading, writing, math, and for ELL.</p> <p>Aggregate individual targets to provide realistic and accurate whole-school achievement targets by subject.</p>	Teachers in liaison with group leaders identified above.	Information collated and provided to each group to inform target setting discussion.	Time allocated during weekly PLC meetings and for group leaders to liaise with EM and MW and for whole-school target aggregation.	Oct. 15, 2010	
		Interim 2		Interim 2	
		Individual targets set following group meetings, and discussed and agreed with group leaders.		Oct. 15, 2009	
		End point		End point	
		All baselines and targets collated and built into student profiles		Oct. 30, 2009	

2. COMMUNITY INVOLVEMENT AND ENGAGEMENT

DEVELOPING AND MAINTAINING MEANINGFUL PARTNERSHIPS WITH PARENTS AND THE COMMUNITY

Cambridge Education has extensive experience and expertise in supporting districts and schools to develop and actively promote community and education partner relations. We encourage all schools to adopt the philosophy of ‘a school in its community, the community in the school’. It is our experience across the world that engaging parents and other members of the local community at all stages of the transformation process is critical to the success of any school turnaround program. There are a wide range of strategies which can be used engaging parents in the change process. For example, focus groups, working committees, web-sites, surveys and participation in comprehensive need assessments. However, whichever strategies are employed it is essential that parents feel that they are fully involved in the decision making process and truly know and believe that their voice is heard and counts.

Our consultancy team includes colleagues who have worked with the UK’s Business in the Community (BITC) to promote inner city compact and education / business partnerships – including links with the US partnership movement. Our team has been actively engaged in a wide range of successful programs, many of which are jointly funded by schools, districts, local and national foundations. Examples include:

Mentoring for Middle and High School Students – employers release staff, either during the day time or for extended lunch periods to provide 1:1 support and mentoring to students throughout the year in core curriculum areas such as English, mathematics and science as well as promoting personal and social skills.

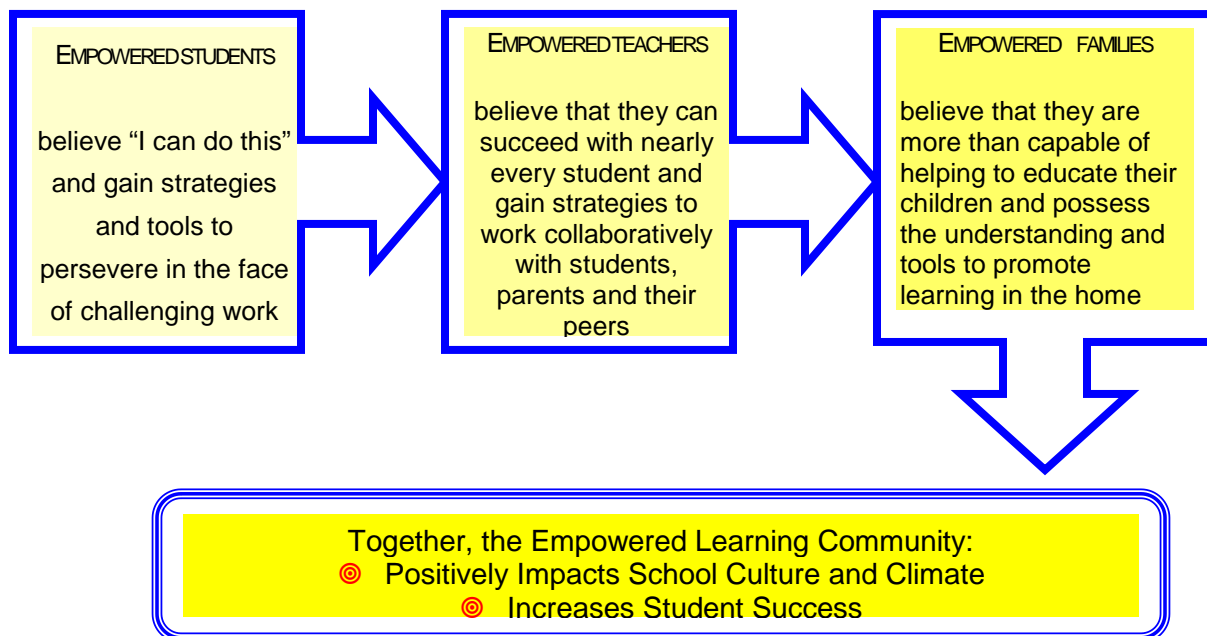
Care for Kids Breakfast Clubs – We all know that breakfast is the most important meal of the day, and yet across the world literally millions of children are going to school without breakfast, and struggling to concentrate and behave in class. Business funding, volunteers, parents and teachers have all come together to create Breakfast Clubs which are giving children the best start to the day.

Community Schools – In addition to supporting all schools to develop community and education partner relations, Cambridge Education also has a long history of supporting the development of community schools. In the early 1980s Cambridgeshire County Council, Devon County Council, and Leicestershire County Councils were the first counties in the UK to promote, support and develop community education and community schools. Cambridge Education staff and consultants actively supported this work. In particular Marian Brooks, Executive Director Cambridge Education (UK) and Trevor Yates, Executive Vice-President, Cambridge Education (LLC) were both Principals of Community Colleges (11-18 schools) prior to joining Cambridge Education. Both Ms. Brooks and Mr. Yates were active members of the Community Education Development Center (CEDC) network of practitioners which enabled CEDC to become a unique resource and reservoir of expertise. CEDC developed close links with both the Children's Aid Society (CAS) Full-service Schools in New York and the National Center of Community Schools and was instrumental in the Government's decision to develop every school in the UK as an Extended School. Because of our extended and close links with CEDC we are able to offer access to its full range of policies, practices, and professional development programs.

BUILDING PARENTAL CAPACITY TO SUPPORT STUDENT ENGAGEMENT, MOTIVATION, AND LEARNING WITHIN SCHOOL, AT HOME AND IN THE COMMUNITY

In working with districts and schools we support them in looking at the ways in which they seek to actively involve parents/guardians and the community in the life of the school. It is our experience that

holding one-off events such as a ‘pasta- night’ may bring in a number of parents on the night but they do not build parental capacity to support student engagement. On the other hand establishing a genuine partnership and culture of mutual respect between all stakeholders is central to the transformation of low-performing schools. Our consultants guide and support schools in implementing proven strategies to promote the active involvement of students, parents/guardians and the local community. Our **Empowered Learning Community (ELC)** approach brings together research in fields of social psychology and family engagement. ELC recognizes that student, teacher and parent beliefs about students’ ability to learn can powerfully influence their learning success, while parental self-efficacy shapes the roles families play in promoting academic achievement. The Empowered Learning Community Model completes the school improvement process by equipping students and parents to work effectively alongside the school staff to support student achievement. Together, the three groups build a core set of beliefs and actions around student capacity for growth and gain the skills to establish a more cohesive school culture that fosters learning and achievement.



We will support the school to establish a **School Transformation Team** which will include teachers, parents, community representatives and school and district administrators. We envisage that this Team will operate through committees. We will also promote the **Student voice**, which needs to be embraced from an early age, through the establishment of grade level and school councils, or both or other means, to guarantee that all aspects of school life, including academic and social are addressed.

Examples of specific programs include:

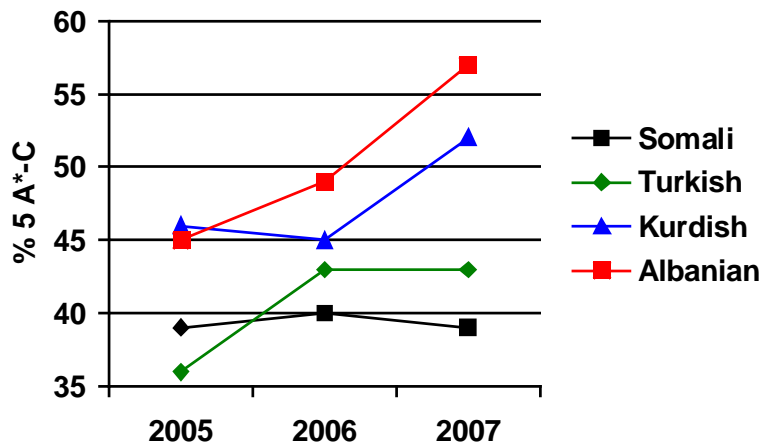
Parents University – schools provide an ongoing series of planned activities for parents which introduce them to specific activities which their children will be undertaking in the months ahead. These activities could be linked to curriculum areas, such as English, math, science fair or could be linked to the introduction of schools wide policies, such as PBIS. Parents gain credits and receive a certificate which recognizes their involvement in the learning program.

Family Literacy – this program uses the strength of families and the flexibility of the family literacy approach to respond to the changing needs and demographics of underserved populations.

Extended day – Programs which extend the school day, both before and after school to provide academic, social and recreational enrichment activities for all students.

Bilingual Community Officers –This is a program that has enabled us to recruit and develop a team of bilingual community officers. These staff share the backgrounds of some of our key underperforming groups and possess the language skills and cross-cultural competencies necessary to engage parents from hard to reach groups in supporting their children’s learning

The table below shows the positive impact these community workers had on the attainment of students in Islington, UK



SYSTEM WIDE STRATEGIES THAT WILL BE EMPLOYED TO LISTEN AND COMMUNICATE WITH PARENTS AND THE COMMUNITY MEMBERS ABOUT EXPECTATIONS FOR STUDENT LEARNING AND GOALS FOR IMPROVEMENT

We actively support districts and schools to develop community specific programs which actively promote student achievement. We frequently find that a useful starting point is to assist them to undertake a review/audit of its work in this area. We do this by asking a number of key questions including:

- How is the student and parent voice heard and promoted in the district/school?
- Is there a grade level council/a school council or both?
- Is there a district wide student council?
- What are the methods for communicating with parents, guardians and the wider community?
- Does the district/school have a range of regular, two-way and purposeful communications?

- What steps do they take to encourage active engagement in the education of their children and involvement in the life of the schools?
- Do parents/guardians receive quarterly progress reports which are clear, and useful in helping them understand their child's achievement levels as well as next steps in learning?
- Are parents/guardians and community groups invited to take part in focus group discussions?
- Do the focus group discussions include Strategic Planning and Budgeting?
- Do parents/guardians and community partners serve on the School Leadership Team?
- How active is the Parent Teachers Association?
- Are parents surveyed on at least an annual basis to seek their views on the quality of education provided by the district/school?
- Are partnerships actively fostered through positive collaboration with community stakeholders to support children's learning?

Establishing a genuine partnership and culture of mutual respect between all stakeholders is central to the transformation of low-performing schools. We encourage schools and districts to involve parents in the review and analysis of these surveys and in the formulation of strategic plans to further enhance parental engagement. Our experience indicates that when parents are actively engaged at an early stage in the decision making-process they are more committed and more supportive of any changes. Nowhere is this more important than in gaining parental support for additional time for instruction.

We have also found that the introduction of a home-school compact for all students can be very beneficial in gaining parental support, provided that such a contract is a genuine two-way document with both the school and the parents mutually agreeing to specific elements. The following sample page

from one of the schools in Virginia where we are the External Lead Turnaround Partner. A copy of the full Compact is attached as Appendix B.

School Compact Signature Page

Parent/Guardian Agreement:

I have read and discussed the compact for the PRIDE program with my child. I understand that the DAS homework policy will make it necessary for my child to have transportation from school on DAS days at 4:30 p.m. and it will be available as **failure is not an option** in the PRIDE program. I also agree to conference with my child's teachers at the end of each nine-week grading period.

Parent(s)/Guardian's Signature_____

Date

Student Agreement:

I have read and discussed the compact for the PRIDE program with my parent(s)/guardian. I understand and agree with all terms as mentioned. I will do my best to succeed in this program.

Student's Signature_____

Date

Teachers Agreement:

I have read and discussed the compact for the PRIDE program with my principal. I understand and agree with all terms as mentioned. I will do my best to fulfill all my responsibilities in this program.

Teacher's Signature_____

Date

School Principal's Agreement:

I have read and discussed the compact for the PRIDE program with SLC teachers. I understand and agree with all terms as mentioned. I will do my best to fulfill all my responsibilities in this program.

Principal's Signature_____

Date

School District Agreement:

I have read and discussed the compact for the PRIDE program with SLC teachers. I understand and agree with all terms as mentioned. I will do my best to fulfill all my responsibilities in this program.

Internal Lead Liaison Signature_____

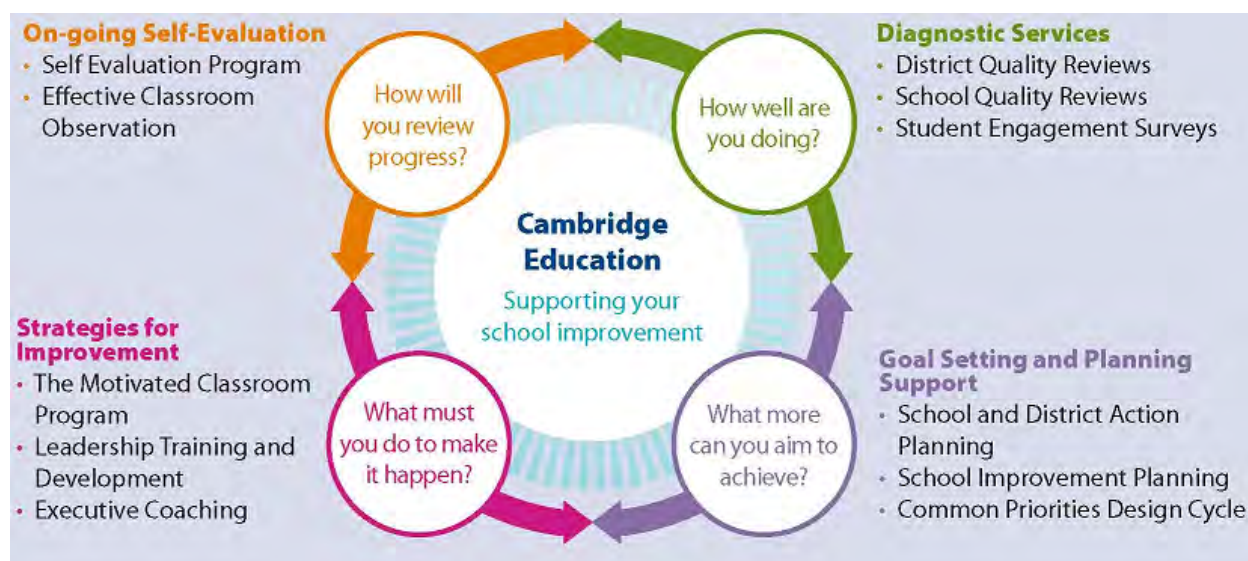
Date

3. INTERVENTION PLAN: ADDRESS THE SPECIFIC ASPECTS OF THE APPLICANT'S APPROACH FOR TURNING AROUND LOW PERFORMING SCHOOLS.

A. PRIOR EXPERIENCE

i. Prior experience with turning around and improving student achievement in low performing schools.

Our theory of action is based on the belief that the development of strong working partnerships and actively engaging all stakeholders is fundamental to transforming schools and districts. **Our transformational leadership team** members have all been school and/or district administrators, either in the US or the UK, and have extensive experience of leading highly successful school and district transformations. They have also participated in national research and development including both the UK's Ofsted School Inspection process and the Scottish How Good is Our School (HGIOS) self-evaluation program.



The success of Cambridge **Education's Comprehensive**

School Transformation Program reflects our commitment to providing high quality technical assistance, based on proven research from the US and around world, which enables schools and districts to develop and implement customized strategic interventions.

CAMBRIDGE EDUCATION'S OPERATIONAL PRINCIPALS

- Provide advice, support and assistance in order that all stakeholders are better able to implement activities themselves
- Facilitate rather than direct processes
- Promote participation at all levels as the primary method of facilitating program activities and achieving equity of access
- Encourage a context-embedded approach to the program; i.e. respond flexibly to changes in needs and conditions and be prepared to adapt and evolve strategies in order to meet program outputs
- Promote innovation and act as agents for change
- Actively seek to develop both institutional and individual capacity during all activities
- Build capacity within systems for self-evaluation which are integral to a cycle of monitoring, review and revision
- Promote equality of opportunity at all levels of the education system

Cambridge Education is uniquely qualified to be a lead partner. We have extensive experience and expertise as school improvement advisors, technical assistants and consultants in numerous assignments throughout the world including the US. These include engagements at school, district, state, and government level. Since 20002 we have led projects in over 300 districts across 24 states, and worked with over 4,500 schools.

High quality leadership and management

One of the key elements in any successful schools transformation project is the quality of leadership and management at school, district and project level. Providing high quality leadership training and professional development programs have been one of Cambridge Education's strengths since its founding. We have the experience and expertise to facilitate a wide range of programs including several which are focused on the development of distributed strategic leadership. All our programs are customized for individual clients and include many of the following topics: introduction to highly effective school leadership, strategic leadership and accountability, leading teaching and learning, leading and managing staff, leading for improvement, efficient and effective use of resources, school self-evaluation, and school improvement planning.

Capacity Building

Cambridge Education has gained a unique reputation for providing advice, support and training to build capacity at school, district, and state level. In virtually all of our US sites, we are helping states, districts and schools to totally rethink their teacher and leadership professional development programs and are at the same time assisting school and district leaders in their efforts to embed professional learning in the routines of practice. All our programs include training our clients' staff, school administrators and others to gain experience and expertise by working alongside members of

our experiences School Improvement Consultancy Team.

Project Leadership and Management

We have a dedicated School Transformational Project Leadership Team, all of whom are highly experienced practitioners. This leadership team is supported by an Operational Support Team which includes Project Managers, all of whom are PRINCE2 trained.

School Improvement and Transformation

Comprehensive School Improvement planning

This program is designed to support and engage school leaders in identifying and implementing school improvement measures. Cambridge Education provides onsite leadership support for principals and administrative teams in order to improve school effectiveness and raise student achievement through strategies for Continuous School Improvement. The onsite support is provided for an agreed/negotiated number of days throughout the school year and aimed at capacity building among administrative teams.

District and school improvement

Cambridge professionals work with local school districts and state boards all across the U.S. to help them renew their focus on school improvement, student achievement, embrace accountability for learning, and build local capacity. Using our research-based and successfully tested review process, self-evaluation tools, and improvement strategies as a starting point we advise schools, districts, and states on the design and implementation of comprehensive plans for district and student improvement.

ii. Specific examples

We are currently providing Transformational Strategic Planning services to a number of states and districts including: Benton Harbor, MI; Bridgeport, CT; Charlotte-Mecklenburg PS. NC; New Haven, CT; Newark, NJ; Pomona, CA; Sacramento USD, CA; North Carolina DPI; and four divisions in Virginia, Brunswick, Petersburg, Prince Edward County and Sussex. We have helped our clients make significant gains and our success is evidenced by the numerous references we have received from highly satisfied clients in a number of states and districts including the Connecticut DoE, the North Carolina DPI; Charlotte-Mecklenburg PS; New York City DoE, NY, Minneapolis, MN, and Newark PS, NJ.

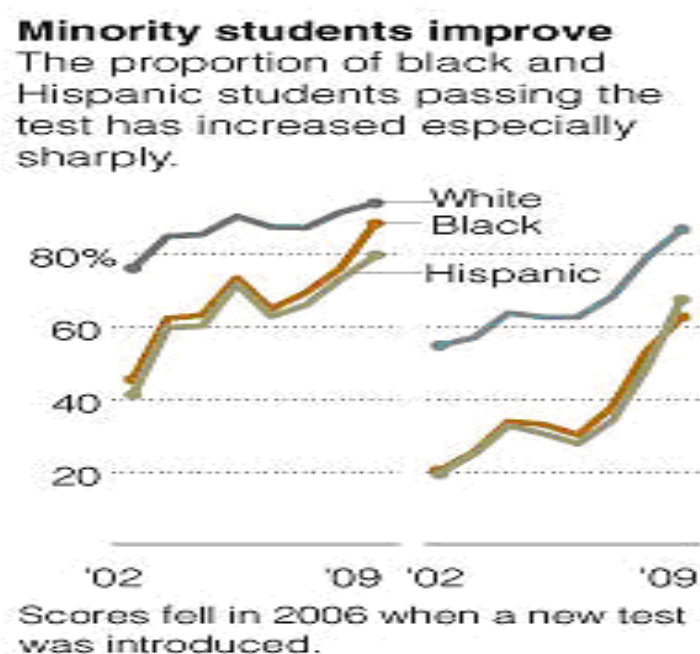
For the past five years we have been a lead partner for New York City, the nation's largest system of public schools in the United States, serving about 1.1 million students in over 1,600 schools. Our work with NYC has included acting as their thought partner in the development of a comprehensive school quality review program which we then implemented in every school in the city.

Since September 2006, we have worked with the New York City Department of Education (NYCDOE) to review all its public schools, provide quality assurance measurements to highest standards and provide ongoing administrative support to principals, reviewers, quality assurance readers and NYCDOE staff. Our work impacted on all aspects of the work of schools but with a particular focus on the following:

1. Monitoring Performance and Progress, Compilation, Analysis, and Use of Data
2. Instructional Programs, Practices, and Arrangements;
3. Student Engagement
4. Staff Selection, Leadership, and Capacity Building
5. Recognition, Intervention, and Adjustments

Santiago Taveras, Deputy Chancellor, Division of Teaching and Learning publically acknowledged in June 2009 that the Cambridge Education quality review process has been *“an instrumental tool in significantly raising academic standards over the past 3 years”*

In 2009 82 percent of New York City, students in Grades 3 through 8 passed the test, compared with 74 percent last year and just 57 percent three years ago. In 2009 New York City’s public school students showed large gains on state math tests this year, particularly in the middle school grades, and black and Hispanic students continued to edge closer to their white counterparts.



NYC Project –School Improvement Project –January 2009 to October 2009

A group of Schools in the Empowerment Network entered into a consultancy partnership with Cambridge Education to work intensively with school leadership in accelerating the school improvement agenda. The ten schools involved in the project received 30 days of Consultancy Support to

- help them identify the key drivers for change,

- improve student learning outcomes,
- improve the school's results in the State tests,
- target interventions to enable the school to achieve their AYP goals, and
- establish a collaborative approach to School Development Action Planning

Wilton Elementary School

Wilton Elementary School is situated at 510 East 141 Street, Bronx in New York City. It has 492 students from pre-kindergarten through grade five. The school population comprises 19% Black, 80% Hispanic and 1% Asian students. The student body includes 29% English language learners and 19% special education students. Boys account for 53% of the students enrolled and girls account for 47%. The average attendance rate for the school year 2009-2010 is 92.1%. The school is in receipt of Title 1 funding with 98.6% eligibility.

AYP Status and History Wilton School had not met Adequate Yearly Progress (AYP) for the 2006-2007 academic year in ELA, achieving only 1 out of 6 of the State goals in this curriculum area and was categorized as a school that was 'Planning for Restructuring'. In 2007-2008, the school achieved AYP, meeting 6 out of 6 of the State Goals in ELA (two of the goals being met through achieving Safe Harbor), but remained in the 'Planning for Restructuring' category. At the start of 2008-2009 the school was designated as 'Restructuring (year 1) – Focused', having met only 5 out of 6 AYP goals in ELA.

The impact of Cambridge Education's intervention program can be judged by the fact that by the end of the 2008-2009 school year, the school had:

- Achieved significant improvement in the outcomes in the social studies State tests with the results going from 23% passing in 2008 to 66% passing in 2009.

- Achieved an A-rating in the NYC DOE Progress Report.
- Achieved good growth in student performance levels as identified in the NYC DOE Progress Report.
- Achieved excellent growth in student progress as identified in the NYC DOE Progress Report.

Wilton Elementary School - New York City Progress Report History

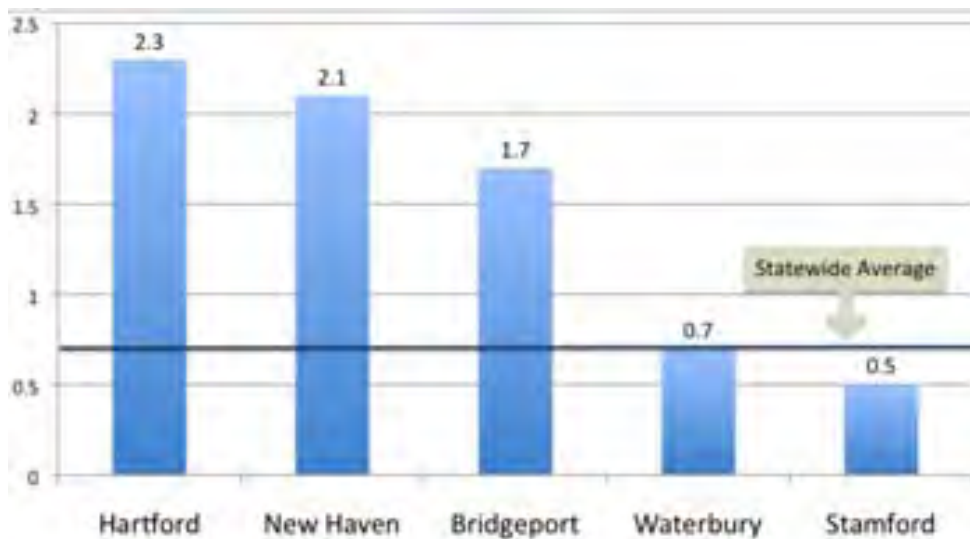
Year	Grade	Score	School Environment Score	Student Performance Score	Student Progress Score	
2006-2007	C	42.8%	68.0%	22.7%	45.3%	Pre CE
2007-2008	C	32.7%	73.3% (A)	36.0% (C)	19.8% (D)	intervention
2008-2009	A	81.3%	74.7% (A)	48.4% (C)	81.7% (A)	Post CE intervention

The success of our work with a number of districts in Connecticut State over the past five years is indicative of the both our ability to deliver high quality professional learning and facilitate meeting sessions to produce required results. During this time we have:

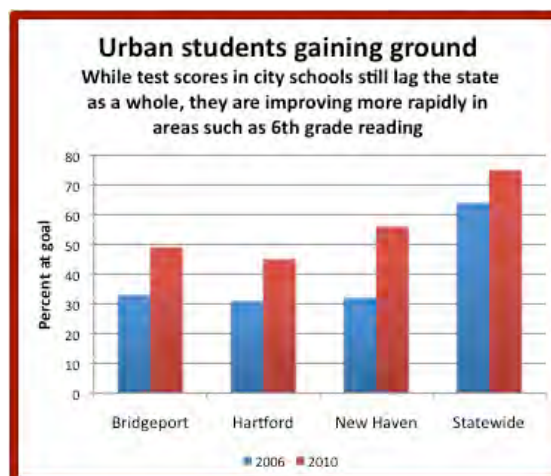
- Designed and implemented a school quality review process and reviewed over 50 schools.
- Designed and implemented a district quality review process, reviewing the 15 lowest performing districts in the state.
- Provided comprehensive school improvement programs in Bridgeport, Hartford and New Haven.
- Trained over 150 administrators in the Effective Classroom Observation (ECO) and Self-Evaluation programs.
- Acted as thought partner to the Mayor and Superintendent of New Haven as they consider plans to undertake major education reforms, including restructuring schools and the introduction of a performance related teacher evaluation scheme

- Trained over 30 Executive Coaches who worked with over 75 principals across the state
- Provided technical Assistance and support to the introduction of the Lone Pine Award. This award, now in its third year, recognizes the most improved school in Fairfield County, CT.

Analysis of the 2007 and 2008 Connecticut Mastery Test (CMT) results reveals that Connecticut's three districts which Cambridge Education have directly supported - Hartford, New Haven, and Bridgeport - secured biggest gains in the percentage of students within goal range on the CMT than any other district and were significantly above the statewide average.

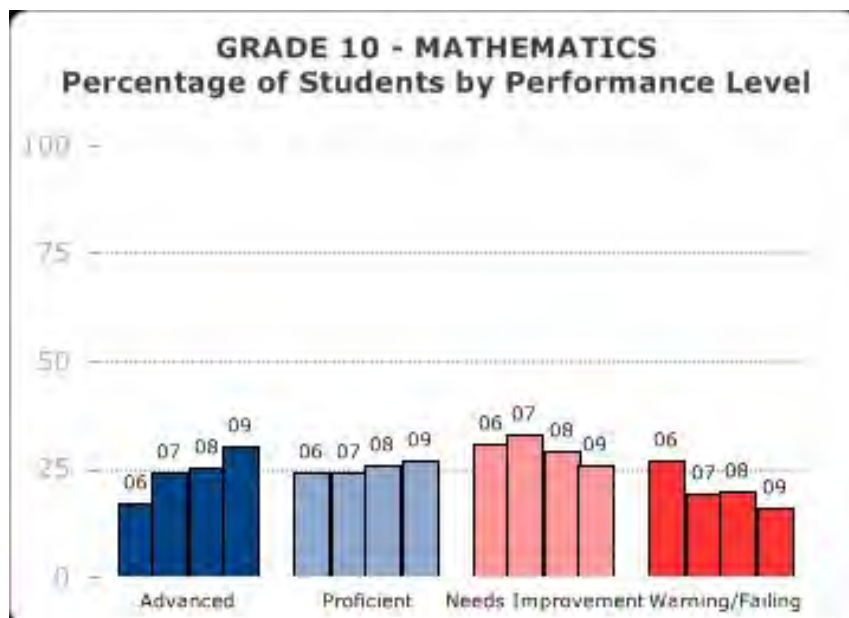
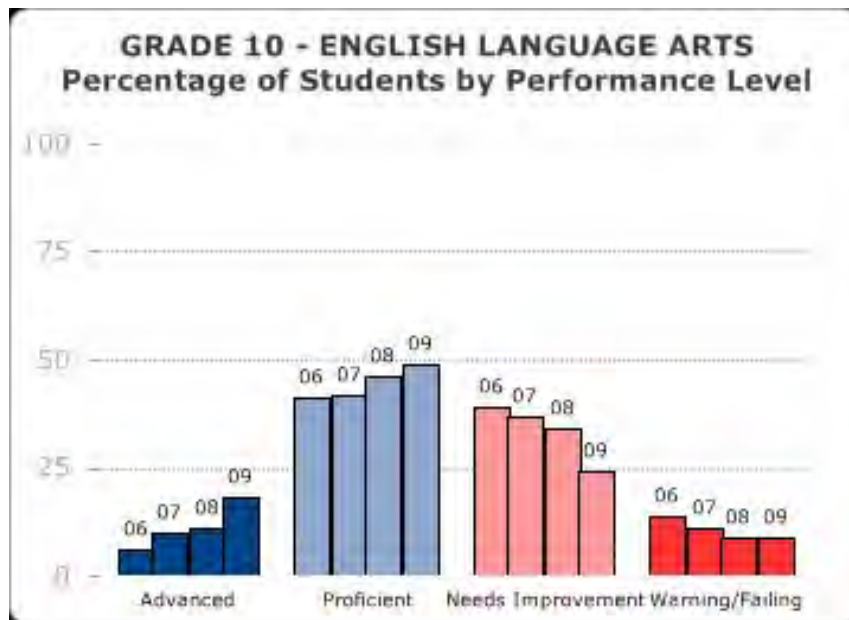


Furthermore, this trend continues with the 2010 results showing that urban students are improving more rapidly in areas such as 6th grade reading.



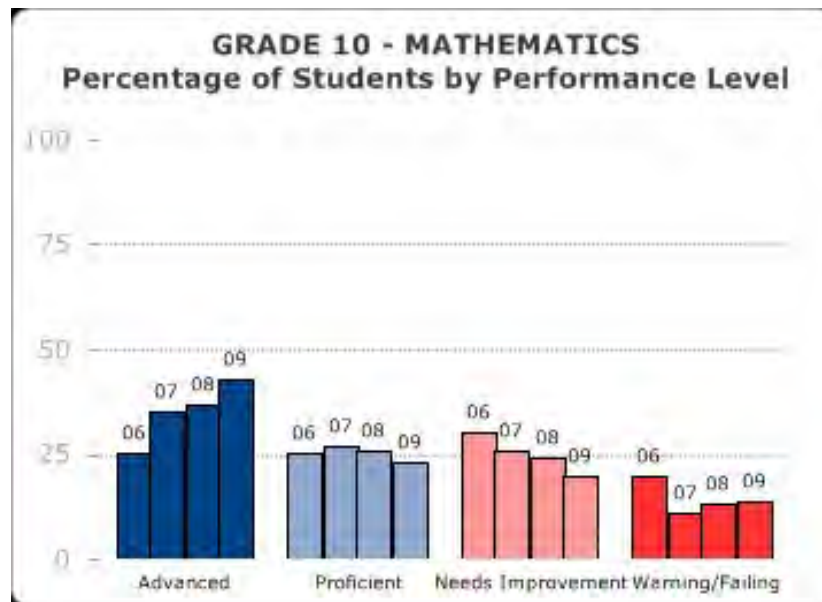
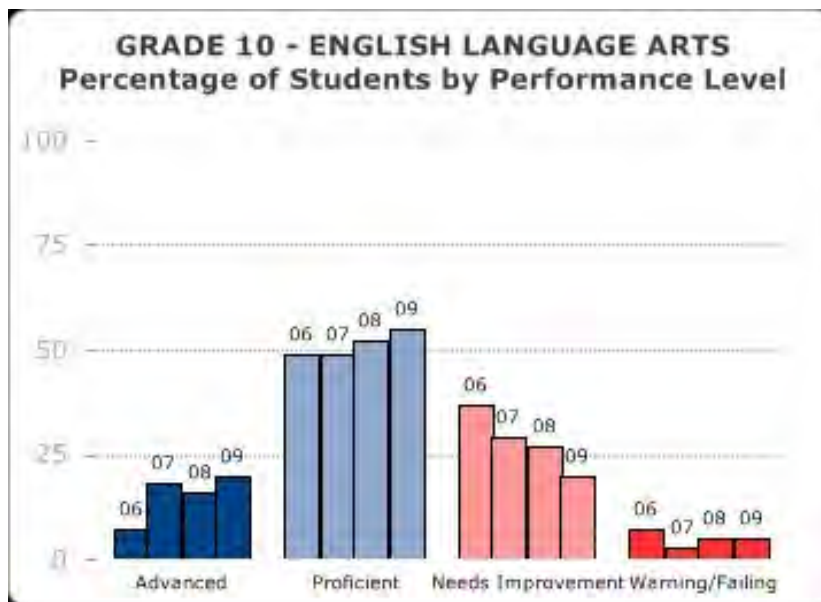
Massachusetts we have been working on a range of programs in Massachusetts since 2005. For example during the 2005-6 and 2006-7 academic years we worked intensely with the high schools in Worcester, MA, where our consultants played a significant strategic role in the leadership team that oversaw high school professional development, focused on content literacy, during those two years.

Worcester Public Schools



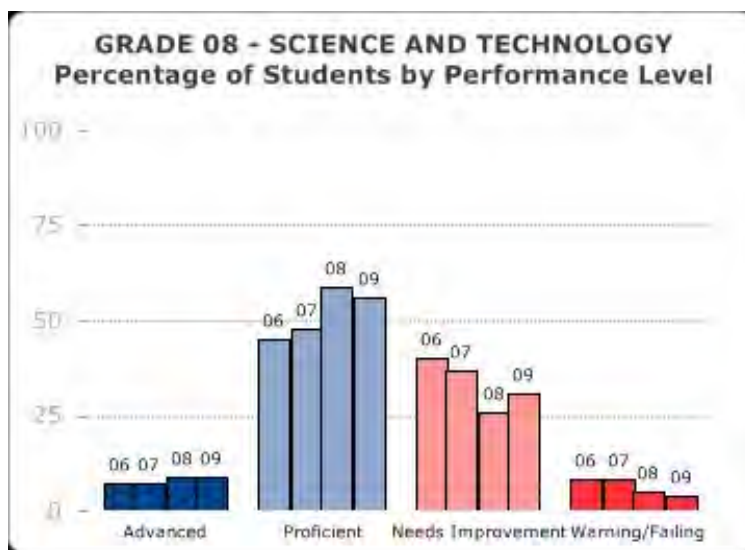
We also implemented curriculum mapping/literacy across the content areas initiative in all the Worcester high schools in the spring of 2006 and with the English and Math departments at Doherty High School in Worcester in the spring of 2007 on common assessments and collaborative lesson design. Our work was part of ongoing initiatives and the positive results in Worcester and at Doherty High show the improvement made in the years after our work was conducted.

Doherty Memorial High School, Worcester



We also conducted a vertical team streamlining program across the entire science curriculum of the Reading Public Schools (MA) in the summer of 2007. One of our consultants then worked with the middle school science teachers from across the district on common assessments and collaborative lesson design. The graph of the 8th grade science results is also below.

Reading, MA Middle School Science Teachers

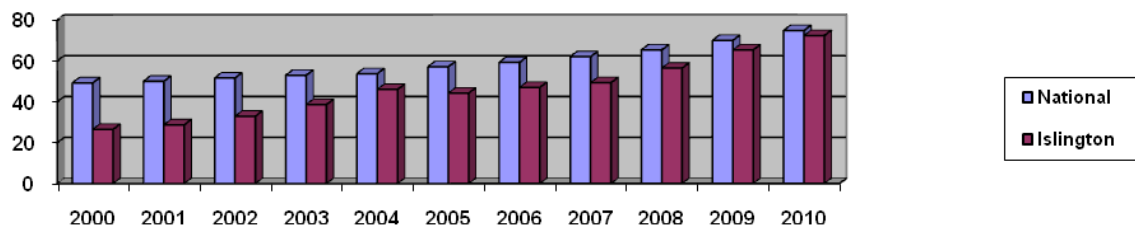


In addition to providing an extensive range of Comprehensive School Improvement and Transformation services to over 250 US districts. Since 2002 we have also provided similar services to a range of Charter School Organizations including: CCSA, KIPP, LHA, NCLR, and NHA.

Outside the US in April 2000, we were awarded the UK Government contract to provide education support services in the inner London borough of Islington. A year later The Office for Standards in Education (Ofsted) noted rapidly transformed relationships with schools. In the years that have followed, the successful partnership between schools and Cambridge Education has transformed the quality of education and pupil outcomes.

A key indicator on which schools are measured is the 'contextual value added' (CVA) - students' progress through secondary school taking into account several factors including prior attainment, gender, special needs and levels of deprivation. The last verified figures showed that all maintained schools in Islington scored significantly above the national average in this measure.

Another key measure is the percentage of 16 year old students achievement the national benchmark of five or more GCSE passes at grades A*-C. The table below shows that for every year since the beginning of the contract, the percentage of 16 year old students who have gained five or more GCSE (or equivalent) passes at grades A*- C. In 2000, the percentage of 16 year old students achieving the national benchmark was 28%, compared to 49% nationally. In 2010, the same measure was 72.0%, just below the national average of 72.2%.



Currently, Islington is one of a very few inner city authorities to have no secondary schools below the City Challenge threshold of 35%. In 2000, 13 of Islington's schools were judged by Ofsted to either be in need of special measures, or to have serious weaknesses. As of October 2010 Islington has no schools in special measures or with a notice to improve, and 82% of schools have been judged good or better by Ofsted. More than one in five has an outstanding rating.

At the other age range one of the program which has proved to be highly successful is **Reading Recovery™**, which is an early intervention designed to reduce literacy problems in an education system. It is a key element of the outstandingly successful **Every Child a Reader (ECaR)** initiative, which showed that with the right intervention it is possible to tackle the literacy difficulties which blight many children's lives. There is a wealth of evidence demonstrating impact both nationally and locally in the UK see www.everychildareader.org. The evidence base shows the impact our RR program has on learners. On entry to an RR program, students are working significantly below the expected national reading/writing level for their age (6 years old). In 2009-10 in Islington alone, 85% of pupils exiting their RR program were working at or above the expected national reading/writing level for their age. Evidence shows that these pupils sustain their gains during their school life.

In April 2009 when Michelle Obama visited a school in the UK, she selected the Elizabeth Garrett Anderson School in Islington.

The Cambridge Education@Islington Director of Schools is responsible for the effective delivery of the highly successful contract which has over 400 employees and an annual budget of \$37 million. Islington is a borough in central London. It currently has 44 primary schools (pupils aged 4 – 11), eight secondary schools (five of these cater for students from 11 – 16, while the three others also offer courses for 16 – 18 year olds), and three special schools, all of which have pupils/students across the full age range (4-18). These schools serve over 23,000 children. Approximately 40% of resident children who attend Islington schools are eligible for free school meals. 120 different languages are spoken by Islington pupils/students, and 43% of resident children do not have English as their first language. Additionally, 29% of Islington school children have an identified special education need.

B. SCHOOL REFORM MODEL

i. Framework/model for turning around low performing schools.

Governance and Management

We have extensive knowledge and expertise in promoting high quality Governance and Management which has been built up over the past 28 years in working in over 45 countries around the world in addition to our working in the US for the past 8 years. In the US we have worked with large districts such as New York City with over 1,400 schools to divisions such as Prince Edward in Virginia which only has 5 schools and everything in between. We have also worked for the past eight years with a range of Charter schools, from individual free-standing schools to organizations such as KIPP which support over 40 schools. We also have extensive experience in the UK, where every school has its own Governing Body; the role of the District is to provide strategic leadership and direction. Teachers and administrators are appointed to individual schools, not districts, and each school is responsible for the bulk of the budget. Legislation requires that over 97% of a school's budget is devolved directly to the schools. The Governing Bodies are also highly representative of the local community including elected parent representatives.

In all these settings one of our key roles has been to assist districts and schools to develop effective systems of Governance and Management. This has included providing specific training programs for Board members to ensure that they understand their strategic roles and responsibilities and discharge their duties accordingly.

In relation to SIG schools the majority of schools we are working with are Transformation or Turnaround schools, in these cases as Lead Partner we work in close partnership with the schools, the internal lead partner and the district. We are also serving as the Education Management Organization to two new

start schools. In these cases we still place a very strong emphasis on partnership with the Division. In both instances the Division Board is still responsible for the governance of the schools.

Instructional Design

We believe that the one of the keys to successful school transformation is the quality of learning and teaching which takes place on a daily basis. It is important that students experience a rich, broad, and interesting curriculum so that they can develop as well-rounded individuals and achieve in areas such as sport, music, dance, drama, and art, as well as in academic subjects. It is our experience that a paper-based curriculum audit can only provide a partial picture. The only effective way to evaluate the curriculum experienced by the students is to see it in action. Therefore one of the key criteria used as part of our baseline review and assessment process is **the effectiveness of the curriculum to meet the needs of the students.**

The review will evaluate the extent to which:

- The school aligns the curriculum to state and district standards, and creates effective plans, timeframes and benchmarks to support effective learning for all students
- The content and organization of the curriculum provide students with access to a wide range of learning experience and promote high achievement and personal development.
- The curriculum supports student learning and teachers employ a wide range of activities and curriculum interventions in all subject areas.
- Curriculum planning demonstrates a commitment to high expectation and a belief that all students can learn and make progress.
- The development of a range of higher-order skills which fully prepares students for college life, work and citizenship.

Once the review is completed we would then be in a position to recommend which existing programs should be continued and which programs should be eliminated on a school by school basis.

Alignment of curriculum, instruction, and assessments to state curriculum frameworks and national standards is central to Cambridge Education's approach to school improvement, and particularly where Cambridge is helping turn around low-performing schools. For example, it has been an explicit feature of our work in Pomona, Charlotte-Mecklenburg, New York City, in 15 districts across Connecticut, and in over 40 North Carolina districts. Our quality review work is calibrated to give a clear picture of individual school performance in the effective delivery of curriculum and the effectiveness of the district's services model in providing relevant support for schools.

It is also our experience that students, particularly at middle and high school, make significantly enhanced progress when they have a degree of choice within the curriculum which they study. Therefore, we work with schools to ensure that in addition to aligning the curriculum with state standards that they also aspire to ensuring that all students have access to a curriculum which is broad, balanced and relevant to the 21st Century. We are currently supporting transformation schools that provide students with a series of strands within which they can choose. These strands may include any or all of the following:

- Creative Arts specialism
- Science and Technology Socialism
- World Languages specialism
- Careers and Technical Education
- Work-embedded programs
- Virtual High School

Our staff and consultants have worldwide experience and expertise in the design, development, and introduction of standards-based national curriculum. For example in the US one of our staff developed the National Science Foundation's urban and state systemic initiatives and alternative assessment programs and designed the National Research Council science standards and reform support projects. In the UK our staff and consultants played a key role in the development of the National Curriculum including the development of individual subject frameworks in core subject areas, including leading working parties and committees which were responsible for the development and oversight of major national initiatives such as the National Literacy Initiative and the National Numeracy Initiative. Our International Aid work has included technical assistance, design, and support to governments, especially in developing countries such as Sri Lanka, Ghana and Nigeria to establish and develop national curriculum standards and frameworks.

Our consultants assist schools to establish and implement collaborative School Instructional Leadership Teams (SILT), with representation at all levels including, teachers, coaches, and administrators. SILT focuses on promoting curriculum alignment, common formative assessment, and high quality teaching and learning to transform the achievement of all students.

Staffing

Our approach is to assist all districts and schools to review and evaluate the quality of the staff which is in place in the school. Depending exactly which SIG model is adopted the school principal will be either newly/recently appointed or due to be replaced. Hence we usually find that the principal welcomes our support in evaluating the quality, capacity and capabilities of the school staff. In addition to Effective Classroom Observations one of our starting points is to review the school organizational structure and

associated roles, responsibilities and job descriptions. We quite often find that in many of the schools we are invited to work with that these are either non-existent or totally out of date.

Our consultants will then facilitate meetings with the school leadership team and the district to establish an effective staffing structure which meets the needs of the individual school. This resulting model will vary from school to school but common features are likely to include:

- A school transformation team
- A school instructional leadership team
- Distributive leadership for grade and subject level coordination
- Professional development committee

Increasingly our lead consultants have been asked to support the introduction of Small Learning Communities, and in this role we assist schools to develop clear job descriptions, roles and responsibilities and key performance indicators.

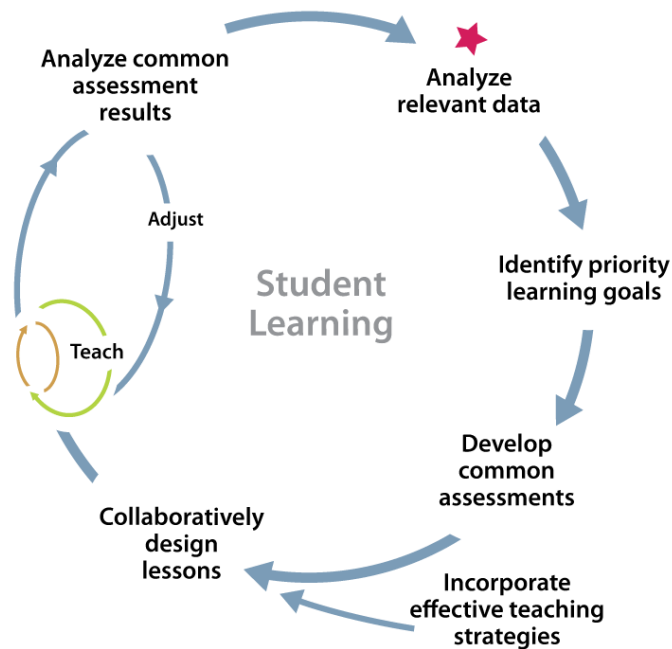
Professional Development

We believe that high quality job-embedded Professional Development is a critically important aspect of transforming any school. Therefore, one of the initial activities which our consultants undertake in partnership with the school leadership team is a review of all planned professional development to ensure that it is relevant and appropriate to the staff at the individual school. Too often we find that with all the best intentions schools have signed up to district wide programs which do not meet the specific needs of the staff at the school.

Our consultants also assist the school leadership team to review and evaluate the effectiveness of any school coaches. Again we often find that staff has been appointed as coaches without any training, professional development and without a clear understanding of exactly what is their role and function.

Our main professional development programs are set out in Section E Professional Development. However, we have set out below our training related to curriculum alignment as an example of our approach. Cambridge Education staff and consultants have considerable expertise and experience in providing high quality professional development programs related to curriculum alignment.

Common Priorities Program (CPP) – this program is designed to support department staff to undertake curriculum mapping and to ensure that the curriculum is closely aligned to state and district standards.



The process begins with a collaborative review of current external assessments. Teachers work together to prioritize learning goals and develop common assessments based on these goals; they design lessons that incorporate new teaching strategies such as content literacy, differentiated instruction, critical thinking skills, and project-based learning. The process invites innovation in lesson design, and ensures common experiences across the classrooms.

Student and Supports

We believe that it is the responsibility of every school to provide high quality education for **all** students in its care. As John Simpson, the former superintendent of Norfolk Virginia, frequently reminded his staff **‘all means all’**. To this end our consultants work with school leadership teams and school based professional learning communities (PLC) to ensure that the curriculum delivered on a daily basis meets the needs of all students. This includes ensuring that the curriculum is differentiated to meet the individual learning needs of all students including, but not limited to, students with disabilities, English language learners, and students in at risk situations, boys, girls, special needs students ELLs, and gifted and talented students.

A key element of our transformation programs, particularly with middle and high schools is supporting the schools to ensure that they have effective advisory programs which ensure that each student has frequent and meaningful opportunities to plan and assess his or her academic and social programs with a faculty member. The National Association of Secondary School Principals (NASSP), in *Breaking Ranks™: Strategies for Leading High School Reform* identified the following key dimensions of effective advisory programs.

Key Dimension #1: Purpose – A clearly defined purpose supported by the community

Key Dimension #2: Organization – Organized to fulfill the proposed and top ensure personalization

Key Dimension #3: Advisory Program Content – Content based on the purpose to be achieved, on the nature of the school, and on individual advisers

Key Dimension #4: Assessment – Assessment should be done at several levels

Key Dimension #5: Leadership – Strong leadership by an individual or team charged with designing, implementing, overseeing, supporting, and assessing the program.

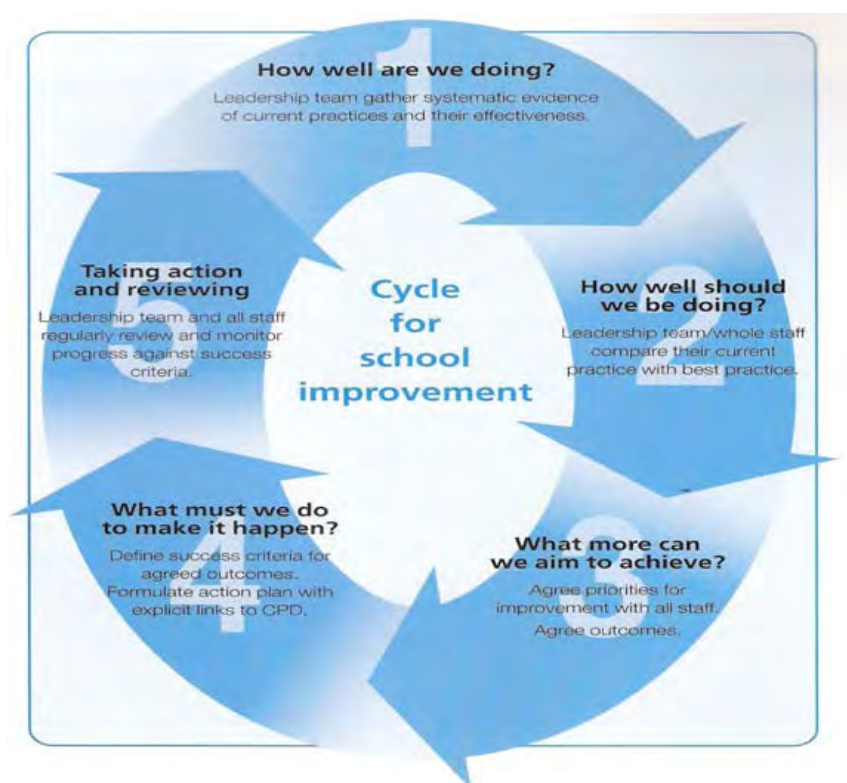
Cambridge Education has a strategic partnership with NASSP which enables our consultants to provide the **Breaking Ranks™** training program to any of the districts and schools we are working. We have a well developed set of Redirecting Strategies which can be used as part of advisement. These strategies have proved to be particularly effective in developing self-esteem with disenfranchised middle school students.

Research Base

Cambridge Education's approach to school improvement is rooted in high quality research. Our material draws on best practice research from around the world but in particular it has its roots in the Leadership Development – School Effectiveness – School Improvement – Transforming school research that has been accrued over the past two decades by leading researchers in: Australia; Canada; New Zealand; UK and the US. We also have a long history of commissioning and undertaking research and as a result have developed strategic partnerships with a wide range of leading education research establishments.

Cycle of Inquiry

We believe that a Cycle for Continuous School Improvement is at the center of effective School Transformation Strategic Planning. The following cycle is based on research undertaken on behalf of the UK Government in late 1990's.



One of our key advisors in the **U.S. is Dr. Ronald F. Ferguson**. Dr. Ferguson is the Senior **Research Associate at Harvard's Weiner Center for Social Policy** and is the founder and **Director of the Tripod Project for School Improvement** and is also **Co-Director of the Achievement Gap Initiative at Harvard University**.

The Tripod Project is supported and operated as a partnership between **Cambridge Education and Dr. Ferguson**. It is also a key element of the **Measures of Effective Teaching (MET) Project**. The aim of the MET is to help educators and policymakers identify and support good teaching by improving the quality

of information available about teacher practice. With funding from the Bill & Melinda Gates Foundation, independent education researchers, MET involves working in partnership with school districts, principals, teachers, and unions, to develop a fair and reliable measure of effective teaching.

As part of the MET Project **Prof. Steve Raudenbush** from the Department of Sociology at the University of Chicago, is supporting Dr. Ferguson with the analysis of the Tripod's findings. Prof. Raudenbush's research interests include: **Analysis of Multilevel Data; and Methods for Studying Psychological Change within Schools, Classrooms, and Families.**

Four members of our school improvement team conducted research as part of **Mass Insight Education and Research Institute's (MERI)** Turnaround challenge research project, funded by the Bill and Melinda Gates Foundation. The first phase of this research and development centered on the following goals:

- **Define a new model for integrated school network partnerships** – school clusters that amount to “mini-districts” supported by highly capable partner organizations– using turnaround of failing schools as the setting and vehicle for more dramatic and fundamental change than is currently the norm.
- **Develop strategies for states, districts, and national funders to catalyze new resources for education reform:** lead external partners that specialize in school turnaround and that provide intensive, systems-integrating support.

The latest phase centered on the following goals:

- **Create step-by-step work plans for school level turnaround,** shaped by *The Turnaround Challenge's* high-performing, high-poverty readiness (HPHP) model and our continuing research and design work on various turnaround schools, lead partners and cluster models.

Curriculum planning and instruction

Our work in this field draws on a wide range of research indulging Heidi-Hayes Jacobs, Bob Marzano, Debra Pickering, Jane Pollock, Grant Wiggins and Jaye McTighe.

In the **UK** we have long-standing links with a number of colleges and universities including commissioning of research. Consequently, we have access to a very wide range of educational research and professional development programs. These links include:

Cambridge University, where our links date back over two decades and currently include close ties with **Prof. John MacBeath**, Director of the **Leadership for Learning: the Cambridge Network and the Cambridge International Examinations** (CIE)

St Mary's College, London where both **Prof. Paul Clarke** and **Prof. John West-Burnham** are now based. **Prof. Clarke** is one of the world's leading researchers on Education and Sustainability and is the Director of The Improving Quality of Education for All (IQEA) project which focuses on a collection of six techniques related to schools culture and the capacity of schools to accommodate change. **Prof. West-Burnham** is a writer, teacher and consultant in education leadership with a particular interest in leadership learning and development, and learning in schools and communities. He is also Senior Research Adviser at the National College for School Leadership (NCSL).

Dame Dr. Patricia "Pat" Collarbone, is an education advisor to a number of public bodies in England including the **National College for School Leadership** (NCSL), the **Training and Development Agency for Schools** (TDA) and the **Department for Children, Schools and Families** (DCSF).

We have a long standing working relationship with the London Institute of Education which has covered a wide range of areas including leadership and management, curriculum development and assessment. We have recently signed a Collaboration Agreement with the Institute in relation to Reading Recovery™ with the aim of extending the program across all London Local Authorities.

We also have ties with the London Metropolitan University. In addition to accrediting our Professional Development programs in the UK London Met is also an accrediting authority in the US.

The General Teaching Council for England

(GTCE) has contracted Cambridge Education as its logistics partner to manage the operations of the Teacher Learning Academy which recognizes the professional achievements of teachers through the submission and assessment of their own research.

Staff experience in conducting research

Cambridge Education actively encourages staff and associates to engage in conducting research and provide training on educational research and its application to systemic reform, local district governance, evaluation and effective professional development. The following are examples of the type and range of research which Cambridge Education employees and associates have conducted during the past twelve months, in the US and the UK.

Assessment for Learning and Motivated Classroom

Building on research undertaken by Cambridge Education in Scotland

Building Multiple Pathways One staff member and an associate conducted this research project for the Nellie Mae Educational Foundation (NMEF). The project evaluated various approaches to multiple pathways as the foundation explored the possibility of supporting a community-based initiative.

The final report focused on the following three key questions:

- What is to be learned from current notions that can inform the development of a NMEF-sponsored multiple pathways initiative?
- What is to be learned from relevant programs and services that support youth development and education?
- How can cities, states and the federal government support multiple pathway approaches?

Capacity or Creativity – the Special Educational Needs Inclusion Challenge

A collaborative study for LEAs in England and Wales supported by the Local Government Association in association with Cambridge Education.

11-19 review of Reform Programs and Information and Communications Technology (ICT) Framework for Achievement

We have worked on behalf of the Qualifications and Curriculum Authority (QCA). This is the UK's regulatory body for public examinations and publicly funded qualifications. It leads the reform of educational programs, develops and reviews the National Curriculum, and works on initiatives such as the 14–19 Diploma. The QCSA also provide guidance and support to equip learners, teachers and employers with the skills and knowledge they need.

Personalization by Pieces (PbyP)

Learners and mentors start with the online profile. This profile displays a summary of the learner's position on each of the skills ladders.

A 'T' in one of the boxes indicates that the learner has set that particular level of that particular skill ladder as one of their current targets.

The shaded boxes represent those levels in each ladder that the student has authenticated evidence for.

An 'X' in an un-shaded box indicates where a learner feels they have achieved this particular level and skill but have yet to collect evidence that has convinced their peers.

Clicking on a skill would bring up the relevant skills ladder and any guidance materials that may have been developed to support learners who are attempting to think of ways of achieving their targets.



After fifteen years of research and application, the Personalization by Pieces framework was published in November 2006. PbyP structures learning in a radically new way. It empowers learners of all ages to keep ownership of what, when and how they learn. It achieves accurate assessment of 'hard to measure' skills and competencies by enlisting the help of every learner in a community of peer assessment, mentoring and inspiration. It is available anytime and anywhere on any device that can reach the internet, including PCs, Macs and even mobile phones.

ii. Approach for working with district superintendents and central office staff

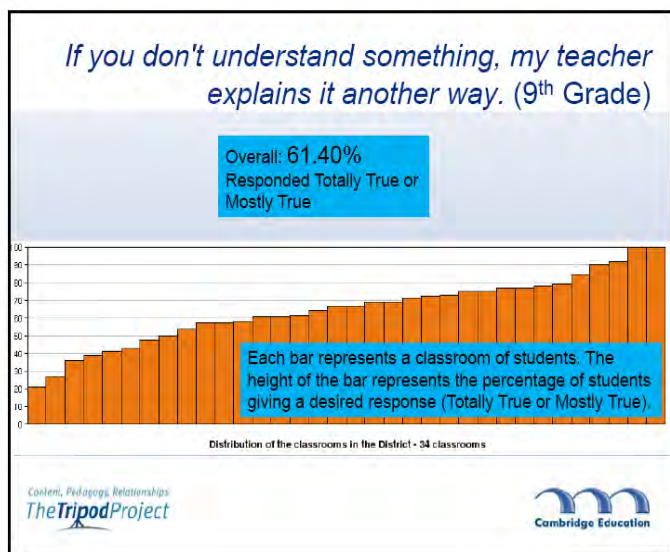
Cambridge Education has gained a very high reputation for the quality of our overall work and particularly the skill and expertise of our staff and consultants in developing constructive relationships with staff at all levels throughout schools and districts. Frequently, we have been awarded contracts to review and evaluate schools which are under threat of closure. In other cases state departments have invited us to review failing districts and schools.

There are a number of reasons as to why we have been so successful in developing excellent working relationship with existing staff. Our professional staff and consultants are all highly accomplished educational leaders and recognized experts in the fields of review, school improvement, leadership development, instructional design, student achievement, and change management. They also have a well-deserved reputation for the depth and quality of their school improvement research work. However, when recruiting staff and consultants we also place a particular emphasis on their personnel skills, in what Daniel Goleman refers to as Emotional and Social Intelligence as we find that these are key components of the highly effective consultant.

From the outset our Project Leadership Team agree with a communications protocol with each district we work with. We will endeavor at all times to ensure clarity of communication lines between ourselves, the districts and ISDE. In general this will include weekly updates, monthly project meetings, as well as the use of webinars to ensure free flow of information between the two parties. In all of our services, we aim to provide the client with quick access to relevant materials and state of the art reporting to assist in the overall quality delivery.

Frequently, our consultants work alongside district staff in their offices. For example, Hillsborough County Public Schools have provided a cubicle for our Project Leader which means that he works next to the internal lead. In districts such as Pomona, CA and Benton Harbor, Mi our staff have adopted by the district to take on interim district management positions, such as Chief Accountability Office, of Chief Academic officer. In other districts, such as New York City district staff frequently works alongside our staff in our offices. In all cases this close proximity in addition to enabling daily interchanges, also means that we are able solve minor issues as soon as they arise, preventing them becoming major issues.

Utilizing relevant and appropriate IT software, we aim to provide the client with efficient access to relevant materials including training materials, Notes of Visit, Notes of Meetings, etc. For example, in past inspection projects in both the United States and the United Kingdom, we have provided read-only access to our School Quality Review Reports. At the request of the district, we will provide read-only access to OSCAR for completed versions of School Inspection Reports and School Action Plans. Another example of this capacity is the reporting of results from Tripod surveys, where participating schools and districts are given confidential access to results from the survey.



Cambridge Education has teamed with Qualtrics, an experienced survey design and reporting company, who serves as our partner when deploying online surveys. Cambridge Education has customized the Qualtrics platform to address the specific requirements involved in when deploying student and parent surveys in K-12 settings.

The reporting functionality allows participating teachers and schools confidential access to drill down to the construct level or individual item level to analyze how they measure against other classrooms in the school, district, and nationally.

iii. Proposed activities in the school and district during the first six months of the school year.

Successful transformational leadership entails **winning the hearts and minds of all stakeholders** to gain commitment and active involvement in the culture of change. It is concerned with futures thinking, values and the quality of social relationships and is distributed across the school. It is also underpinned by effective management. This is the process of translating the principles, vision and values into practical outcomes that will make a difference in every aspect of a students' experience. Success in a turnaround environment also involves recognizing that change is complex and that there is no blueprint for improving schools every school is different and each school's capacity for change will vary. Hence it is a question of enabling each school to make intelligent, informed decisions about what is likely to work best for them.

Transforming schools requires supporting districts and schools in setting ambitious targets based on reviewing and analyzing their data, including pupil and school-level analysis of past performance, and estimated future performance; and by challenging expectations where targets indicate low aspirations for rates of progress or outcomes to be achieved.

Planning Phase

In order for the plan to have a chance of success there must be some form of legal agreement between all of the stakeholders that identifies responsibilities and the expectations of all. This contract, compact or Memorandum of Understanding (MOU) will include as many as possible of the following people/organizations:

- State Department of Education
- Cambridge Education
- The District

- The principal
- The Union Representative (if applicable)

Year 1

In order to create and maintain an environment for learning within the school that enables all students to learn effectively and achieve a minimum level of proficiency it will be essential that the teachers in these restructured schools get off to the best possible start. To this end they must be provided with extensive support during the first critical months, and beyond.

Phase 1: - The Summer Break – July 1st to September 1st

1. Establishing the operating environment:

We envisage that the start of the project this will involve a series of initial meetings to agree a range of items including: detailed scope of work; draft project plan of work; the working protocols, project milestones, key performance indicators.

Members of the Project team will then meet regularly, at least weekly if not more frequently during the first month, with the Design Team to share and agree templates for monitoring tools such as school benchmarks, schools milestones, reporting documentation and written and electronic notes.

2. Scoping the task:

As soon as it is practicable the lead turnaround partner (LTP) should begin to gather information and perceptions of the challenges to be faced by interviewing and then distributing self evaluation forms to all interested parties and analyzing the responses. In an ideal world this will be followed up as quickly as

possible by a detailed diagnostic review. (This review should be completed by reviewers not directly associated with the turnaround project).

3. Clarifying the vision and mission:

As soon as possible during the summer recess the LTP should meet with the principal to discuss define and agree the key elements of the school vision and mission, which will then underpin all subsequent policy developments and actions.

Once the outline mission and vision have been agreed with the principal the process has to quickly move through at least two more stages involving wider and wider audiences until the vision and mission are known.

Some decisions will need to be made about the changes that will be required to establish a more constructive learning environment in the school and issues to be discussed may include some or all of the following:

- Agreement on leadership roles and responsibilities
- Establishing, for example, a schedule of leadership meetings that visits every appropriate teaching room in the building
- The creation of evaluation and monitoring responsibilities for teaching staff and a calendar for this to ensure that all members of the administrative staff regularly and frequently visit and review classrooms to monitor the quality of the learning environment provided
- Establish and agree protocols for giving constructive feedback to all teaching staff with regard to the learning environment and taking appropriate action if the required standard is not maintained

- Creating leadership and management teams to foster collaboration and the creation of a sustainable leadership at grade level and faculty level (data teams, subject teams, grade level teams, inquiry teams)
- Establishing feedback and professional development procedures for all staff with regard to the learning environment
- Establishing procedures for inducting, mentoring and supporting new staff and staff new to the building
- Establishing expectations for student and teacher behavior
- Establishing dress code expectations for students and teachers
- Establishing and agreeing rewards and sanctions
- Establishing 'front of house' expectations for administrative staff
- Establishing how excellence is going to be celebrated and rewarded
- Establishing protocols for displaying student work in hallways
- Establishing protocols for the organization of classroom spaces so that there are common and consistent features
- Establishing clear expectations with regard to the setting and completion of homework
- Establishing formative assessment and marking systems that support and encourage success
- Establishing protocols for the completion, submission, monitoring and evaluation of short and medium term planning
- Establishing clear expectations regarding the communication channels to be used and the degree of accessibility to be allowed to parents
- Establishing robust procedures that track the achievement of students, recording gains and after conferencing, setting goals for the next marking period

- To develop a staff handbook that details clearly the school's expectations with regard to all of the above, to be discussed and hopefully agreed at the envisioning event

During the first year, unless discussions can take place early enough during the previous year it is unlikely that we will be able to establish "extended learning time". Therefore in the first year the focus will be to maximize the time available within the current schedule and to ensure that there is appropriate time set aside for genuine common planning and ongoing professional development.

4. Engaging other leaders

Once the outline vision and mission have been defined and clarified it is essential that it is agreed and adopted by the other school leaders so that when it is shared with the wider staff it is not considered to be merely an agenda that drives the work of the principal, but a fundamental aspect of school life.

It will be essential that staff, students and parents hear the school's vision being referred to by other members of the school leadership team (SLT). Adoption by the SLT may involve revision and adjustment, but that may be a positive feature of the process and it is important to demonstrate that the principal is listening and flexible and that this is not a process being imposed by Cambridge Education. The LTP acts only as a facilitator and support and should not do any of the actual delivery.

5. Spreading the message wider

Once the vision and mission have been agreed by the SLT it will be important to widen the circle of knowledge by sharing this development with other key personnel in the school. This should be as wide a circle as the principal can manage and include any potential blockers and teacher leaders. It will be essential when planning how changes are shared with the staff that much of the presentation is done by

people other than the principal. This group will almost certainly form the basis of the multi-agency school transformation team / committee.

6. Envisioning the learning environment

Envisioning is the process of sharing the vision with the staff so that they understand that change is necessary, why it is being approached in this way and what it will mean to them in terms of their professional behaviors. It involves good presentational skills, will require visual and verbal ‘hooks’ and will need to be compelling if it is going to change hearts and minds. This may be achieved by involving all of the teaching, administrative and support staff in two days of in-service training.

This will involve all staff as it is essential that everyone is fully informed and aware of the significance of the part they play in projecting the school in a positive way and generating a positive culture in the school that is communicated consistently to students, parents and the local community.

The aims of these two days of training are:

- To explain the role of Cambridge Education as consultants and facilitators
- To develop clear channels of communication between school leaders and all school staff;
- To develop the capacity of school leaders to make a positive impact on the learning environment and student achievement;
- explain and demonstrate clearly the roles and responsibilities of each member of the administration and leadership team;
- To explain and develop clear lines of accountability within the school;
- To prioritize the priority areas for action in the coming year;
- To establish the small number of non-negotiable ground rules that will underpin all aspects of life in school;

- To initiate grade level teams, subject teams and inquiry teams;
- To inform the development of the school improvement plan;
- To clearly explain and clarify, where required, expectations with regard to the short and medium planning to be completed by teachers;
- To clearly explain and clarify, where required, expectations with regard to the setting and completion of homework tasks;
- To clearly explain and clarify, where required, expectations with regard to the establishment of assessment and marking systems that encourage success;
- To clearly explain and clarify, where required, the way in which planning will be monitored and feedback will be given;
- To clearly explain and clarify, where required, the way in which student work is to be displayed and celebrated in all teaching rooms and hallways;
- To clearly explain and clarify, where required, the way in which student learning is to be supported in each teaching room to encourage independence
- To clearly explain and clarify, where required, the expectations with regard to the sharing and reference to learning objectives;
- To clearly explain and clarify, where required, expectations with regard to the organization of classroom spaces so that there are common and consistent features;
- To clearly explain the nature of the monitoring of the learning environment and the sorts of feedback that can be expected;
- To clearly explain and clarify, where required, the expectations with regard to the dress code for teachers and students;
- To clearly explain and clarify, where required, the expectations with regard to student behavior and the hierarchy of sanctions that are to be used;

- To clearly explain and clarify, where required, the rewards and sanctions that are to be applied throughout the school;
- To clearly explain and clarify, where required, the ways in which excellence is going to be celebrated and rewarded;
- To develop the commitment of all staff to the new school by explaining that we of them have a critical part to play in celebrating and sharing the successes that will be achieved;
- To establish clear expectations regarding the communication channels to be used and the degree of accessibility to be allowed to parents;
- To establish robust procedures that track the achievement of students, recording gains and after conferencing, setting goals for the next marking period;
- To gain agreement on the need for a staff handbook that details clearly the school's expectations with regard to all of the above.

7. Developing Effective Learning Environments

Provide training and support for administrators to effectively monitor and improve the quality of the learning environment to be found in each teaching room in the school so that learning is maximized and achievement is raised.

Objectives:

- Develop the skills of the principal and the assistant principal in observing and evaluating the quality of the learning environment to be found in lessons;
- Develop the skill of the principal and the assistant principal in recording the outcomes of lesson observations so that they become the basis for developmental feedback on the quality of the learning environment;

- Creating a professional development folder for each staff member based initially on the outcomes of a series of informal observations of the learning environment to be found in classrooms;
- Improve the consistency and quality of learning and teaching by conducting initial evaluations against set criteria for the learning environment that have been shared and developed with the staff.

8. Reviewing Progress to Date

By the end of September / early October Cambridge Education will administer one of its internationally acclaimed school quality reviews. The review will give a baseline assessment of progress to date. It will identify what is working well and the areas where improvements are required, making clear recommendations that form the basis for the school improvement plan process (SIP)

C. EDUCATIONAL PROGRAM

i. Curriculum and assessment program

We support the Principles of Learning – A Foundation for Transforming K-12 Education, which were published in May 2010:

1. Being literate is at the heart of learning in every subject area.

Being literate is necessary for learning. As students progress through school and engage with subject areas more deeply, concepts become more challenging. Students use a greater variety of learning resources with more and more complex language and structure and increasingly sophisticated graphical and numerical representations. Students learn writing and reading strategies, using evidence and

reasoning pertinent to each subject area, to comprehend and represent knowledge using traditional and emerging media.

Teacher training, professional development, and scholarly reading and writing enable teachers to help students read and write in their subject area. Teachers in each content area know and are able to teach the structure and substance of knowledge in their field.

2. Learning is a social act.

The social nature of learning requires building relationships and engaging with people of many abilities and beliefs. Students actively engage in learning with and from each other through dialogue and reflection. Students work collaboratively, developing an essential skill for participation in the workplace and in civic life. They establish the habit of interacting with others in order to continue to learn and to solve problems in their own lives and in the lives of others. New tools support active connections among learners.

Teachers in every subject area learn together about how to support student learning. Professional development embedded in their work lives places them together for planning and implementing their own continuing learning on behalf of students. Their collaborative learning provides a model for students of how adults and professionals learn.

3. Learning about learning establishes a habit of inquiry important in life-long learning.

Because research indicates that people learn differently across domains, students become knowledgeable about how they learn in each subject area. Learning-how-to-learn classrooms provide access to cross-border ideas and strategies, experts, highly effective teachers, and other inquiring students.

Teachers in every subject area keep current with their discipline through active participation in professional associations, interactions with other teachers, and reading and writing in their subject areas. Like students, teachers develop the habit of mind that keeps them both knowledgeable and curious about how novices and experts learn within their fields.

4. Assessing progress is part of learning.

Mastering self-direction and reflection is critical for students to learn to self assess and to set goals for future learning. Students need multiple opportunities to monitor, interpret, and assess their own progress toward learning goals. They also need directive feedback as they progress. Formative assessment contributes to students' awareness of their own progress and enhances their ability to continue to improve.

Teachers use formative assessment of student progress that is continuous, in real time, and useful to guide pedagogical decisions. They also use formative assessment to track their own progress toward instructional goals. Although formative assessment influences summative assessment through improving instruction and learning, it resides with students and teachers for use in improving learning.

5. Learning includes turning information into knowledge using multiple media.

Learning to make sense of information transforms it to knowledge and learners into critical thinkers who produce their own information and knowledge. Students use and evaluate appropriate digital tools and resources for the work they are doing in and across subject areas. They find relevant and reliable sources, use digital tools and resources efficiently and ethically, analyze and interpret information, and evaluate conflicting sources. As students use technology for communication, research, and creation of

new ideas, the process of knowledge generation establishes students as learners and creative problem solvers.

Teachers keep current about digital tools and applications useful to their own learning and to the learning of their students. They understand and apply the tools and applications that students employ in their out-of-school and in-school lives. They incorporate into instruction those tools and applications best suited for their subject area and continue their own learning as new technologies open access to multiple ways of knowing and learning.

6. Learning occurs in a global context.

Greater accessibility via technology enables students to interact with diverse students and people in their local settings and around the world. Students learn to recognize the ways that others present evidence and build arguments in different societies. Dealing with real world problems expands students' thinking beyond their local context to begin their participation as world citizens.

Teachers necessarily expand their knowledge about people and societies around the world, adopting pedagogies that ensure participation by themselves and their students in global awareness and interaction. They seek cross-cultural experiences to ensure their own development as world citizens.

To support the application of these principles, educational systems must create a culture of inquiry and collaboration that enables all students and teachers to learn for their own sake and for the good of a culturally diverse democratic society in an interdependent world.

Furthermore, we believe that **strategic leadership** is essential if a school is to promote high quality learning. Our consultants have a wealth of experience and expertise in developing high quality leadership and management teams who have a clear vision, ambition and goals, a focus on student achievement; a sense of purpose and high aspirations; and strategies which impact directly on students' learning. In order to develop these skills we utilize a range of professional development programs including:

Leading for Improvement

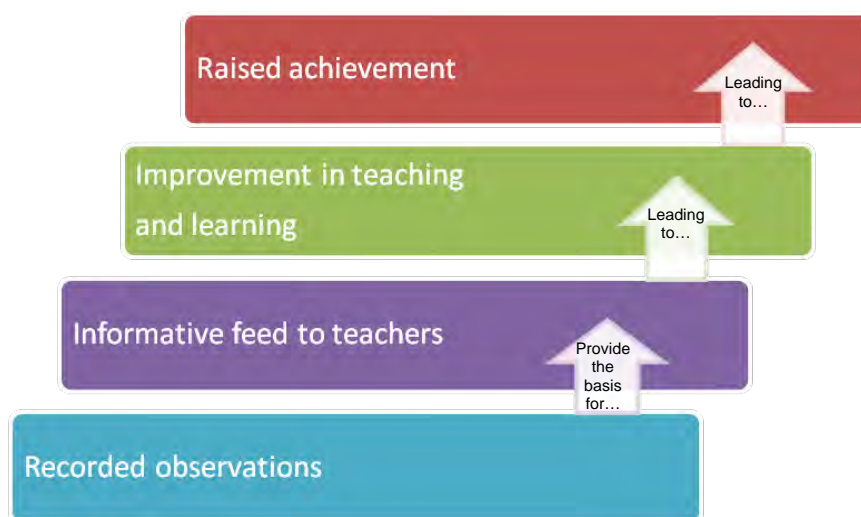
This develops administrators' knowledge, skills and understanding in the following areas:

- Creating the culture for learning and accountability.
- The culture in schools -building on previous best- motivating and holding staff accountable.
- Leading for improvement – moving people forward.
- Leading for improvement – moving the organization forward.
- Skills review and development.

Effective Classroom Observations

The aim of this program is to develop the skills of effective lesson observation, enhance the quality of feedback provided to teachers and hence raise student achievement.

Effective Classroom Observations



Executive Coaching

This program is designed to provide high quality coaching and mentoring for school administrators and particularly focuses on strategic leadership and the importance of actively engaging all stakeholders in the turnaround process.

Leading and Managing Staff

Focuses on developing participants' understanding of the difference between leadership and management, the importance of building an effective team and the role of collaborative leadership.

Leading for Learning

This program encourages principals to focus on the key role of leading for learning. It guides and supports them to develop school-wide systems which ensure that learning is at the heart of school improvement.

Management of Change

This program encourages the school leadership team to review and reflect on the guiding principles for change management and to use these as a systematic, comprehensive framework, which enables them to understand what to expect, how to manage their own personal change, and how to engage the entire school in the transformation process.

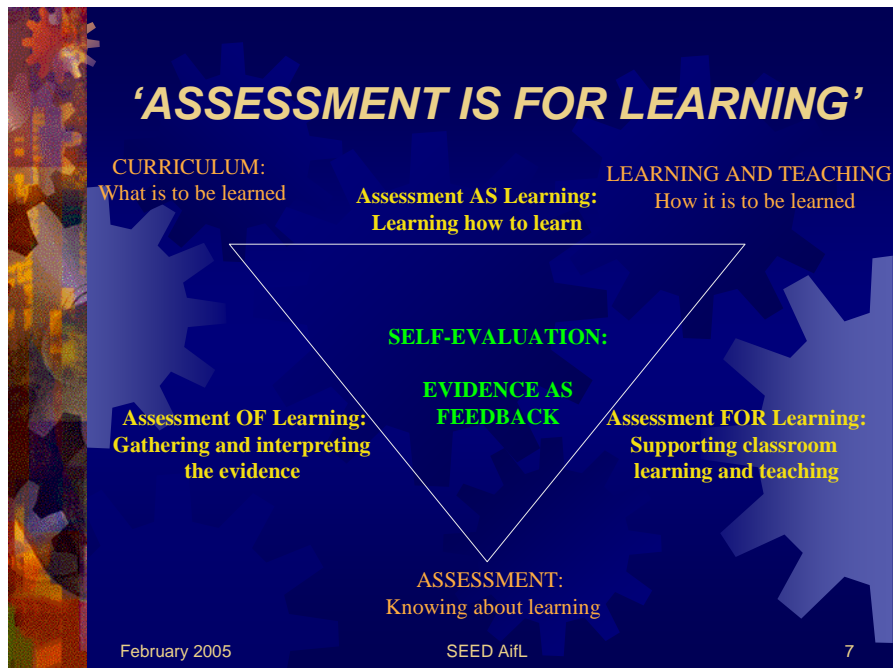
Our consultants also have extensive experience and expertise in advising and supporting schools in reviewing and revising their master schedule to ensure that all students have maximum time for learning. This includes the use of 'block scheduling' and providing professional development to ensure that the introduction of extended blocks of time does lead to enhanced teaching and learning. We also encourage schools to review and revise their approaches to passing periods and break schedules, as in many cases we find that significant instructional time is lost during the week by inappropriate scheduling.

We also have a very wide range of experience and expertise in promoting tiered instruction models and supplemental teaching / instructional support tailored to student needs. One indication of the extent and level of our expertise in this area of work is the fact that we are currently supporting the Massachusetts Department of Education's efforts to develop and promote a system of Tiered Instruction across the state.

Assessment

For the past two decades, following the introduction of the National Curriculum in England and Wales, Cambridge Education has been actively involved in standards based assessments. Our work in this area

was given further impetus by the publication in 1998 of the world acclaimed **Inside the Black Box** study, by Paul Black and Dylan William. We have a very wide range of programs which incorporate **Standards aligned curriculum embedded assessment; standards aligned benchmark assessment; and standards aligned formative assessment.** **Assessment is for Learning** is an innovative program which promotes Formative Assessment in a Coherent system.



Participants learn the fundamental principles of standards aligned assessment including:

What Works:

- Regular classroom testing and the use of results to adjust teaching and learning, rather than for competitive grading.
- Enhanced feedback between teacher and students, which may be oral or written.
- The active involvement of all pupils.
- Careful attention to students' motivation and help in building their self-belief.

- Self or peer-assessment by pupils, discussion in groups and dialogue between teacher and pupils.

What Doesn't:

- Tests that encourage rote and superficial learning.
- Over-emphasis on the giving of marks and grades at the expense of useful advice to learners.
- Competitive teaching approaches that de-motivate some students
- Feedback, testing and record-keeping that serve a managerial function rather than a learning one.

Participants are then provided advice and support to develop policies and practices which enable them to implement holistic school wide standards aligned curriculum / benchmark / formative assessments.

Middle and high school assessment programs

Cambridge Education has extensive experience of supporting alternative forms of assessment in middle and high schools including Advanced Placement (AP) International Baccalaureate (IB) and subject based Cambridge International Examinations. In our work with the North Carolina New Schools Project and Sacramento USD we have also provided coaching and support on the introduction of College-Preparation and Early Colleges High schools, including joint- programs with Community Colleges.

The 14-19 Diploma Program

In the UK we are a lead partner with the UK Government's Department of Children Schools and Families. The Diploma is a new qualification that combines theoretical study with practical experience and is part of the 14 to 19 reform program being rolled out over the next five years. The reform program is designed to educate young people for the fast changing world they are growing up in; it offers exciting

choices and opportunities to equip young people for adult life and to help them enjoy a brighter future. Diplomas will cover 17 subjects, or lines of learning, and will be available in areas across the country by 2011. All Diplomas will require students to achieve a minimum standard in English, mathematics and ICT, complete a project, and do a minimum of 10 days' work experience. An Advanced Diploma can lead to university or into a career. The Diploma will help students make decisions about their future direction without closing down options.

Personalization by Pieces (PbyP)

This innovative program, developed by Cambridge Education through a grant from Microsoft, links schools and individual learners across the world by providing a structure by which learners set their own targets, choose how to complete their work, and provide evidence of their achievement.

The PbyP model supports learners to assess and mentor each other as they work towards their goals.

PbyP:

- Presents the learner with a choice of specific targets or goals that will improve their skills and competencies.
- Provides structured weekly meetings that allow parents, friends and colleagues to act as effective mentors.
- Facilitates students' work to be sent for peer assessment to other learners, living anywhere in the world, who have already evidenced that they can achieve this particular target and are "proven experts".
- Enables such 'expert', assessed work to build up into an e-portfolio of evidence for each learner.
- Enables everyone in this online community to be able to view the successful work of others.

- Inspires learners to try to achieve targets in new and imaginative ways.

Scheduling

In addition to focusing on curriculum and assessment we believe that one of the key roles of the Lead Turnaround Partner is to encourage schools to review their daily and weekly schedule. We have found that what is norm in one school or district is totally different from what is norm in another district or school. A simple example is the term ‘block scheduling’ in many schools this results in a weekly schedule for student in which every day is identical.

Fixed Instructional Schedule				
Monday	Tuesday	Wednesday	Thursday	Friday
Block 1 8.00 -9.25	Block 1 8.00 -9.25	Block 1 8.00 -9.25	Block 1 8.00 -9.25	Block 1 8.00 -9.25
Block 2 9.25 – 10.50	Block 2 9.25 – 10.50	Block 2 9.25 – 10.50	Block 2 9.25 – 10.50	Block 2 9.25 – 10.50
Advisory 10.50 -11.30	Advisory 10.50 -11.30	Advisory 10.50 -11.30	Advisory 10.50 -11.30	Advisory 10.50 -11.30
Lunch 11.30 -12.20	Lunch 11.30 -12.20	Lunch 11.30 -12.20	Lunch 11.30 -12.20	Lunch 11.30 -12.20
Block 3 12.20 – 1.45	Block 3 12.20 – 1.45	Block 3 12.20 – 1.45	Block 3 12.20 – 1.45	Block 3 12.20 – 1.45
Block 4 1.45-3.00	Block 4 1.45-3.00	Block 4 1.45-3.00	Block 4 1.45-3.00	Block 4 1.45-3.00

In other schools ‘block scheduling’ is used to provide flexibility. Both in the number of times students experience the same block within a week, and the time when the students study the same block on different days

Rotating Instructional Schedule				
Monday	Tuesday	Wednesday	Thursday	Friday
Block 1 8.00 -9.25	Block 2 8.00 -9.25	Block 1 9.00 -10.30	Block 3 8.00 -9.25	Block 4 8.00 -9.25
Block 2 9.25 – 10.50	Block 3 9.25 – 10.50	Advisory 10.30 – 11.15	Block 4 .25 – 10.50	Block 1 9.25 – 10.50
Advisory 10.50 -11.30	Advisory 10.50 -11.30	Lunch 11.15 -12.15	Advisory 10.50 -11.30	Advisory 10.50 -11.30
Lunch 11.30 -12.20	Lunch 11.30 -12.20	Block 2 12.15 – 1.45	Lunch 11.30 -12.20	Lunch 11.30 -12.20
Block 3 12.20 – 1.45	Block 4 12.20 – 1.45	Activities Including Community work	Block 1 12.20 – 1.45	Block 2 12.20 – 1.45
Block 4 1.45-3.00	Block 1 1.45-3.00		Block 2 1.45-3.00	Block 3 1.45-3.00

Our consultants work with schools to develop more flexible schedules, including a very wide range of 'extended day' scenarios.

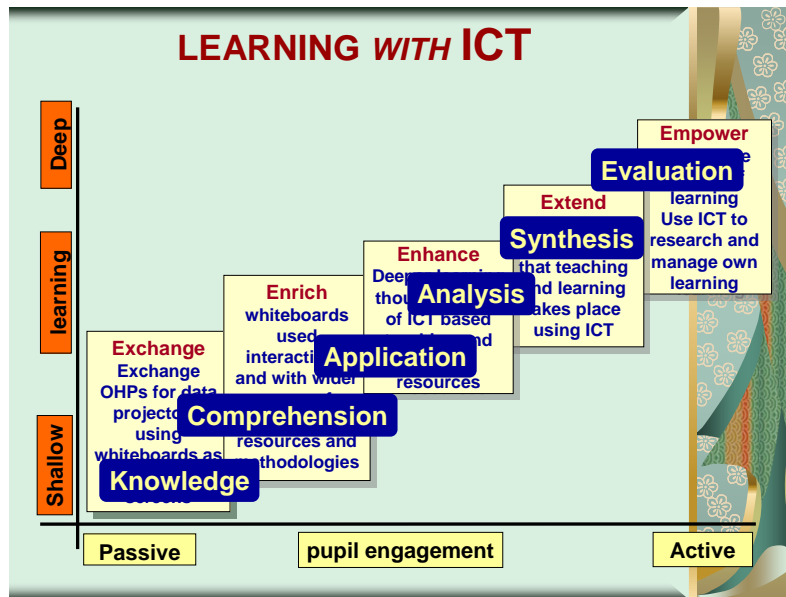
There are obviously a multitude of approaches but we have found that variety frequently leads to greater student engagement.

ii. Instructional technology and materials necessary for effective instruction

As previously indicated we fully support the Principles of Learning which were published in May 2010. These identified that learning to make sense of information transforms it to knowledge and learners into critical thinkers who produce their own information and knowledge.

Instructional technology is an area where Cambridge Education has significant experience and expertise. Our programs encourage students to use and evaluate appropriate digital tools and resources for the work they are doing in and across subject areas. As students use technology for communication, research, and creation of new ideas, the process of knowledge generation establishes students as learners and creative problem solvers. We assist teachers to keep current about digital tools and applications useful to their own learning and to the learning of their students. This enables them to understand and apply the tools and applications that students employ in their out-of-school and in-school lives. Teachers also learn incorporate into instruction those tools and applications best suited for their subject area and continue their own learning as new technologies open access to multiple ways of knowing and learning.

One example of Cambridge Education's as a lead Technology consultant is our work in the UK Government's **Building Schools of the Future** program. In fact we are only one of small number of consultancy groups that are on both the ICT Technical Assistance and Education support Framework. For the past decade we have also been a provider of the **Strategic Leadership of Information and Communications Technology** (SLICT) program. This program supports school leadership teams to develop holistic schools policies to promote the use of technology to aid teaching and learning.



iii. School culture and climate

It is our experience that when schools focus on creating and promoting a positive learning environment which is based on a set of positive expectations or Code of Conduct as opposed to a set of negative rules and regulations, student behavior is significantly improved. In many schools as well as honoring the flag the day begins with a student led “Pledge” which is aligned with the school’s vision and mission. This approach encourages and all stakeholders display a sense of identity and pride in the school.

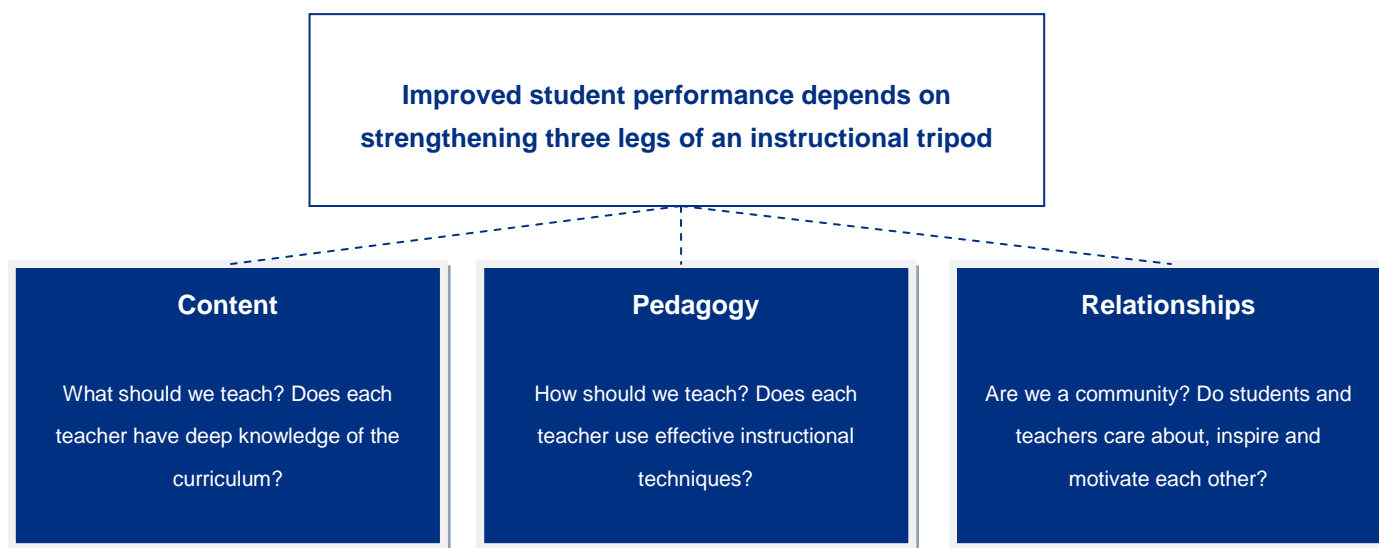
The introduction and continued development of Positive Behavior Intervention and Support (PBIS) programs has also had a significant impacted on the attitude and behavior of students, as reflected by the marked decline in the number of internal suspensions. For example in one middle school in Charlotte-Mecklenburg the impact of the PBIS program has been particularly marked in grade 6 where the level of in-school suspensions (ISS) dropped from 66 days in 2008-2009 to 12 hours over the corresponding period in 2009-2010 academic year. The same school has also introduced a **“Give me**

Five” campaign. Students can earn passes linked to: completing homework; bringing agenda and all necessary materials to lessons; exhibiting expected behaviors; wearing uniform and being punctual. They can trade these passes for treats in the cafeteria on Thursdays; materials such as pencils; or save them for events such as film and popcorn shows or the talent show.

In other schools the introduction of a ‘Behavior Report Form’ has been equally effective in promoting positive behavior. These forms focus on specific behaviors which students should achieve in class as opposed to individual teachers simply writing up a student for bad behavior. As previously indicated the use of Home-School compacts has proved particularly successful in promoting school wide positive learning environments in a number of middle schools.

Student motivation

As mentioned earlier, Cambridge Education has partnered with **The Tripod Project**, a national consortium of schools and districts with a shared interest in raising achievement for all students, while narrowing gaps among students from different racial, ethnic, and social class backgrounds. Schools engaging in this work are committed to strengthening their performance in three domains: content; pedagogy and relationships.



Our Targets for Student Engagement are based on a review of research literature and our analysis of Tripod assessment data. We believe students are engaged when they:

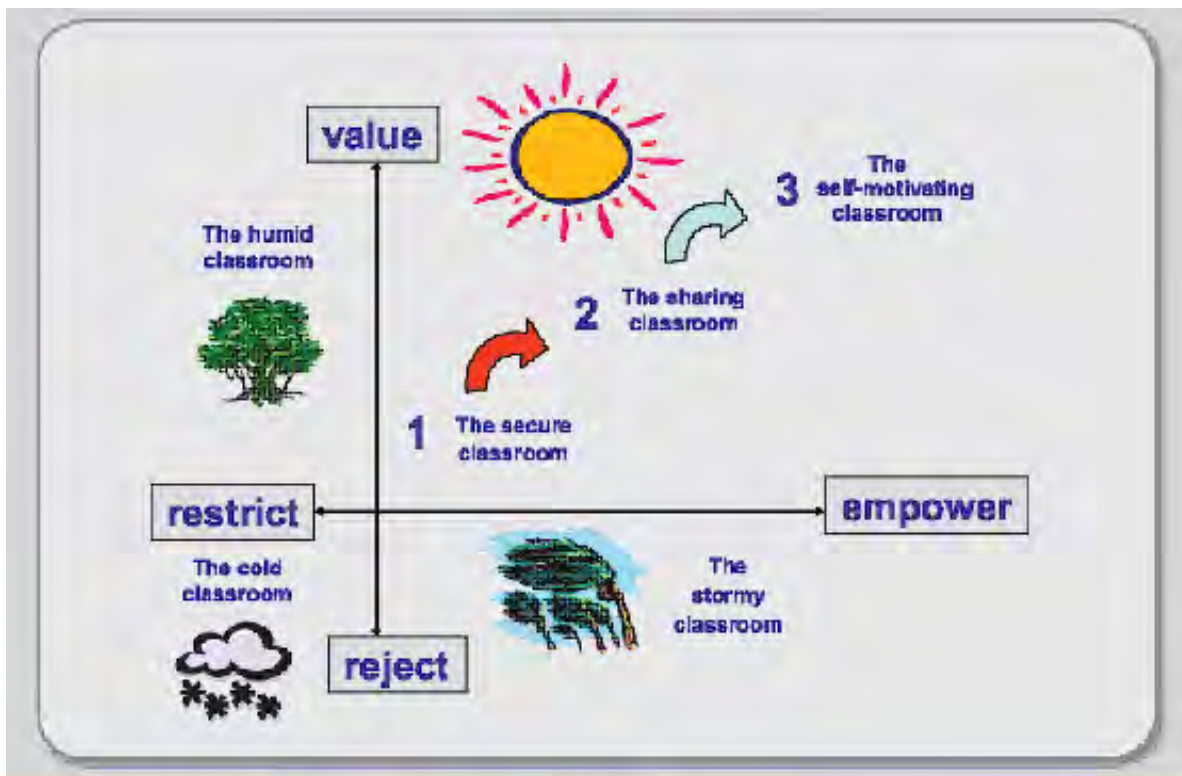
- Feel trusting, safe and welcome
- Behave cooperatively
- Embrace mastery-oriented, ambitious goals
- Work diligently and persistently
- Achieve satisfaction

CSIP consultants use Tripod results to assess levels of student engagement and the classroom conditions in schools. This process supports our overarching belief that school self-evaluation is a key component of school improvement.

We also provide a range of professional development programs which are designed to promote student motivation for learning.

Motivated Classrooms

This program builds capacity among lead practitioners to promote effective ways to motivate young people. It helps teachers to: understand how motivation works and particularly how to help other people to be self-motivated; reflect on the extent and in what ways their classroom is self-motivating at the moment. It provides teachers with a wide range of practical strategies to create a self motivated classroom where all students are actively engaged.



In addition to providing high quality academic education one of the key functions of schools has always been to promote and develop the social, emotional and physical well-being of all students. However, as with the quality of education the quality of services provided by districts and schools in these areas have traditionally been very varied.

With the development of the 21st Century skills many schools, districts, states and countries have refocused their efforts on this important aspect of school life. In districts such as Newark and New York City, as well as across the UK, we have supported schools to introduce Social and Emotional Aspects of Learning programs, which promote these key skills as core part of the English Language Arts program.

Our Advisement program challenges teachers to look at how they relate to students and how they use **their** power in the classroom to help young people learn: it includes managing behavior but goes beyond this. The program includes a set of reproducible resources which can be used as part of student advisory programs to build self-efficacy and self-confidence.

The **Inclusion Project** provides school-based training and professional development in a range of areas including: Whole-school inclusion; Vision Impairment and Hearing Impairment

Our Efficacy program utilizes the research of the Massachusetts-based Efficacy Institute, to assist schools to build consensus in their mission of enabling all children to achieve their maximum potential. The program is grounded in the belief that intellectual capacity is neither fixed nor given; rather, it can be built – *to high levels* – through the sustained application of effective effort at challenging tasks.

In addition to the above programs we have also helped districts and schools to identify and recruit support partners to address social, emotional, and behavioral issues. For example, in Connecticut a number of schools have an excellent working relationship with Boys and Girls Clubs. In other districts there are thriving “Big Sister” and “Big Brother” programs which have provide to be very effective in supporting students in this often neglected key area.

There is an extensive research base which clearly demonstrates the link between taught time and increased student achievement. In our work in the US and around the world we have experience and expertise in a very wide variety of school calendars. What is normal in one country is abnormal in another country. For example, many schools in Europe operate a 190 or even 200 day school year, as opposed to the 180 day norm in the US. Many schools also operate a much longer day than others. In some countries, as in some Charter schools in the US, 10 hour days and Saturday school are the norm. In China, high achieving students frequently attend school 7 days a week in their last year prior to graduating from high school.

However, it is our experience that simply extending the length of the school calendar or the length of the school day on its own will not necessarily lead to the required transformation. It is the quality of the education program that is important. Hence, unless the quality of teaching and learning is improved at the same time as the number of hours of instruction is increased there will be little or no benefit; in fact, in certain cases it can have a detrimental impact.

For example, when extending the length of the school day there is significant evidence that this is most effective when the school principal maintains leadership of the whole program and that this program is integrated with the existing school program.

iv. Student transition

It is widely recognized that transition is not a single event, rather, it is a series of coordinated activities designed to plan for success in high school and life after graduation through identifying dreams, goals, instructional needs and supports. Transition is the successful movement from school to school with a focus on achieving a desirable and productive adult life after high school graduation. Because moving from one school to another can be a challenging time for many students and families who face increasing academic demands, changing routines and loss of familiar support systems, a good transition plan is essential to help support student success.

Studies show that students who have a good transition from one school to another are more likely to achieve in school, to attend regularly, and not drop out of school. On the social side, students are more likely to develop and sustain positive social relationships with peers and with adults. Good transition planning can start at any age but nowhere is this more critical; than at the transition between Middle and High School where it is recommended that transition planning begin no later than eighth grade.

Research indicates that there are four key components to an effective Transition Plan.

Component 1: Provide Students and Families with Accurate, Useful Information. Information about the logistics of transitioning, such as course requirements, class selection, extra-curricular opportunities, and orientation to the new school setting will be provided for both students and their parents in written form, small and large group presentations, parent information nights and conferences.

Component 2: Provide Social Support. Since transition to a new setting can sometimes disrupt students existing social networks, students may spend the early part of their first grade in a new school figuring

out where they fit in, which can interfere with academic success. Transition is more effective when transferring student have the opportunity to engage in multiple activities that support students' social transition. Such activities include visits to the new school, interacting with the older school students in summer bridge activities, being assigned a mentor or advisor.

Component 3: Support Students' Academic Preparation Successful transition programs are designed to accelerate achievement and minimize the disruption to student learning when they move to a new school. Strategies include, monitoring any failures to determine what school, parents and transferring students must do to assure greater success; working with families to create an Academic and Career Plan for high school and beyond, modifying instruction to include challenging, meaningful and engaging assignments anchored in real-world problems, explicitly teaching a variety of time management and study skills strategies, helping students develop a future-focused plan for success in the new school.

Component 4: Work together to Support Student's Successful Transition. Since the most successful transition programs are the result of extensive collaboration between the two schools. Students, teachers, administrators, and parents from both schools should be part of the **Transition Team** which develops the initial transition plan, and then monitors, elates and revised the pan for future years.

Our consultants assist and support schools to develop high quality transition plans, see appendix D for an example of a Middle School Transition Plan, which we have developed as part our work as a Lead Turnaround Partner in Virginia.

D. Staffing

i. Performance Evaluation

Cambridge Education has unique experience and expertise in this key education improvement service. In 2000 we were awarded the contract, for what still remain the world's largest Teacher and Headteacher Evaluation Reform Program. The five year program, which impacted on each of the 24,000 schools in England and Wales, had two main components: Headteacher (Principal) Evaluation and Teacher Evaluation.

An integral part of the Teacher Evaluation program was supporting schools to develop an ongoing annual Performance Management Cycle for Teacher Evaluation, including a minimum of 3 classroom observations, with associated feedback. Both the Teacher and Principal Evaluation programs were based on independent research led by the Hay Group and included making judgments against separate sets of National Standards.

In the US we are currently lead partners in a number of different Teacher Evaluation projects. Two rely heavily on our student survey work. **The Tripod Project** focuses on the climate and culture in individual classrooms. The goal of the **MET Project** (Measures of Effective Teaching) is to help educators and policymakers identify and support good teaching by improving the quality of information available about teacher practice. With funding from the Bill & Melinda Gates Foundation, independent education researchers, in partnership with school districts, principals, teachers, and unions, will work to develop a fair and reliable measure of effective teaching. The MET project is different from many other projects. It is informed by the real work of real teachers, in real classrooms. It goes beyond the exclusive use of student assessments as a proxy for effectiveness and, instead, is geared to developing a set of measures that together serve as an accurate indicator of a teacher's impact on student achievement.

A number of districts, including Benton Harbor, MI; Hillsborough County, FL; and Minneapolis, MN, have invited Cambridge Education to train school administrators, instructional coaches, and mentors and then provide coaching, support and quality assurance. These projects all focus on enhancing the quality of classroom observations and feedback as an integral part of a formative Teacher Evaluation Program.

Many of the districts and organizations we are currently supporting are using a range of criteria drawn from sources such as Charlotte Danielson's *Framework for Teaching* and The National Board for Professional Teaching Standards to establish multi-dimensional common teacher evaluation cycles that incorporate: observations in classrooms; student outcomes; student, family and peer feedback; attitudes and beliefs.

In providing statewide improvement services in these key areas our staff and consultants actively train, support and challenge schools and districts to ensure that they implement high quality policies, procedures and practices which enable all teachers to use a variety of strategies and to ensure that student learning, progress and standards are a direct result of challenging instruction and high quality teaching. Our professional development programs for schools and districts include:

Performance Management (PM)

Provides training and support to enable principals and their school leadership team to establish and implement consistent, fair and transparent PM processes and procedures.

Performance Review: Professional Growth

This program is designed to ensure that performance review in schools derives its focus and priorities from school self-evaluation outcomes and improvement priorities so that all teachers are individually committed to developing their own performance and maximizing their personal contribution to achieving the school's aims.

Effective Classroom Observation

Addresses two of the keys to effective Teacher Evaluations, namely effective classroom observations and high quality feedback to teachers. This program is one of our most sought after and highly regarded professional development programs.

Two distinguishing features which many of our clients frequently mention are the fact that our professional development programs are tailor made for the individual client and we focus on building local capacity which enables the school, district or state to embed the training into their short, medium and long term schools and district improvement planning processes.

ii. Principals' effectiveness

Our staff and consultants have extensive experience and expertise in human resources (HR) related issues, including making recommendations on teacher and leader contracts. Our work with a range of site-based management projects includes HR related professional development programs which encourage districts and schools to develop more flexible staffing models and contracts.

A number of districts are also using the results of our School Quality Review program to assess the effectiveness of the school leader. One particular aspect of our work which we have developed

specifically for SIG schools are measures which judge the readiness of a school and its principal in particular for change. Research shows that the leadership skills required to transform a school are different to those required to maintain or improve a good school. Hence, sometimes it is a question of ensuring that leaders with the right skills are appropriately placed.

It has also become apparent that transforming a school requires collaborative leadership, and not heroic leadership. Districts such as Charlotte-Mecklenburg have recognized this by enabling new school leaders to replace up to five members of staff including members of the school leadership team.

iii. Recruiting hiring and developing leaders

Principal recruitment and selection

Effective leadership is the single most important factor in the success of any organization. Selecting the right person to guide the education process is critical. Districts, councils and schools all face the challenge of hiring the right person to lead their school need the resources to assist them through the process. It is therefore important that principal appointment team members have received training on principal selection to ensure that they select highly qualified individuals.

Cambridge Education supports schools, councils, and districts around the world to recruit and select principals. This work includes providing workshops for district, council and school boards on recruitment and selection best practice by leading application, recruitment and selection workshops; designing principal selection processes and procedures which are consistent, fair and transparent in order to ensure equality of opportunity, providing human resource support; recruitment and screening; competency and skill assessment; supervisor evaluations; eligibility interviews; interview and selection.

Our training program guides and supports those serving on appointment panels through the selection process, helping them understand their role and determining important characteristics for the principal to possess. As these characteristics are determined, the information provided in training helps guide the district, council, schools and the Interview Committee in preparing the full recruitment, selection, and interview process of appointing a principal.

Collectively our US based staff and consultants have been responsible for principal and teacher recruitment in a number of settings including: Districts in states as diverse as California, Colorado, Massachusetts, New York; Charter schools and charter management organizations, including Achievement First, Beacon Education Management, Harlem Day, New York and National Council de La Raza. In the UK, in addition to our work with districts and schools, Cambridge Education also offers a principal recruitment and selection service as part of our work with Academies.

Principal development and support

High quality continuing professional development and support for principals is equally important as recruitment and selection. This program should start with a high quality induction and on-boarding program which ensures that all newly appointed principals are well supported from the day they are appointed. Cambridge Education has a wealth of experience and expertise in providing high quality professional development for principals. Our programs are rooted in practice based on high quality research taken from round the world.

Many of our staff and consultants have extensive experience and expertise as program directors, assessors, tutors, trainers, and quality assurance consultants on traditional and alternative Principal development programs. For example, when in the UK, Trevor Yates, Executive Vice-President, was

Regional Director for the National Professional Qualification for Headship (NPQH) and served on the national steering committee that developed and implemented this flagship program for the National College of School Leadership. Initially the program was an alternative route to higher education programs; in 2004 it became the first ever mandatory qualification for all first-time headteachers appointed to a post in the maintained sector in the UK. NPQH is personalized and focuses on the development needs of each candidate as they approach headship. It also includes a placement in another school of between 5 and 20 days, which can be taken across several months or as one continuous block of time. Participants take a different amount of time - between 4 and 12 months – to complete the program which concludes with a graduation assessment interview, at which candidates present a portfolio of evidence to an assessment panel.

In the US, Cambridge Education has developed strategic leadership programs for school leaders, principals and aspiring principals, which incorporate many of these features alongside key concepts taught in the National Institute of School Leadership Program for school leaders, (NISL). Cambridge Education's current leadership programs include:

Value Added Leadership

This comprehensive school leadership development program, developed in conjunction with the Empowerment School Organization (ESO), NYC, includes 30 modules which cover: Strategic Leadership and Management; Instructional Leadership; Operational Leadership; Student Achievement and Special Services

iv. Working with Unions

We believe that actively engaging unions at school, district and state level at all stages in the transformation process is essential. In the US our expertise in this area ranges from policy development and outreach for the American Federation of Teachers and the United Federation of Teachers in New York City, to acting as thought partner to the Mayor and Superintendent of New Haven as they undertake major education reforms, including restructuring schools and introducing a performance-related teacher evaluation program. A good example of the involvement of Unions is in Hillsborough County, Florida, where the union has been involved in every stage of the Promoting Effective Teacher Project, from project design to interviewing the prospective external consultants to participating in the training and development programs.

In the UK, as a result of our role in the Teacher and Headteacher Evaluations programs we now have strategic partnerships with the National Union of Teachers (NUT) and the National Association of Headteachers (NAHT). These include providing training and development programs on behalf of their members.

E. Professional Development

i. Training and professional development

As part of the Preparation period we will review the exiting Professional Development programs provided to all staff within the school and the planned program for the coming year. Key elements of this review will include asking questions such as:

- How was the training plan established?
- What input did staff and administrators have in establishing the plan?
- Who owns the plan?

- Does the plan cover all staff in a school?
- Is the training directly linked to the school development plan?
- Is the training differentiated to cater for the specific needs of individual teachers?
- When is the training to be provided?
- What role, if any does staff at the school have in delivering the training?
- Does the training plan provide opportunities for teachers to observe other teachers, both in their own school and in other schools?
- Does the plan provide opportunities for teachers to develop transition programs
- Is the training compliance driven or is it transformative?

Once we have completed the review we will work in partnership with the school(s) and the district(s) to develop a coherent professional development plan which is fully aligned with the school development plan. In one district which we have worked with as a result of our initial review and evaluation the District invited Cambridge Education to make a presentation on its behalf to the state, which resulted in the state granting the district approval to rescind its previously submitted professional development plan and to have an extension before submitting a more relevant plan which was closely linked to key development points identified across the schools' development plans.

Cambridge Education provides an extensive range of professional development and structures for collaboration for schools, districts, and states.

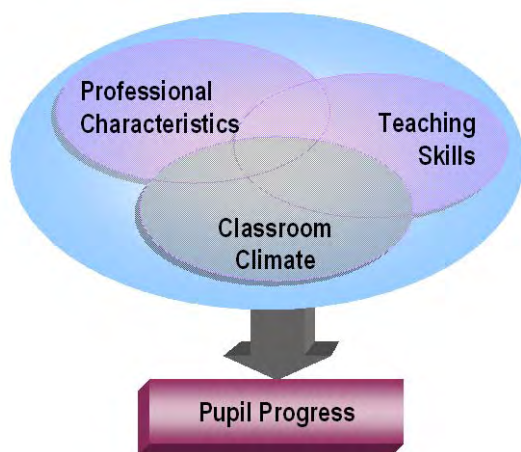
Professional Learning Communities (PLCs)

The majority of districts and schools across the US have adopted PLCs as a model of promoting collaboration between teachers. However, in many instances this has been introduced without

appropriate training and support to ensure successful implementation. Cambridge Education recently completed an assignment on behalf of the Massachusetts Department of Education to produce a PLC Tool Kit to improve the effectiveness of PLCs in the state's most challenged districts.

Professional development services

The majority of our professional development services are schools based with training courses frequently delivered over a number of twilight / after – school sessions allowing for staff to participate in discussion and activities over time looking at issues specific to their school and seeking joint solutions after given the opportunity to try new strategies.



Our professional development (PD) services are varied and wide. We use a blend of training – school site based center- based and on line training.

We focus on training and development which will have the maximum impact on pupil progress and academic achievement, including: professional characteristics of teachers; teaching skills and programs which support and develop effective classroom climate. Our programs are all designed to be activity-based and wherever possible we adopt an 80:20 principle for training where 80% of the training is embedded in classroom practice.

Collaboration models

A key of our core programs is to coach and support school administrators in the importance of developing collaborative leadership models. In undertaking this work they use a range of strategies, approaches and training programs.

Teacher coaching

High-quality coaching in schools supports professional development, leadership sustainability and school improvement. However, in our work across the world we have found that in many instances highly successful teachers have been appointed as coaches for particular subject content area such as language arts, math and science, without the pre-requisite training and support required to become effective coaches. As part of our transformation program our consultants can draw on a number of programs and workshops to develop the skills and practices of administrators and coaches. However, we have found that one of the most effective programs is our Leading Coaching in Schools which builds the capacity of school leaders to develop and embed a coaching culture in their schools.

Leading Coaching in Schools

This program helps school leaders make sense of coaching theory and develop approaches to coaching in their schools.

Curriculum Development (CD)

These programs cover all the core and elective Elementary, Middle and High school curriculum content areas and a wide variety of additional support areas. Specific programs include: Assessment; Beyond the First Year; English and Literacy; Gifted and Talented; Geography; ICT; Literacy; Math and Numeracy;

Modern Foreign Languages; Music, Physical Education; Personal, Social, and Health Education; Science and Technology.

Good Teaching Successful Learning

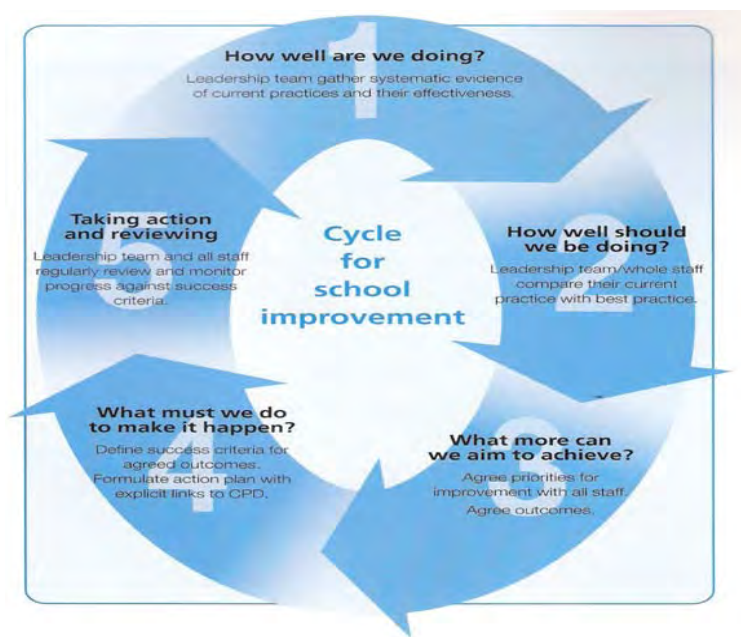
The aspiration to develop the quality of teaching and learning continuously in our schools is at the heart of school improvement. This program provides resource which enable schools to observe and evaluate the qualities of good teaching and the successful learning that results from it.

Leading for Learning

This is an embedded, distributed and self-selected program, with customized units that provide opportunities for coaching, hands-on experiences, developing a blend of skills and knowledge and participating continuously in a virtual learning community. The modules are designed to build capacity, at all levels, across four key areas: strategic leadership; student achievement; exceptional children; organization and management.

The efficient and effective use of data is a key component in Cambridge Education's success in providing strategic planning services. Following a consultation with schools, our consultants are required to agree a structure and strategy for school intervention – setting the criteria for and processes of intervention, demonstrating a differentiated approach under which the level and depth of intervention is in inverse proportion to the school's success and capacity to improve. By developing benchmarks, identifying the people responsible for change and setting challenging but achievable time scales for the completion of the work, school improvement initiatives can be managed effectively. Since our planning tools are both user-friendly and comprehensive, Cambridge Education consultants often gain agreement

at school, district and state levels to establish a memorandum of understanding that specifies the actions required, the person responsible and the timescale for each action.



ii. Evaluating professional development

Cambridge Education's mission is to improve the quality of education for learners. Therefore, in everything we do we have a commitment to Total Quality Management through a cycle of Continuous Quality Improvement (CQI). Quality Assurance and Quality Control are key components of the process.

Our cycle of continuous quality improvement for all projects includes:

- Rigorous selection of the workforce
- Appropriate and focused training
- Observation of people in action
- Scrutiny of first hand evidence
- Constructive, critical feedback

- Commitment to using outcomes of quality assurance activities to bring about any necessary improvements
- Using quality assurance outcomes to inform the selection process

Quality assuring the work undertaken to meet the requirements of the Middle School Transformation Strategic Planning Services will embrace the following activities:

- working alongside colleagues
- direct observation of colleagues in action
- discussions with APS staff
- discussion with co-workers where applicable e.g.: the lead reviewers and coaches
- evaluation of evidence bases and the accuracy of evaluations/judgments/recommendations
- review of notes of visit and/or draft reports
- feedback from APS
- post-event evaluations and surveys

In addition, we include 360° feedback on all contracts recognizing that quality assuring the work of colleagues and associates is a shared responsibility. For example, lead consultants will provide information on the performance of team members and team members will comment on the work of the lead reviewers; co-trainers/presenters will provide feedback to each other on the quality of their performances.

F. Organizational Capacity

i. Organizational structure

Cambridge Education was founded in 1983 in the UK and works in over 45 countries around the world. Founded in 2004, Cambridge Education (LLC) is the US-based entity which makes available the worldwide consultancy, training, and change management experience of Cambridge Education to the US market. Cambridge Education is a wholly owned subsidiary of the Mott MacDonald Group, a global independent multi-sector company.



The parent company, Mott MacDonald Inc., is also a US entity and acts as the conduit between Cambridge Education (LLC) and Mott MacDonald Group. The group employs over 14,000 staff, has annual revenues in excess of \$1.6 billion and is wholly owned by its employees.

Cambridge Education has been working in the US since 2002 and has since partnered with local school districts, national and regional foundations, state departments of education and other reform support providers. Cambridge's provision of technical experience is both wide and deep. Through its extensive national and international network of consultants, Cambridge is equipped to provide rapid response technical assistance (TA) and support across a broad variety of educational areas. Cambridge Education has led initiatives in 24 states and in over 250 school districts. The range of offerings includes diagnostic

and evaluative studies at the school, district and state level, school turnaround strategies, education management, leadership development for principals, lead teachers and central office personnel, specialty audits (such as in ELL or Special Education) and scaling of best-practices.

Cambridge has developed and maintains an exceptional team of 400 professional staff and a network of 3,000 education consultants worldwide. In the U.S., we have a team of over 40 full-time dedicated professionals and regularly draw on the expertise of our international staff and extensive US and worldwide consultant network for specialized projects. Our professional staff and consultants are all highly accomplished former teachers and educational leaders and recognized experts in the fields of transformation, quality review, continuous school improvement, leadership development, instructional design, student achievement, and change management.

The administration of these services will be provided by the **Project Support Team** who will, under the direction of **The Project Manager**, oversee the implementation plan and ensure that the deliverables and milestones are met.

The depth and breadth of our full time staff and associate base plus our extensive Project Management experience and expertise provides us with the capacity to support all types of schools in the preK-12 spectrum. However, in relation to capacity our preference would be to provide intensive support in the first year to four schools. Preferably with graded PK through 12 or 2 through 12, but we have the experience and expertise to provide support to all types of schools within the pre K-12 range.

However, we are very flexible and have set out below we have set out a number of options below.

7. 4 large high schools (1000 + students), preferably grouped close together in a similar part of town
8. 4 large high schools (1000 + students), preferably in 2 groups of 2 in a similar part of town.
9. 3 large high schools and 2 smaller schools (less than 1000)
10. 2 large high schools and 4 small schools (less than 1000)
11. 1 large high school and 6 small school
12. 8 small schools

By preference would prefer the widest range of ages rather than just 9 through 12, K through 12 and 2 through 12. Given a choice we would prefer schools easily accessible by public transport, and we would prefer a blend of school reform types.

We have extensive experience and expertise in supporting performing schools in a wide range of settings, including inner-city urban and more remote rural settings. Therefore, we would be willing to serve as a Lead Partner in any of the designated geographical regions.

However, our preference would be to serve as lead partner to groups of schools in one or two districts as opposed to spreading our services across a number of districts. We believe that by adopting such an approach, we would be able to provide a more efficient and effective service which would have greater impact.

ii. Non-negotiable commitments and decision-making authority

The Federal regulations for funding SIG schools set out the key roles and responsibilities of the various parties depending on which of the four models are chosen. We have found that the key non-negotiable is a commitment from all parties to working in partnership and to jointly developing and adhering to an agreed Memorandum of Understanding (MOU).

In terms of decision- making authority we recognize that in most instance that the District Board will retain responsibility for the Governance of the school, therefore they will retain ultimate decision-making authority. However, we have found it highly beneficial when the District and The Lead Turnaround Partner jointly make recommendations to the Board.

iii. Staff qualifications

As previously indicated we have an extensive range of staff and consultants which we can deploy to support this initiative. We have assumed we will deploy a Lead Consultant for each school who will coordinate the work of all the consultants we deploy to that school during our partnership with the school.

Appendix E includes one-page résumés which are reflective of the individuals involved with our turnaround efforts. Because we tailor our program and activities to each individual school we are unable to say exactly which staff will be directly involved as the lead consultant and other consultants we would deploy to a preK-2 school are not the same ones we would deploy to a high school. The following table is therefore indicative of the senior staff and lead consultant we would typically deploy and the roles they would perform. In addition we will also deploy a wider range of consultants who would particular focus on classroom instructions – see résumés.

Staff	Role	Experience	Involvement in Schools
Trevor Yates	Program Advisory Board Chair	Educator for 40 years, 25 years leading school transformation across the world, including 15 years as Principal of a 2,000+ Community High school	In addition to advisory role facilitating Leadership Training and development
Carroll Stevens	Customer Care	35+ years as educator – over a decade providing strategic leadership support	Strategic leadership, meetings with District Board and Principals
Tim Boyce	Program Director	35+ years, including 15 years as Principal and 5 years as CE's US lead on Transforming schools	Strategic leadership, meetings with District Board and Principals
Gail McLean	QA Manager	35+ years, including 15 years as Principal and 8 years leading SIP across the US – world lead on quality reviews	On site visits QA of training and development
Rob Ramsdell	Tripod Director	Teacher, leader of PD and Director of Tripod including Gates MET Project	Orientation and feedback to schools on Tripod surveys
Jo Cheadle	Training Manager	School Administrator lead trainer and turnaround consultant across US	Leading Training programs for administrators and teachers
Peter Lewis	Program Lead Consultant	School administrator, lead turnaround consultant in US for past 5 years	Program coordination across all schools – liaison with district
Daniel Patton	Program Manager	6 years Program Manager supporting school improvement initiatives	Day to day conference calls plus Monthly meetings with schools and district
Anne Boyce	Program Administrator	35 years , including 5 years program administration in US	Day to day administration
Chris Dowsett	Lead Consultant	35 years school administrator and SIG lead	Anticipated that these consultants will form the nucleus of our team of lead consultants. On any specific day at least one of this team would be deployed to work with each individual school or district
Simmie Raiford	Lead Consultant	25 years school administrator and SIG lead	
Joy Stopher	Lead Consultant	35 years school administrator and SIG lead	
Steven Walker	Lead Consultant	35 years school administrator and SIG lead	
Roger Fry	Lead Consultant	35 years school administrator and SIG lead	
Bob Drew	Lead Consultant	35 years school administrator and SIG lead	
Copper Stoll	Lead Consultant	35 years school administrator and SIG lead	
Gene Giddings	Lead Consultant	35 years school administrator and SIG lead	
Sandra Twedell	Lead Consultant	35 years school administrator and SIG lead	

G. Subcontractors

i. Subcontractors

At this stage we do not envisage engaging any subcontractors.

However, if at a subsequent date ISDE, a district or a school would wish us to engage specific subcontractors we would ensure that they met all the requirements as set out in this RFSP.

H. Sustained Improvement

i. Capacity building

Cambridge Education has a well-deserved reputation for building local capacity as part of all our school, district and state interventions. We plan our exist strategy from day one of any engagement with a client. The main focus of this strategy is by establishing high quality training and development programs to train internal staff to work alongside our consultants thus building the local capacity to sustain and develop programs as we exit from our engagement.

Examples of the successful implementation of this approach include New York City, where at the end of our school quality review program we transitioned from Cambridge Education undertaking all 1,400 school reviews in the first year, to 1,000 in year 2 and 500 in year 3. In the 4th year New Year City staff completed all the reviews and we provided quality assurance. A similar model has been followed in Hillsborough County where by the end of the first year of the program we have trained district staff as trainers to lead all future training and development, and in the second year we will only be providing on going quality assurance and technical assistance.

I. Outcomes-Based Measurement Plan**i. Scope of Work**

We will deliver all key elements of the Scope of work including:

a. Memorandum of Understanding (MOU)

We will agree and sign an MOU with the LEA, prior to receiving full SIG 1003 (g) funding, which sets out the specific, appropriate and adequate levels of autonomy which will enable us to fulfill; the requirements of the Lea Partner Role.

b. Services, resources and assistance

As lead partner we will provide services, resources, and assistance to the LEA to effectuate the LEA's plan for implementation of the SIG 1003(g) as executed in the LEA's grant agreement with ISBE.

c. Data collection

As Lead Partner we will participate, with the LEAs, in data collection, evaluation, and reporting activities as specified by ED and ISBE. This will include, but will not necessarily be limited to the following:

- A. Number of minutes within the school year;
- B. Student participation rate on ISAT or PSAE in reading/language arts and in mathematics, by student subgroup;
- C. Dropout rate;
- D. Student attendance rate;
- E. Number and percentage of students completing advanced coursework (e.g., Advanced Placement (AP), International Baccalaureate (IB), early-college high schools, or dual enrollment classes;
- F. Discipline incidents;
- G. Truants;
- H. Distribution of teachers by performance level on the LEA's teacher evaluation system;
- I. Teacher attendance rate;

J. School climate and culture; and

K. Teacher and principal effectiveness.

ii. Outcomes

Cambridge Education, like all schools and districts, is continuously ambitious for the young people in the schools which we serve. We also believe that successful school transformation needs to be evaluated across a wide range of **Performance Measures**. We would therefore wish to develop **Key Performance Indicators (KPI)** and **Success Criteria** which reflect the wide scope and nature of the role of the Turnaround Partner. We further envisage that the ongoing program reports will reflect the agreed KPIs.

We anticipate that the agreed KPIs will be linked to the following outcomes:

- Schools are inclusive and support under-performing students
- Increased student achievement in each school at all levels and across all subgroups
- The number of low-performing schools decreases and is below the percentage nationally
- Schools are well led and managed and the leadership and management of learning are such that each school has a secure capacity to improve further
- The number of high-performing schools increases and exceeds the percentage nationally
- School's recruit and retain high quality staff
- Teacher Evaluations are performance-related
- Districts manage the education system effectively
- Districts provide high quality data systems which measure student success, school success and are well used by districts and schools for making instructional and management decisions
- Schools and districts make efficient and effective use of staff and resources including technology, to support student learning

- All school and district budgets are aligned to well developed improvement plans
- Communications between home and school is ongoing, two-way and purposeful
- Partnerships are fostered through positive collaboration with community stakeholders to support student learning
- High degree of satisfaction as measured by parent and community surveys
- The school environment is friendly, well-ordered and welcoming
- Schools promote the academic, social, emotional and physical well-being of all students
- All teachers have access to high quality professional development
- Prospective teachers have access to multiple training pathways
- The curriculum delivered to all students is fully aligned to state curriculum frameworks
- The curriculum is designed to meet the individual need of all students
- The curriculum provides students with a broad range of learning experiences
- Student learning, progress, and standards are the direct result of challenging instruction and high quality teaching.
- School Instructional Leadership teams, teacher leaders and teachers have access to high quality training related to curriculum alignment and tiered instruction
- Schools and districts use common formative assessments to provide accurate timely feedback which enable teachers adapt instruction and to promote enhance student learning.

iii. Performance indicators

In establishing performance indicators we would advocate using a Star Rating system similar to that we have developed for our Lead Turnaround work in Virginia, and the London Borough of Islington.

RATINGS ★ ★ ★				PERFORMANCE INDICATORS
KP 1: Student Performance				
KP 1.1				Attainment of the annual AYP goals at a minimum, with “safe harbor”
0				In the first year of the contract annual AYP goals not met at both LTP schools
	1			In the first year of the contract annual AYP goals are met, at “safe harbor” at both LTP schools
		2		In the first year of the contract annual AYP goals are met in full at one the LTP schools
			3	In the first year of the contract annual AYP goals are met in full at both schools
KP 1.2				Attainment of the annual AYP targets for student achievement set by the Virginia Department of Education
0				In the second and third year of the contract, the annual AYP targets for student achievement set by VDOE are not achieved at one or both of the LTP schools
	1			In the second and third year of the contract, the annual AYP targets for student achievement set by VDOE are achieved at both schools
		2		In the second and third year of the contract, the annual AYP targets for student achievement set by VDOE are exceeded at one of the schools
			3	In the second and third year of the contract, the annual AYP targets for student achievement set by VDOE are exceeded at both of the LTP schools
KP 1.3				Reduction of the achievement gap between the Smaller Learning Communities and the state’s average achievement level in mathematics, reading/English and History
0				The achievement gap between the Smaller Learning Communities and the state’s average achievement level in mathematics, reading/English and history is reduced annually by < 10 percentage points (percentage is subject to change pending receipt of 2010 SOL results).
	1			The achievement gap between the Smaller Learning Communities and the state’s average achievement level in mathematics, reading/English and history is reduced annually by 10 percentage points (percentage is subject to change pending receipt of 2010 SOL results).
		2		The achievement gap between the Smaller Learning Communities and the state’s average achievement level in mathematics, reading/English and history is reduced annually by 12.5 percentage points (percentage is subject to change pending receipt of 2010 SOL results)
			3	The achievement gap between the Smaller Learning Communities and the state’s average achievement level in mathematics, reading/English and history is reduced annually by 15 percentage points (percentage is subject to change pending receipt of 2010 SOL results)
KP 1.4				Decrease in the student retention rate
0				The student retention rate decreases annually by <30 percent
	1			The student retention rate decreases annually by at least 30 percent
		2		The student retention rate decreases annually by at least 35 percent
			3	The student retention rate decreases annually by >35 percent

RATINGS ★ ★ ★				PERFORMANCE INDICATORS
KP 2: School Climate				
KP 2.1				Improvement of overall student attendance rate
0				Overall student attendance rate improves annually but by 2013 it does not meet the state average at both LTP schools
	1			Overall student attendance rate improves annually and by 2013 meets the state average at both LTP schools
		2		Overall student attendance rate improves annually and by 2013 meets the state average at one LTP school and exceeds the state average at the other LTP school
			3	Overall student attendance rate will improve annually and by 2013 exceeds the state average at both LTP schools
KP 2.2				School-wide reduction of discipline code infractions
0				School-wide discipline infractions is reduced annually but by 2013 the reduction is less than 50
	1			School-wide discipline infractions is reduced annually and by 2013 is reduced by at least 50 percent
		2		School-wide discipline infractions is reduced annually and by 2013 is reduced by at least 55
			3	School-wide discipline infractions is reduced annually and by 2013 is reduced by at least 60
KP 2.3				Reduction of teacher absenteeism
0				The rate of teacher absenteeism decrease by less than 20 percent annually
	1			The rate of teacher absenteeism decrease by 20 percent annually
		2		The rate of teacher absenteeism decreases by 30 percent annually
			3	The rate of teacher absenteeism decreases by 40 percent annually

RATINGS ★ ★ ★				PERFORMANCE INDICATORS
KP 3: External Climate/Stakeholder Satisfaction				
KP 3.1				Increase in percentage of external stakeholders reporting satisfaction with the quality of education as measured by community/parent surveys
0				The percentage of parents reporting satisfaction on the community/parent survey increase annually but by 2013 fails to meet 80 percent.*
	1			The percentage of parents reporting satisfaction on the community/parent survey increases annually and by 2013 meets 80 percent.*
		2		The percentage of parents reporting satisfaction on the community/parent survey increases annually and by 2013 is between 80 and 85 percent.*
			3	The percentage of parents reporting satisfaction on the community/parent survey increases annually and by 2013 exceeds 85 percent.*
KP 3.2				Increase in the percentage of parents/community members involved in school activities
0				The percentage of parents involved in school activities will increase annually but by 2013 is < 50 percent.*
	1			The percentage of parents involved in school activities will increase annually and by 2013 is at least 50 percent.*
		2		The percentage of parents involved in school activities will increase annually and by 2013 is at least 55 percent.*
			3	The percentage of parents involved in school activities will increase annually and by 2013 is 60 percent or more*
KP 3.3				Increase in percentage of parents reporting satisfaction with the frequency and variety of school communications
0				The percentage of parents reporting satisfaction with the frequency and variety of parent communications will increase annually but by 2013 is <80 percent.*
	1			The percentage of parents reporting satisfaction with the frequency and variety of parent communications will increase annually and by 2013 is at least 80 percent.
		2		The percentage of parents reporting satisfaction with the frequency and variety of parent communications will increase annually and by 2013 is in the range 80- 85 percent*
			3	The percentage of parents reporting satisfaction with the frequency and variety of parent communications will increase annually and by 2013 is >85 percent.*
				*these % figures will be adjusted following review of the 2010 benchmark

Ratings Key	Ratings Indicator
0 Stars	Performance below minimum requirements
1 Stars	Performance meets minimum requirements
2 Stars	Performance exceeds minimum requirements
3 Stars	Performance greatly exceeds minimum requirements

Contract Deliverable	Minimum Requirement
1. Conducting a comprehensive examination/audit of the LEA and school to assess the overall structure, curriculum, instruction, finances, program effectiveness, human capital, and governance of the system in order to identify and address areas of need and plan for systemic change.	Comprehensive audits completed for LEA and school(s) which identify and address areas of need and plan for systemic change
2. Implementing a coherent, comprehensive, research-based, whole school reform model, that incorporates the requirements of the selected ED model, which will provide an immediate and dramatic turnaround in structural and programmatic operations and has the greatest likelihood of increasing student achievement.	Comprehensive, research-based, whole school reform model implemented
3. Aligning, consistent with the State Learning Standards, curriculum, instruction, and interim assessments.	Curriculum, instruction and interim assessments aligned with State Learning Standards
4. Aligning sustained professional development with the curriculum and instruction to build rigor, foster student teacher relationships, and provide relevant instruction that engages and motivates students.	Sustained professional development aligned with the curriculum and instruction
5. Establishing strategies to improve student transitions from middle school to high school.	Strategies established to improve student transitions from middle school to high school.
6. Developing and implementing evidence-based discipline programs that minimize time out of school and/or class and cultivate a safe learning environment for students.	Evidence-based discipline programs developed and implemented
7. Providing staff ongoing, high quality, job embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	Ongoing, high quality, job embedded professional development provided that is aligned with the school's comprehensive instructional program
8. Working with the LEA to ensure that teachers have time to collaborate, plan, and engage in professional development within and across grades and subjects.	Teachers have time to collaborate, plan, and engage in professional development within and across grades and subjects
9. Working with the LEA to secure sufficient operational flexibility for both the Lead Partner and principal (operational flexibility may include staffing, calendars/time, and budgeting) to implement fully, a comprehensive turnaround strategy.	Operational flexibility secured for both the Lead Partner and principal

Contract Deliverable	Minimum Requirement
10. Working with the LEA to design and implement a rigorous, transparent, and equitable performance evaluation system for teachers and principals that takes into account data on student growth as a significant factor.	A rigorous, transparent, and equitable performance evaluation system for teachers and principals is designed and implemented.
11. Working with the LEA to recruit, hire, and place teachers and leaders who have a proven record of increasing student performance.	Teachers and leaders, with a proven record of increasing student performance, hired and placed.
12. Securing parental commitment and involvement and increasing parental capacity to support student engagement, motivation, and learning within school, at home, and in the community.	Parental commitment and involvement secured
13. Assisting the LEA with identifying and implementing strategies that provide for increased learning time in core academic areas by lengthening the school day, week, and/or year.	Strategies that provide for increased learning time are identified.
14. Identifying and recommending outside resources needed to support the reform effort, including supporting partners	Outside resources needed to support the reform effort identified and recommended
15. Working with the LEA to seek outside funding from the greater community (e.g., business, private foundations, federal, and state sources) to support the reform effort.	Outside funding from the greater community to support the reform effort secured.
16. Providing a performance management system including frequent formative and summative reports on program effectiveness to include, but not limited to, changes in student achievement, parental involvement, student/staff attendance, staff performance, staff recruitment, and student discipline.	A performance management system including frequent formative and summative reports on program effectiveness implemented

POTENTIAL RISKS AND MITIGATION

Any large scale project will have an inherent number of potential risks. We are confident that our general operating procedures and high quality project management processes and procedures ensure that we proactively address potential risks before they arise. The following table sets out a number of the potential key risks involved in the APS Middle School Transformation projects and the mitigation measures which Cambridge Education has in place.

Potential Risk	Mitigation measures
Lack of clear lines of communications	There are clearly defined roles and responsibilities for all staff and consultants and clear expectations for line management, communication, recording and reporting.
Lack of understanding of clients needs	Open discussions with the client and clarity about their needs at all stages of the contract. Our leadership team has a successful track record of working with NPS.
Poor Project Management	All our PMs utilize PRINCE 2 project management techniques to ensure robust common practices for all personnel, which lead in turn to positive review and continuous project improvement.
Poor Administration	Our Operational Support Team has extensive experience of working on similar size / larger projects.
Poor / lack credibility of personnel	All staff and consultant are seasoned educators, carefully recruited through a rigorous process and subject to regular training and quality assurance. They are all serving/recent administrators and/or master teachers.
Insensitivity to the needs of schools	All personnel sign and adhere to a Code of Conduct and are subject to our rigorous QA procedures.
Inability of contractor to recruit/retain sufficient people to meet requirements	In addition to our US pool of over 50 staff and consultants we have access to a worldwide pool of over 400 full-time staff and 3,000+ consultants.
Lack of record keeping	Our resource management tool enables us to keep a detailed record for every visit to each individual school.
IT failures	Corporate IT support includes automatic backup on a number of servers strategically placed across the US.
Company failure	We are part of a wholly employee-owned global company with an annual turnover in excess of \$1.5b.

D. REFERENCES

1. New York City Department of Education

52 Chambers Street, New York, NY 10007

Santiago Taveras

stavera@schools.nyc.gov

(212) 374-6802

2. North Carolina Department of Public Instruction

3905 Reedy Creek Rd, 6369 Mail Service Center, Raleigh, NC 27699-6369

Shayne Goodrum

SGoodrum@dpi.state.nc.us

(919)-835-6116

3. Benton Harbor Area Schools

185 E. Main Street, Benton Harbor, MI 49022

Dr. Marcus Robinson

mrobinson@c4cd.org

(269)-926-4045

E. CONTRACTOR'S QUALIFICATIONS

1. Description of the contractor's organization

Cambridge Education was founded in 1983 in the UK and works in over 45 countries around the world.

Founded in 2004, Cambridge Education (LLC) is the US-based entity which makes available the worldwide consultancy, training, and change management experience of Cambridge Education to the US market. Cambridge Education is a wholly owned subsidiary of the Mott MacDonald Group, a global independent multi-sector company. The parent company, Mott MacDonald Inc., is also a US entity and acts as the conduit between Cambridge Education (LLC) and Mott MacDonald Group. The group employs over 14,000 staff, has annual revenues in excess of \$1.6 billion and is wholly owned by its employees.

2. The qualifications and experience of the contractor and any staff assigned to the contract in performing work of a similar nature

Cambridge Education has been working in the US since 2002 and has since partnered with local school districts, national and regional foundations, state departments of education and other reform support providers. Cambridge's provision of technical experience is both wide and deep. Through its extensive national and international network of consultants, Cambridge is equipped to provide rapid response technical assistance (TA) and support across a broad variety of educational areas. Cambridge Education has led initiatives in 24 states and in over 250 school districts. The range of offerings includes diagnostic and evaluative studies at the school, district and state level, school turnaround strategies, education management, leadership development for principals, lead teachers and central office personnel, specialty audits (such as in ELL or Special Education) and scaling of best-practices.

Cambridge has developed and maintains an exceptional team of 400 professional staff and a network of 3,000 education consultants worldwide. In the U.S., we have a team of over 40 full-time dedicated professionals and regularly draw on the expertise of our international staff and extensive US and

worldwide consultant network for specialized projects. Our professional staff and consultants are all highly accomplished former teachers and educational leaders and recognized experts in the fields of transformation, quality review, continuous school improvement, leadership development, instructional design, student achievement, and change management.

3. A list of all contracts including contract numbers that the contractor has had with ISBE during the past five years.

Cambridge Education has not had any contracts with ISBE during the past five years.

F. EXCEPTIONS TO THE RFSP

Cambridge Education accepts the general Terms and Conditions listed in this RFSP; however, we request the ability to negotiate if any resulting MOU contains different Terms and Conditions.

APPENDICES

A.	SAMPLE SCHOOL DEVELOPMENT PLAN	119
B.	SAMPLE HOME-SCHOOL COMPACT	130
C.	PRINCIPLES OF LEARNING	138
D.	TRANSITION PLAN	140
E.	STAFF RESUMES	154

APPENDIX A

Sample School

**School Development and Improvement Plan
2009 - 2010**



Sample School:

Vision

Through the establishment of a culture of high expectations and high supports, Sample School will empower students to succeed in college and in their chosen professions and will prepare them to be productive members of the community.

Mission

In order to bring our vision into reality, we will

- provide a rigorous, standards-based curriculum that enables all students to meet and exceed established measures of success;
- ensure that all teaching is effective, meets the needs of all students, and promotes individual student growth;
- empower students in developing the confidence and independence to make good decisions that will enable them to lead a healthful and fulfilled life;
- consistently reinforce the value and importance of education so that all members of our community understand their shared responsibilities in bringing about success;
- ensure that school leaders, board members, and others involved in securing improvement, constantly support and develop teaching and learning, providing every appropriate resource;
- be reflective and evaluative practitioners, regularly engaging in active and open communication reflecting our commitment to develop and improve student achievement.

Whole School Priority Developments from Teacher Survey/Data Review/SQR/Classroom Observation

Goal 1: To improve student achievement across all subjects, and particularly in English and math by establishing targets for student achievement that reflect their prior learning.

Goal 2: To improve the quality of teaching and its impact on student learning in order to improve performance and enable students to meet their personal, academic, and career goals.

Goal 3: To focus monitoring and evaluation more closely on student outcomes and use the information more precisely in planning for improvement.

From the School Quality Review:

- Further develop the monitoring of quality and standards to ensure greater continuity throughout the school;
- Further develop classroom observation skills and methodologies so that greater emphasis is placed on learning and the impact of teaching and teachers are provided with better information to help them to improve;
- Develop a system of assessing, recording and tracking the progress of students so that progress can be plotted and remedial action can be taken, as required;
- Formalize systems and procedures so that greater consistency is achieved and the improvements that have been made are consolidated.
- Raise standards of achievement, particularly in math;
- Introduce bilingual newsletters so that the school can better communicate with those Spanish speaking parents;
- Further develop the Latino culture as a consistent strand through the curriculum.

The three priorities were reorganized in priority order – NOW, THEN, LATER

(Information from this page to be shared with all parents)

Organizational: Short (By December 2009)	Organizational: Medium (By August 2010)	Organizational: Long (By August 2011)
<ul style="list-style-type: none"> Initiate and complete UBD training; initiate curriculum review using UBD strategies; Initiate and complete ECO training; Have undertaken a complete audit of teaching and its impact on learning across staff and subjects; Identify cohort of for UBD Unit Development; Create target groups for English and Math following initial analysis of data; Use MAP data to develop individual student targets and interim targets in reading, writing and math; Use Compass and ACT data to develop individual student targets and interim targets; Use the State benchmark descriptors to develop writing rubrics; Make use of National Standards rubrics as they are developed <p><u>Middle School Aspects</u></p> <ul style="list-style-type: none"> Facilities and personnel planning undertaken and initiated; Reading and math curricula identified and scope and sequence in other subjects in early stage of identification; 	<ul style="list-style-type: none"> Curriculum review, based on National Standards, complete and curriculum maps in place and used in planning and in classes for core subjects; Teachers will have the information and skills necessary to enable them to meet the needs of all students and will have begun to use this information in their planning; Evaluation of teaching used in identifying whole school and individual needs and in planning targeted professional development; Develop data sets and markers to demonstrate the progress that students are making in relation to standards based rubrics. Undertake Unit Assessments (e.g. UBD) <p><u>Middle School Aspects</u></p> <ul style="list-style-type: none"> All personnel hired; All curricula identified and purchased; Facility acquired, necessary renovations and conversions on track toward completion on Building Plan; Admissions process begun, on track for planned capacity by July 31 	<ul style="list-style-type: none"> Lesson and course planning that makes full use of data in meeting the needs of all students will be standard practice. Full curriculum maps in place, based on National standards where these supersede Missouri standards, and supported by rubrics to inform assessment. These will be consistently used in teachers' planning. <p><u>Middle School Aspects</u></p> <ul style="list-style-type: none"> Middle school practice will reflect these features to support continuity in learning.

Student Achievement – Short

Student Achievement – Medium

Student Achievement – Long

(By December 2009)	(By June 2010)	(By June 2012)
<ul style="list-style-type: none"> Algebra interim results used to benchmark student achievement against State standards; Data defined to ascertain benchmark achievement and to set targets for ELL progress using LAS assessments; Data defined to ascertain benchmark achievement and to set targets for students' progress toward College Readiness using Compass and ACT assessments. <p><i>Interim progress markers will be included here following initial benchmark assessments</i></p>	<ul style="list-style-type: none"> By the end of the 2010 school year: 60% of Limited English Proficient students will meet the annual percentage increase target for students making progress in learning English as measured by the Language Assessment Skills (LAS) Assessment. (Target Met) 23.8% of all students taking the Algebra 1 End-of-Course assessment will meet or exceed the statewide proficiency level. (Target Met) 27.7% of all students taking the English II End-of-Course assessment will meet or exceed the statewide proficiency level. (Target Met) The average composite ACT score for the school will increase by 1 point from the previous year. (Target Not Met) <p><i>The above to be amended following aggregation of individual target projections</i></p>	<ul style="list-style-type: none"> LEP percentage- 65% of students will meet the annual percentage increase target for students making progress on the WIDA Assessment Algebra 1 percentage- 48% of all students taking the Algebra 1 End-of-Course assessment will meet or exceed the statewide proficiency level. English II percentage- 68% of all students taking the English II End-of-Course assessment will meet or exceed the statewide proficiency level. College Ready percentage- the average composite ACT score for the school will increase by 1 point from the previous year. <p><i>To be identified following completion of initial target setting process.</i></p>

Top Priorities:

All selected 'NOW' (short term priorities) listed here

Priority # 1

To improve student achievement across all subjects, and particularly in English and math by establishing targets for student achievement that reflect their prior learning.

Priority #2:

To improve the quality of teaching and its impact on student learning in order to improve performance and enable students to meet their personal, academic, and career goals.

Priority #3

To focus monitoring and evaluation more closely on student outcomes and use the information more precisely in planning for improvement.

Differentiated professional development, to address individual and school wide training needs in relation to each priority, is incorporated in each action plan.

Planning into Action

Action Steps towards the Realization of Our Vision

Whole School Priority # 1 To improve student achievement across all subjects, and particularly in English and math, by establishing and monitoring progress toward targets for achievement that reflect students' prior learning.					
Action/Start Date	Personnel	Success Criteria	Finances/ Resources PD and training	Review Date	Ongoing Evaluation <i>For use by anyone who has anything to do with this action – to make notes that will be communicated at all relevant meetings – leading to effective whole school self-evaluation</i>
September 2010		Interim 1		Interim 1	
Test all students to establish individual baselines in reading, writing and math using, e.g. NWEA assessments.	Reading: Twenter Stotler	Identify tests to be used for identified subjects, materials prepared.	Weekly PLC meetings to analyze NWEA baseline data and introduce target setting.	August 2009	Fall testing window for NWEA and WIDA ESL assessment establish. Target completion by Sept. 30, 2009.
Test all ELL students to establish individual baselines using WIDA assessments.	Writing: Smith McMillan	Interim 2		Interim 2	
	Math: Gruszewski Rubens	Tests administered, staff and students aware of purpose		Sept. 30, 2009	
		End point		End Point	
	ELL: Smallwood Salazar-Chatt	Results collated by subject. Staff has initial understanding of Target setting practice.		Oct. 15, 2009	
October 2010		Interim 1		Interim 1	
Set projected achievement targets for all students in reading, writing, math, and for ELL.	Teachers in liaison with group leaders identified above.	Information collated and provided to each group to inform target setting discussion.	Time allocated during weekly PLC meetings and for group leaders to liaise with EM and MW and for whole-school target aggregation.	Oct. 15, 2010	
Aggregate individual targets to provide realistic and accurate whole-school achievement targets by subject.		Interim 2		Interim 2	
		Individual targets set following group meetings, and discussed and agreed with group leaders.		Oct. 15, 2009	
		End point		End point	
		All baselines and targets collated and built into student profiles		Oct. 30, 2009	

Whole School Priority # 1 (continued)					
Action/Start Date	Personnel	Success Criteria	Finances PD and training	Review Date	Ongoing Evaluation
January 2011	Testing and on-going assessment undertaken by teachers. Group leaders to monitor progress in their areas.	Interim 1	Group and subject meetings during weekly PLC. Time in whole school PD days for progress updates. Time for next target setting round involving teachers and group leaders.	Interim 1	
Evaluate student achievement in relation to the progress made toward their individual targets and use the information to make necessary modifications.		Level/rate of individual progress identified and used by content teams in planning modifications to planning.		January 31, 2010	
		Interim 2		Interim 2	
		Available achievement information used by teachers and group leaders to evaluate degree students are on track toward their goals.		January 31, 2010	
		End point		End Point	
	At least 70% of students meet or exceed their individual targets. Comparisons of outcomes with targets give precise information on target acquisition for use in next cycle of target setting.	May 2010			
February 2010	Teachers, administrators and parent coordinator as appropriate.	Interim 1	Parent/Teacher Conferences Board meetings through the year – target acquisition report as agenda item.	Interim 1	
Inform parents of individual and whole school targets and progress toward their acquisition at parent teacher meetings and through written communication.		Parents and Board’s knowledge and understanding of targets and associated process established.		October 27, 2009	
Inform Board members of whole school targets and process.		Interim 2		Interim 2	
Introduce students to their individual targets during Aztec Institute.		Regular updates inform parents and Board of progress toward targets and resulting modifications.		Oct./Feb/June	
Inform Board members of progress toward acquisition of whole-school targets through the year.		End point		End point	
		Students and parents and Board know target outcomes and are able to contribute to subsequent discussion.		June 2010	

Whole School Priority # 2

To improve the quality of teaching and its impact on student learning to improve performance and enable students to meet their personal, academic, and career

goals.					
Action/Start Date	Personnel	Success Criteria	Finances PD and training	Review Date	Ongoing Evaluation
August 2009	Ed, Melody, Shannon, through monitoring schedule.	Interim 1	Focused training for ELL and CAL strategies Continued use of PD time and PLC meetings for ELL and CAL. Targeted PD given to teachers who need additional support.	Interim 1	Observation cycle developed and rotated between Shannon, Melody, and Ed.
Establish consistency with which teachers implementing ELL and, CAL strategies, through monitoring feedback and action planning.		Monitoring shows improved consistency in teachers' use of strategies.		October 2009	
		Interim 2		Interim 2	
		Monitoring shows that teachers have selected and begun to use one CAL and one ELL strategy and support needs are identified in planning.		December 2010	
		End point		End Point	
		All teachers demonstrate consistent use of at least one CAL and one ELL strategy in lesson plans and teaching.		May 2010	
August 2009	Ed, Melody, Shannon responsible for creation of PDP form, collaboration with teachers to set targets.	Interim 1	Individual teacher planning period.	Interim 1	Research on effective PBTE completed and model from DC public schools chosen for adaptation.
Develop and implement a Performance Based Teacher Evaluation (PBTE) system Research proven and effective performance based evaluation models Teachers will complete self- evaluation of teaching. Discuss and set targets for growth and develop individual professional development plan (PDP). Develop a rubric for each area of PBTE. Pilot during 2009-2010 school year making changes based on teacher input Present to board for final approval.		Research for PBTE completed and selected for adaptation.		August 2009	
		Interim 2		Interim 2	
		PDP in place for each teacher identifying strengths and weaknesses in teaching and learning and required improvements.		December 2009	
		End point		End point	
		All teachers have been evaluated using the new PBTE, Professional development plans have been written and monitoring of formative and summative assessments shows specific improvement for all teachers.		May 2010 used during pilot, August 2010 for final approval	

Whole School Priority # 3**Goal 3: To focus monitoring and evaluation more closely on student outcomes and use the information more precisely in planning for improvement.**

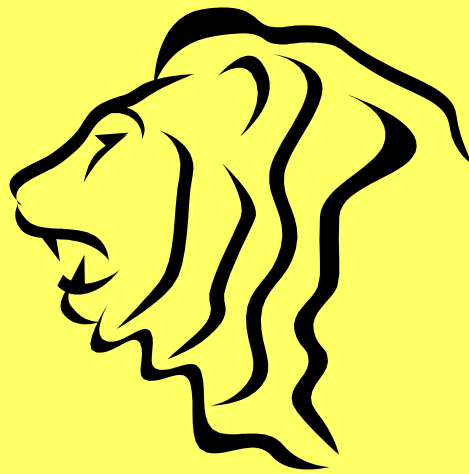
Action/Start Date	Personnel	Success Criteria	Finances PD and training	Review Date	Ongoing Evaluation
-------------------	-----------	------------------	-----------------------------	----------------	--------------------

July 2009 DI leaders share strategies with entire staff. Teachers use standardized test and classroom level data to differentiate planning and instruction. Adjust lesson plan template to reflect DI.	Trained staff	Interim 1 Core staff identified, trained, and conducts training in differentiated instruction.	Designated PD days throughout the year.	Interim 1 July/Aug. 2009	Four staff identified and attended the national DI "Train-the-Trainer" Conference in July. DI leaders conducted 2-day training for entire staff during PD week in August.
	All teaching staff.	Interim 2 Analysis of baseline data from NWEA, WIDA, and classroom formative assessments.		Interim 2 Oct. 2009	
	Melody/Ed/Shannon	End point Lesson plans and instruction reflect the use of data to meet the needs of all learners.		End Point Dec. 2009	
August 2009 Develop and implement effective classroom assessments (formative and summative) Implement school-wide interventions based on assessment results (i.e. Mandatory tutoring, Read 180, Reading classes, Pull-out during Aztec Institute)	All teaching staff	Interim 1 Evaluation of current classroom assessments according to Bloom's and types of formative assessment.	Weekly PLC meetings focused on analysis of data from formative and summative assessments.	Interim 1 Oct. 2009	
		Interim 2 Changes to instruction based on classroom level assessment data.		Interim 2 Nov. 2009	
	All teaching staff, guidance counselors, Melody, and Ed	End point Lesson plans and instruction reflect the use of data to meet the needs of all learners.		End point Dec. 2009	

APPENDIX B
Peabody Middle School

SMALLER LEARNING COMMUNITY (SLC) PRIDE PROGRAM

2010 – 2011



Principal
TBD



Petersburg City Public Schools
&
Cambridge Education, Lead Turnaround Partner (LTP)

Introduction

A school compact is a written agreement among students, teachers, and parents that clarifies what families and schools can do to help children reach high academic and behavioral standards. The compact serves as a clear reminder of everyone's responsibility at school and at home so that children can learn what is required of them. It is a written commitment indicating how all members of a school community--parents, teachers, principals, students, and concerned community members--agree to share responsibility for student learning.

The purpose of this Peabody PRIDE (Pupils Reaching Inward to Determine Their Excellence) school compact is to help students, parents, and teachers come to an agreement on the responsibilities of the individuals influencing student's achievement. However, the underlying assumption is that a student's academic success will improve when the home and school work together. Overall, if the compact is taken seriously and implemented effectively it will help assure that there will be support for the academic success of the student by enhancing effective communications between school and the home.

The Peabody PRIDE Program will be implemented during the 2010-2011 school year, to help meet the needs of the students that have been unsuccessful in the sixth grade and are one to two years behind their natural graduating class. The objective of this program is to teach the seventh grade curriculum, with the caveat being that if they pass their core classes and the seventh grade SOL test they will go onto Vernon Johns Junior High School as an eighth grade student the next school year

This will be accomplished by establishing Smaller Learning Communities (SLC) with relatively small teacher to student ratios for each core subject--Reading/English, Mathematics, Science, and Social Studies--of generally no more than 1:15. Other SLC elements include dedicating a block of instruction to remediation and providing a ninety minute block of instruction daily for Reading and Math. The students will be supported by field trips and extended learning opportunities to expand their self confidence, problem solving skills, team building skills as well as supporting the SOLs. In addition they will work with the seventh grade guidance counselor weekly on study skills, test taking strategies, conflict resolution and peer relations. They will have first priority for the outside counseling services provided to the school by District 19 Mental Health Services. They will also benefit from the expertise and resources of the Career Coach that is supplied through John Tyler Community College and funded through the Cameron Foundation, to assist in goal setting and career exploration.

Total enrollment in the SLC will not exceed 60 students during any one grading period.

With buy-in from all concerned parties, this compact can serve as a valuable tool to effectively and meaningfully engage the school and the home in supporting the academic development and needs of Peabody PRIDE students.

Criteria for Peabody PRIDE Student Selection

1. Sixth grade students that failed the sixth grade and one other grade level in Elementary School. (Two years behind)
2. Sixth grade students that failed the sixth grade and their Reading and Math SOL test in 2009. (They may have gone to promotional summer school but would benefit greatly from the smaller class sizes).
3. Sixth grade students that failed both their Math and Reading SOL test for the last two years.
4. Rising sixth grade students that have failed their Math and Reading SOL test for two consecutive years, have been retained one year or more in Elementary School with priority given to those that may be two years behind.
5. Seventh grade repeating students that are two years behind their cohort graduating class.

Criteria for Continued PRIDE Program Enrollment

Once admitted, eligibility for continuing enrollment in the Peabody PRIDE Program will consist of the following:

- ***Maintaining a “C” average for two consecutive grading periods.*** At the end of the first grading period with less than a “C” average, students will be placed on academic probation, and a parent/teacher meeting will be held to establish a strategy for improving student performance.
- ***Adhering to the rules of behavior outlined in the school district’s Student Code of Conduct.*** Each discipline referral (for violation of Student Code of Conduct) will count as one “strike” and three “strikes” will equal one “out.” The behavior policy is in effect for all portions of the school day, including the morning and evening bus stops for student pick-up and drop-off. Three “outs” will result in a mandatory parent conference to review the school compact and make adjustments to as necessary to address the discipline issues.
- ***Regular attendance and prompt arrival at school each day.*** Students are expected to arrive at school on time and attend school regularly. Excessive absenteeism (including excused absences) and/or tardiness will result in a mandatory parent conference to review the school compact and make adjustments to as necessary to address the attendance and tardiness issues.
- ***Completing and submitting homework assignments.*** Students failing to complete and submit homework assignments repeatedly will attend Detention After School (DAS) and parents will be required to provide transportation. **Rescheduling detention will only be done once.**

Parent/Teacher conferences will be held at the end of each grading period to provide a status report on each of the PRIDE program eligibility criteria and the school compact and to assess the academic, social, and personal development of each student.

Peabody PRIDE School Responsibilities

Peabody Middle School will...

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the state's student academic standards as follows:

- Highly qualified teachers will deliver instruction to students.
- The curriculum will align with Virginia's Standards of Learning.
- Teachers will participate in ongoing professional development, and deliver instruction using best practices.
- Educational materials will be research based.
- Each grade level will be supported by a trained paraprofessional or teacher that will assist the classroom teacher in providing intervention to individual students or small group instruction.
- A variety of teaching strategies, meaningful materials, and technologies will be used to maximize student potential and individual learning styles.
- A safe and caring environment where high academic expectations, self-esteem, good character, and an appreciation for the arts will be promoted.
- Teachers will provide parents with frequent reports on their children's progress.

Peabody PRIDE Parent Responsibilities

Peabody Middle School Parents will...

We, as parents will support our children's learning in the following ways:

- Provide a home environment that encourages my child to learn.
- See that my child attends school regularly and is on time ready to learn.
- Talk with my child about his/her school activities each day.
- Communicate regularly with my child's teacher.
- Encourage my child to do his/her best in their schoolwork and their behavior
- Assist with homework as needed.
- Be a positive role model.
- Encourage my child to read every night, and monitor T.V. and computer time.
- Visit and/or volunteer at my child's school, if possible.
- Support my child's teacher and other staff members.

Peabody PRIDE Student Responsibilities

Peabody Middle School Students will...

I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and instead study or read every day after school.
- Respect the school, classmates, staff and families.

Peabody PRIDE School Principal Responsibilities

As school principal, I shall strive to provide a safe environment that encourages positive communication between teacher, parent, and student and to insist that homework assignments reinforce classroom instruction, ensuring that all teachers and parents have high expectations for student's academic success

In my role as principal, I will do the following:

- Ensure everyone understands the school's mission, goals (short term and long term), and their roles in meeting the goals.
- Develop the leadership capacity of others in the school.
- Model and communicate the expectation of improved student learning through commitment, discipline, and careful implementation of sound practices.
- Provide smaller learning communities for teachers and students through appropriate staffing levels across all academic programs.
- Monitor curriculum and classroom instruction regularly.
- Celebrate individual, team, and school successes, especially related to student learning outcomes.
- Provide incentives for teacher and student accomplishment.
- Engage parents and the community in the improvement process.
- Provide frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement.

Peabody PRIDE School District Responsibilities

Petersburg City Public Schools will do the following:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet and exceed Virginia's academic achievement standards.
- Ensure all teachers are highly qualified in the area in which they teach and have demonstrated ability to effectively meet the personal, academic, and social needs of students.
- Provide curriculum materials to all children that include a variety of textbooks, workbooks, and computer technology
- Provide adequate staffing levels of instructional and support personnel (e.g., paraprofessionals, content area specialists, etc.) to bolster the instructional program and provide a more personalized learning environment for students.
- Involve parents in the planning, review and improvement of the school's parental involvement policy in an organized, ongoing, and timely way.
- Provide to each parent an individual student report about the performance of their child on the State assessments in, at a minimum, math, language arts, and reading.
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

School Compact Signature Page

Parent/Guardian Agreement:

I have read and discussed the compact for the PRIDE program with my child. I understand that the DAS homework policy will make it necessary for my child to have transportation from school on DAS days at 4:30 p.m. and it will be available as **failure is not an option** in the PRIDE program. I also agree to conference with my child's teachers at the end of each nine-week grading period.

Parent(s)/Guardian's Signature_____

Date

Student Agreement:

I have read and discussed the compact for the PRIDE program with my parent(s)/guardian. I understand and agree with all terms as mentioned. I will do my best to succeed in this program.

Student's Signature_____

Date

Teachers Agreement:

I have read and discussed the compact for the PRIDE program with my principal. I understand and agree with all terms as mentioned. I will do my best to fulfill all my responsibilities in this program.

Teacher's Signature_____

Date

School Principal's Agreement:

I have read and discussed the compact for the PRIDE program with SLC teachers. I understand and agree with all terms as mentioned. I will do my best to fulfill all my responsibilities in this program.

Principal's Signature_____

Date

School District Agreement:

I have read and discussed the compact for the PRIDE program with SLC teachers. I understand and agree with all terms as mentioned. I will do my best to fulfill all my responsibilities in this program.

Internal Lead Liaison Signature_____

Date

Student Information

<i>Name:</i>	<i>Age:</i>	<i>Grade:</i>
<i>Address:</i>	<i>City:</i>	<i>State:</i>

<i>Parent/Guardian #1</i>	<i>Parent/Guardian #2</i>
<i>Name:</i>	<i>Name:</i>
<i>Address:</i>	<i>Address:</i>
<i>Home Phone:</i>	<i>Home Phone:</i>
<i>Work Phone:</i>	<i>Work Phone:</i>
<i>Cell Phone:</i>	<i>Cell Phone:</i>
<i>Email Address:</i>	<i>Email Address:</i>

Emergency Contact Information

<i>Name:</i>	<i>Relationship to Student:</i>
<i>Address:</i>	<i>Phone #1:</i> <i>Phone #2:</i>
<i>Health Condition(s):</i>	<i>Medication(s):</i>

APPENDIX C

May 2010

PRINCIPLES FOR LEARNING

A Foundation for Transforming K–12 Education

As six organizations representing 250,000 content-area teachers, administrators, educational technology specialists and other educators, we are united and committed to transforming K-12 education—and, more than anyone else, our members are responsible for achieving this goal. We take this responsibility seriously.

These Principles recognize that learning in all disciplines is complex and individualized. Educators must know the core concepts of their discipline if they are to help students grasp new ideas, solve problems, collaborate, and use their imaginations to pursue challenging questions. Therefore understanding core knowledge in a discipline—how to apply these concepts within and outside of a discipline, and how to teach these concepts effectively—is integral to the Principles outlined here.

We are the pivotal connection between the outcomes envisioned for an innovative education system and the on-the-ground, every day practices that channel every effort, by every teacher and every student, toward rigorous and relevant learning. We have a vital interest and a vital role to play at the heart of teaching and learning. With a unified voice, we have developed Principles for Learning that are right for the educational challenges of our time. We are committed to putting these principles into practice in learning settings all over the country.

1. BEING LITERATE IS AT THE HEART OF LEARNING IN EVERY SUBJECT AREA.

Being literate is necessary for learning. As students progress through school and engage with subject areas more deeply, concepts become more challenging. Students use a greater variety of learning resources with more and more complex language and structure and increasingly sophisticated graphical and numerical representations. Students learn writing and reading strategies, using evidence and reasoning pertinent to each subject area, to comprehend and represent knowledge using traditional and emerging media.

Teacher training, professional development, and scholarly reading and writing enable teachers to help students read and write in their subject area. Teachers in each content area know and are able to teach the structure and substance of knowledge in their field.

2. LEARNING IS A SOCIAL ACT.

The social nature of learning requires building relationships and engaging with people of many abilities and beliefs. Students actively engage in learning with and from each other through dialogue and reflection. Students work collaboratively, developing an essential skill for participation in the workplace and in civic life. They establish the habit of interacting with others in order to continue to learn and to solve problems in their own lives and in the lives of others. New tools support active connections among learners.

Teachers in every subject area learn together about how to support student learning. Professional development embedded in their work lives places them together for planning and implementing their own continuing learning on behalf of students. Their collaborative learning provides a model for students of how adults and professionals learn.

3. LEARNING ABOUT LEARNING ESTABLISHES A HABIT OF INQUIRY IMPORTANT IN LIFE-LONG LEARNING.

Because research indicates that people learn differently across domains, students become knowledgeable about how they learn in each subject area. Learning-how-to-learn classrooms provide access to cross-border ideas and strategies, experts, highly effective teachers, and other inquiring students.

Teachers in every subject area keep current with their discipline through active participation in professional associations, interactions with other teachers, and reading and writing in their subject areas. Like students,

teachers develop the habit of mind that keeps them both knowledgeable and curious about how novices and experts learn within their fields.

4. ASSESSING PROGRESS IS PART OF LEARNING.

Mastering self-direction and reflection is critical for students to learn to self-assess and to set goals for future learning. Students need multiple opportunities to monitor, interpret, and assess their own progress toward learning goals. They also need directive feedback as they progress. Formative assessment contributes to students' awareness of their own progress and enhances their ability to continue to improve.

Teachers use formative assessment of student progress that is continuous, in real time, and useful to guide pedagogical decisions. They also use formative assessment to track their own progress toward instructional goals. Although formative assessment influences summative assessment through improving instruction and learning, it resides with students and teachers for use in improving learning.

5. LEARNING INCLUDES TURNING INFORMATION INTO KNOWLEDGE USING MULTIPLE MEDIA.

Learning to make sense of information transforms it to knowledge and learners into critical thinkers who produce their own information and knowledge. Students use and evaluate appropriate digital tools and resources for the work they are doing in and across subject areas. They find relevant and reliable sources, use digital tools and resources efficiently and ethically, analyze and interpret information, and evaluate conflicting sources. As students use technology for communication, research, and creation of new ideas, the process of knowledge generation establishes students as learners and creative problem solvers.

Teachers keep current about digital tools and applications useful to their own learning and to the learning of their students. They understand and apply the tools and applications that students employ in their out-of-school and in-school lives. They incorporate into instruction those tools and applications best suited for their subject area and continue their own learning as new technologies open access to multiple ways of knowing and learning.

6. LEARNING OCCURS IN A GLOBAL CONTEXT.

Greater accessibility via technology enables students to interact with diverse students and people in their local settings and around the world. Students learn to recognize the ways that others present evidence and build arguments in different societies. Dealing with real world problems expands students' thinking beyond their local context to begin their participation as world citizens.

Teachers necessarily expand their knowledge about people and societies around the world, adopting pedagogies that ensure participation by themselves and their students in global awareness and interaction. They seek cross-cultural experiences to ensure their own development as world citizens.

To support the application of these principles, educational systems must create a culture of inquiry and collaboration that enables all students and teachers to learn for their own sake and for the good of a culturally diverse democratic society in an interdependent world.

We commit to supporting these principles as they support the learning of students and teachers. We will use these principles as the foundation of advocacy on behalf of practices and policies that ensure the best education for all learners.

- Association for Career and Technical Education
- Consortium for School Networking
- National Council for the Social Studies
- National Council of Teachers of English
- National Council of Teachers of Mathematics
- National Science Teachers Association



Association for Career and Technical Education



Consortium for School Networking



National Council for the Social Studies



National Council of Teachers of English



National Council of Teachers of Mathematics



National Science Teachers Association

APPENDIX D



PETERSBURG CITY SCHOOLS
Vernon Johns Junior High School

Transition Plan

FROM HIGH TO HIGH SCHOOLS

Transition Plan

Petersburg City Schools
255 South Boulevard
Petersburg, VA 23805
Phone 804.732.0510 • Fax 804.

Table of Contents

What is Transition?	1
Why is good transition planning important for VJHS students?...	1
Parental Involvement is Key	2
Essential Components of the VJHS Transition Plan.....	2
The Big Picture.....	4
Tentative Schedule of Events	5
Transition Checklist	9
Meet Your VJHS - PHS TRANSITION TEAM	10
APPENDIX: FORMS	13

VERNON JOHNS – PETERSBURG HS TRANSITION PLAN

2011

What is Transition?

It is widely recognized that transition is not a single event, rather, it is a series of coordinated activities designed to plan for success in high school and life after graduation.

Transition is the successful movement from school to school with a focus on achieving a desirable and productive adult life after high school graduation.

Because moving from one school to another can be a challenging time for many students and families who face increasing academic demands, changing routines and loss of familiar support systems, a good transition plan is essential to help support student success.

It is widely recognized that transition is not a single event, rather, it is a series of coordinated activities designed to plan for success in high school and life after graduation through identifying dreams, goals, instructional needs and supports.

Why is good transition planning important for VJHS students?



Studies show that students who have a good transition from Junior High/Middle School to High School are more likely to achieve in high school, to attend regularly, and not drop out of school. On the social side, students are more likely to develop and sustain positive social relationships with peers and with adults. Effective transition addresses challenges associated moving into high school. These challenges include:



- Student achievement declines between middle and high school
- Behavior problems resulting in suspension or expulsion increase significantly early in the first year of high school

VERNON JOHNS – PETERSBURG HS TRANSITION PLAN

2011

- Students also report that time management, ability to stay on task and social skills become increasingly important in high school.
- Issues such as peer relationships, bullying and getting lost overshadow concerns about academics



Good transition planning can start at any age. It is recommended that transition planning begin no later than eighth grade.

Parental Involvement is Key

Parent involvement in the transition process is essential. When parents are involved in a student's transition, they tend to stay involved longer in their child's high school experience; students achieve more, are better adjusted and are less likely to drop out.

Students benefit greatly from parental guidance during the transition process.

Parents participate in the development of the transition plan that identifies not only high school program and course selection, but also identifies employment, post-secondary education and training, social, extra-curricular options at least 3-5 years prior to their child's exit from the school system.

Parents actively support the school's efforts to provide academic instruction, career exploration and planning, job training at school and at a variety of community-based sites.

Parents work with their child at home to promote academic, employment and social skills and provide opportunities to explore and enjoy the community.

Essential Components of the VJHS Transition Plan

In order to provide a comprehensive approach that addresses the wide range of student needs, the VJHS Transition Plan addresses the following research-based components of an effective Transition Plan:

Component 1: Provide Students and Families with Accurate, Useful Information. Information about the logistics of transitioning to Petersburg High School, such as course requirements, class selection, diploma types, high school programs, extra-curricular opportunities, and orientation to the high school setting will be provided for both students and their parents in written form, small and large group presentations, parent information nights and conferences.

VERNON JOHNS – PETERSBURG HS TRANSITION PLAN

2011

Component 2: Provide Social Support. Since transition to a new setting can sometimes disrupt students existing social networks, students may spend the early part of tenth grade at Petersburg High School figuring out where they fit in, which can interfere with academic success. Multiple activities have been developed that support students' social transition which include visits to the high school, interacting with high school students in summer bridge activities, being assigned a mentor or advisor, etc.

Component 3: Support Students' Academic Preparation for High School. Successful transition programs are designed to accelerate achievement and minimize the disruption to student learning when they move to a new school. Strategies include, monitoring tenth grade failure to determine what Vernon Johns students must do to assure greater success; working with families to create an *Academic and Career Plan* for high school and beyond, modifying instruction to include challenging, meaningful and engaging assignments anchored in real-world problems, explicitly teaching a variety of time management and study skills strategies, helping students develop a future-focused plan for success in high school.

Component 4: Work together to Support Student's Successful Transition. Since the most successful transition programs are the result of extensive collaboration between middle and high school, teachers, administrators, parents and students from both schools have been identified to be part of the **TRANSITION TEAM**. Examples of the VJ-PHS Transition Team activities include, parent information activities, Career Fair, ninth grade culminating activity, teacher exchange between VJ and PHS, review of achievement data and use of it to guide decisions about changes to the transition plan.



FIGURE 21.1 Portion of the Transition Plan to include principals, guidance staff, teachers, students and parents.

VERNON JOHNS - PETERSBURG HS TRANSITION PLAN

2011

Beginning with the end in mind, the VJ- PHS Transition plan is designed to help students explore and decide upon possible career choices and training needed, and then align their high school experiences towards meeting the desired post-secondary goal.

The Big Picture

In light of the current research on effective transition planning for High School, student needs and community resources, The VJHS - PHS Transition Team has developed the following approach to students' successful transition to the High School:

	<p>1. <i>Coach students and their families to think about their life after high school.</i></p>
	<p>2. <i>Identify desired post-secondary goals through interest and aptitude self-assessment, career exploration, and coaching.</i></p>
	<p>3. <i>Design high school and community experiences to ensure that the student gains the skills and connection necessary to achieve those outcomes.</i></p>

VERNON JOHNS – PETERSBURG HS TRANSITION PLAN

2011

Tentative Schedule of Events

Pending approval by members of the TRANSITION TEAM

Essential Components of an effective Transition Plan:

1. *Provide Students and Families with Accurate, Useful Information*
2. *Provide Social Support*
3. *Support Students' Academic Preparation for High School*
4. *Work Together to Support Students' Successful Transition*

Month	Component(s) Addressed	Activity	Venue	Participants
August	1, 2, 4	Rising 9th Graders Tour High School	Petersburg High School	Transition Team (counselors, administration, parents, 10th grade ambassadors), All Rising 9th graders. Lead by Transition Team
	TBD			
September	1, 2, 3, 4	90 minute sessions @ Career Exploration and Interest Survey	VJ Electives Classes	Dr. Kim Cochran and 9th grade students
	1, 2, 3, 4	Guest Speaker	Vernon Johns Elective Classes	Speaker: Mr. Etheridge of Peabody Middle School Topic: <i>Finding and pursuing your Academic Passion Facilitated by Dance and Cochran</i>
October	1, 2, 3, 4	90 minute sessions @ Career Exploration and Interest Survey	VJ Electives Classes	Dr. Kim Cochran and 9th grade students
	1, 2, 4	Parent Night and Spaghetti Dinner	VJ Cafeteria	9th grade students and their parents, Administration, Representatives from PHS, Presenters: Mrs. Dance, Dr. Cochran, and Mrs. Barnes. Facilitators: Transition Team

VERNON JOHNS – PETERSBURG HS TRANSITION PLAN

2011

Essential Components of an effective Transition Plan:

1. *Provide Students and Families with Accurate, Useful Information*
2. *Provide Social Support*
3. *Support Students' Academic Preparation for High School*
4. *Work Together to Support Students' Successful Transition*

Month	Component(s) Addressed	Activity	Venue	Participants
November	1, 2, 3, 4	30 minute Career Interview and Development of Career Plan	VJHS Career Center	One half current 9th graders
	1, 2, 4	TBD: Career Speaker/Activity	VJHS - TBD	9th Graders in Groups, TRANSITION TEAM, Speaker TBD
December	1, 2, 3, 4	30 minute Career Interview and Development of Career Plan	VJHS Career Center	Second half current 9th graders
	1, 2, 4	TBD: Career Speaker/Activity		9th Graders in Groups, TRANSITION TEAM, Speaker TBD
January	3	Test-Taking Lessons	VJHS	Mrs. Dance, 9th Grade students
	3	SOL and Remediation		Mrs. Dance, Instructional Staff, 9th Grade students
February	1, 3, 4	Classroom Guidance	VJHS Elective Classes	Mrs. Dance delivers presentations on High School readiness and requirements to 9th graders/ Dr. Cochran provides 8th Graders with career presentations
	1, 2, 3, 4	Career Speaker @ High Interest Science/Technical Field	VJHS Elective Classes	Game Developer shares his/her journey to career field

VERNON JOHNS – PETERSBURG HS TRANSITION PLAN

2011

Essential Components of an effective Transition Plan:

1. *Provide Students and Families with Accurate, Useful Information*
2. *Provide Social Support*
3. *Support Students' Academic Preparation for High School*
4. *Work Together to Support Students' Successful Transition*

Month	Component(s) Addressed	Activity	Venue	Participants
June	1, 2, 4	Bridging Ceremony	VJHS, June 16, 2011	9th graders, parents, TRANSITION TEAM and VJHS Staff
July	TBD	Summer Bridge Activity - TBD	TBD	TRANSITION TEAM

VERNON JOHNS – PETERSBURG HS TRANSITION PLAN

2011

Transition Checklist

The following is a checklist of transition activities that students, parents, and school personnel may wish to

Four to Five Years before Leaving School

- ✓ Identify student learning styles and the necessary accommodations to be a successful learner and worker.
- ✓ Identify career interests and skills, complete interest and career inventories, and identify additional education or training requirements.
- ✓ Explore options for post-secondary education and training including admission criteria.
- ✓ Learn to communicate effectively his or her interests, preferences and needs.
- ✓ Learn and practice informed decision-making skills.
- ✓ Broaden student experiences with community activities and expand friendships



- ✓
- ✓
- ✓
- ✓
- ✓

VERNON JOHNS - PETERSBURG HS TRANSITION PLAN

2011

Meet Your VJHS-PHS TRANSITION TEAM

Transition planning involves a team of people drawn from different parts of the student's school and community life. With the student at the center, these individuals work together in a coordinated way to help the students design a high school experience in order to meet his or her desired post-secondary outcome.

Transition Team Member	Title	Transition Roles and Responsibilities	Contact
 Mrs. Tonya Brown-Fletcher	Principal, Vernon Johns Junior High School		
 (Sample Pic) Mrs. Dance	Vernon Johns, 9 th Grade Guidance Counselor	<ul style="list-style-type: none"> • ... • ... • ... 	Phone: Email:

VERNON JOHNS – PETERSBURG HS TRANSITION PLAN

2011

 (Sample Pic) Mrs. Britton	Vernon Johns, 8 th Grade Guidance Counselor		
 (Sample Pic) Mrs. Cochran	Vernon Johns Career Center		
PICTURE Mrs. Alicia Fields	PHS Principal		
 Mrs. Jones	Petersburg High School, 10 th grade Guidance Counselor		cjones@petersburg.k12.va.us (804) 862-7114
 Parents	Transition Team Parent Partners	Assist in planning, designing and implementing transition events, etc.	
 VJMS Students	Transition Team Students	Assist in planning, mentoring, tours, providing feedback, etc.	
 PHS Students	Transition Team Students	Assist in planning, mentoring, tours, providing feedback, etc.	

VERNON JOHNS – PETERSBURG HS TRANSITION PLAN

2011

<div data-bbox="315 386 444 533" data-label="Image"> </div> <p>Teachers</p>			
<p>Community Liaison</p>			
<p>Other</p>			

APPENDIX E

STAFF RESUMES

Summary CV

Trevor Yates

Profile

Principal of a successful 11-18 Community College (specialist Sports and Community)
Centre Manager National Professional Qualification for Headship (NPQH)
Assistant Director Centre for School Leadership and Management
School leadership and management training
Strategic Leadership of CE (LLC)'s overall approach to School Improvement and District Reform, including work with Charter Schools
Executives Coaching for School Leaders and Senior District officers

Experience and skills

Cambridge Education, LLC
(part of the Mott MacDonald Group)
(2000 – present)

CAMBRIDGE EDUCATION (LLC), VICE-PRESIDENT
(2005 – PRESENT)

Overall responsibility for strategic leadership and development of the American based company.

DIVISIONAL MANAGER/DIRECTOR OF SCHOOL IMPROVEMENT
(2003 – 2005)

Project Director for:

- Teachers Pay Reform programme
- Section 10 Ofsted Inspection Service
- Employment –based Routes to Teaching (EBR)
- Overseas Inspection

Area Co-ordinator, (2000 – 2003)

Member of EDU Senior Management Team; Strategic responsibility for Quality Assurance; liaison with Higher Education and Professional Associations; NCSL facilitator for LPSH; NPQH and Strategic Leadership of ICT programme.

Paignton Community College, Torbay Principal
(1986 – 2000)

Technology Enterprise Award (1996).

Leading and managing an 11-18 community college with responsibility for a revenue budget of over £5 million and a

£3.75 million ERDF 5b Business – Technology Capital Project.
Introducing: Comprehensive Status (1990); Post 16 status (1995); TIC-TAC (beacon Centre) 1998; National Curriculum; Summer Literacy Schools. National pilot school for: LRM; LMS; Investors in People (1995); Investors in Careers (1995) DVE; GNVQ - Foundation; pre-16 Intermediate; part one and Advanced.

College of St. Mark and St. John, Plymouth, (Assistant Director Centre for School Leadership and Management (0.3 secondment) (1999 – 2000)

Established the Centre for School Leadership and Management.
Co-ordinated School Self-Evaluation Courses across South West.
Developed Master's level Courses for The School Leadership Team.

Associate Trainer CFBT, Reading Course (1999 – 2000)
Director and QAA for Performance Management Courses

Including:

3 day Training Courses for Performance Management Consultants; 3 day Training Courses for Threshold Assessors; 1 day Courses for Headteachers

Supplementary information

Fellow Royal Society of Arts (FRSA)
Fellow Charter Management Institute (FCMI);
Member Community Educational Development Centre (CEDC)
Member National Institute Adult and Continuing Education (NIACE)
School Curriculum Award (1992);
SWEIG Schools Industry Links (1994).
Neighbourhood Engineer/TES School of the Year 1994 and 1995.



Position

Vice President

Year of birth

1949

Nationality

British

Language

English

Qualifications

MSc, Social Aspects Science and Technology, Aston University, 1980
Advanced CERTIFICATE IN THE Use of Computers and Computing, Open University 1976
B.Ed (III Hons), Physics and Educations, LEEDS University, 1971
Certificate of Education (distinction), St John's College, York, 1970

Key Skills

Skilled leader and educational manager
Able to facilitate and lead training at all levels
Recognized nationally and internationally as a keynote speaker
Effective Leadership and management of large-scale contracts for government clients
The effective management of change, both operational and organizational
Trained Mediator
Highly successful Leadership Coach and Mentor
Development of commercially and professional successful products

Carroll Stevens

Vice President

Experience and skills

Vice President, Cambridge Education (2007-Present)

Leading the company's work with Education Foundations, Philanthropic Organizations, Client Liasons and advising the company on Corporate Social Responsibility and policy partners.

Senior Fellow, Stupski Foundation (2004-2007)

An operating foundation supporting reform in urban school districts, nationwide. Drawing on lesson learned as a co-founder of Achievement First, a high performing system of inner-city schools, advised the Foundation and its funding, investment, and policy partners on sector change strategies at national, state, and municipal levels

Associate Dean, Yale University (1987-2004), Senior Fellow, Yale Law School (2004-2005)

Responsibilities included developing, resourcing, and executing on strategies for attaining suitable preminence in legal education, and with enhancing Yale's impact in its home city and in the larger world. As a result the law school set an all-time record for fundraising and each year has been ranked number one by U.S. News and World Report, by ever-increasing margins. At the same time, the University's global connections have been expanded through the Yale World Fellows Program and the Orville H. Schell Center for International Human rights, initiatives which helped engender, and New Haven has become a more vibrant, livable place, also because of activities responsible for impeneting or leader of.

Associate Dean College of Law, Univeristy of Kentucky (1976-1987)

The objective was to leverage the College from a comparatively low ranking in terms of resources and reputation, to a position of leadership among institutions of its kind. This was accomplished throuhg robust faculty and student development, successful high-stakes outreach strategies, record-setting-fundraising, and the creation of new national models for institutional advancement.

Supplementary information

Held positions such as Honorary Fellow at Regent's Park College, University of Oxford, Senior Fellow at The National Center for State Courts, 1997-98 and 2003-2004, Fellow for Morse College at Yale University, 1995-2005, Teagle Foundation Fellow in 1997 at Georgetown College. President of the Connecticut Association for Performing Arts 2002-2005, National Association of Law Placement 1983-1984, Chairman of the US Council of Advisors, Regent's Park College, University of Oxford 2003-present. Received an honorary Doctor of Laws degree from Georgetown College.

Position

Vice President

Nationality

American

Language

English-mother tongue

Qualifications

Bachelor of Arts, Georgetown College

Doctor of Laws (honorary), Georgetown College

Juris Doctor, University of Kentucky

Profile

Joined Cambridge Education in 2005 to fulfil the role of Divisional Director with qualifications and specialty skills in a variety of phases of education; experienced inspector and professional education consultant

Experience and skills

Cambridge Education, LLC
(Member of the Mott MacDonald Group)
(2006 – present)

Divisional Director
Cambridge Education America
(2006 – present)

Divisional director north eastern United States, managing the NYC Quality Review project, operations manager for the US Business, member of senior management team, practice leader – schools reviews.

Cambridge Education, UK (2005 – 2006)
Role consisted predominantly of either personally reviewing schools or managing others as they complete a similar role.

Evenlode Associated Limited & Altecq Inspections
(1995 – 2005)
Completing and managing the inspection of schools (mainly primary).

Teaching Appointments
(1975 – 1995)
Various teaching appointments IN Warwickshire and then Worcestershire, rising to status of headteacher at Stourport-on-Severn First School.



Position

Divisional Director

Year of birth

1953

Nationality

British

Language

English

Qualifications

Teaching qualifications to Head teacher level (20 years' experience).

Team Inspector and Registered Inspector status in England and Wales.

Signed off to inspect schools under Section 5 of the 2005 Education Act.

Trained to inspect independent schools under Section 162a of the 2005 Education Act.

Profile

An accomplished track record and career in the education sector that spans more than 35 years. The practice lead for review and evaluation is focused on quality assurance. Therefore, the core function is to develop and implement continuous quality improvement (CQI) and quality assurance (QA) procedures for all products and solutions, to ensure customer satisfaction and secure repeat business in both the USA and UK

Experience and skills

Cambridge Education, LLC (Member firm of Mott MacDonald Group) (2009 – present)

Practice Lead (Review and Evaluation) – Education America Division

Recruiting, retaining, deploying and training sufficient high quality consultants to lead school improvement initiatives worldwide.

Monitoring and evaluating performance of individual consultants to identify strengths and areas for development.

Supporting and challenging individual consultants to maximise potential, grow capacity and maintain high levels of professional expertise.

Addressing issues related to under performance of individuals in line with Mott MacDonald's capability and disciplinary procedures.

Professional Leader for Regional Inspection Service Provider (RISP) and National Inspection Service Provider (NISP) Contracts (2004 – 2009)

The RISP and NISP contracts were large government contracts. They formed part of Cambridge Education's core business. The contract required Cambridge Education to

recruit, retain, deploy and train sufficient high quality inspectors to inspect maintained and independent schools to the standard required by Office for Standards in Education (OfSTED) using the criteria and guidance specified in the relevant inspection Framework and Handbooks.

Professional Leader for Section 10 and Knowledge Is Power Program (KIPP) Inspections (2003 – 2004)

The Section 10 inspection contract was a large government contract. The KIPP contract was significant as it opened up markets in the USA. They formed part of Cambridge Education Associate's core business. The contracts require Cambridge Education Associates to:

Recruit, train and deploy suitably qualified professionals to undertake high quality training on behalf of the Section 10 team
Recruit suitably experienced professionals to train as inspectors using the criteria and syllabus laid down by OfSTED

Cornwall Education Advisory (CEAS) General Primary Advisor and Team Leader (1997– 2000)

Input in to the strategic management of CEAS

Develop products and services for primary schools in Cornwall

Support and challenge schools to ensure high standards of teaching and learning

Identify strengths and weaknesses in schools - disseminate good practice, rectify shortcomings

Supplementary information

- National Professional Qualification for Headship (NPQH) Trainer
- Registered Inspector for Section 10 inspections
- Counselling and social work skills qualification for teachers
- Business qualification – RSC stage 1



Position

Vice- President, Quality Review and Evaluation

Year of birth

1951

Nationality

British

Language

English – mother tongue

French- Fair

Qualifications

Advanced Diploma, Early Childhood Education, Leicester University, 1979

CertEd Art, History and English, Northumberland College of Education, 1972

Key skills

Qualified teacher & administrator
Professional development
School improvement
Professional learning communities
Curriculum alignment
Assessment design and analysis
Lesson planning

Rob Ramsdell

Vice President, School Improvement Service Divisional Director, Business Development

Profile

Working in k-12 education for 19 years in diverse settings in a range of leadership roles. Taught high school and has led school improvement projects at a national level. Experience managing large scale projects with the ability of effectively coordinate and support the capabilities of staff, external partners, and clients. Strong problem solving skills, with the ability to thoughtfully negotiate through difficulties and synthesize pragmatic and effective solutions. Performs sales, marketing, product development functions, serves as project director for several projects and delivers services directly with clients throughout the United States and in parts of Canada.

Experience and skills

Cambridge Education LLC (2007-Present)

Supports Divisional Director and Regional Directors in the execution of Business Development strategies and supports the design of high quality professional development programs. In addition, manages school improvement services and client relationships. Direct the Tripod Project for School Improvement and the Motivated Classroom program.

President, FreshPond Education (1996-2007)

Led all aspects of the company including sales, marketing business development, staff recruitment and research. Designed and delivered products and services focused on team-based professional development for K-12 school districts. Conducted strategy consulting engagements for organization in the process of developing and refining education initiatives with a particular focus on

professional development programs and services.

Senior Director, Public Broadcasting System, PBS TeacherLine (2002-2005)

Responsible for 9MM budget and all decisions related to growth strategy, product development plans, operations and sales and marketing efforts. Managed the development of over 60 Web-based professional development courses for K-12 educators. Grew enrollment in TeacherLine professional development courses to 54% to 7477 during the 2003-2004 school year. Reorganized staff and successfully recruited new management team to align with growth objectives. Managed team of 25 staff members internally and 32 PBS member station partners. Developed strategic plan and national sales and marketing initiatives. Led complex change process required to shift from a grant funded to a self-sustainable mindset. Established and coordinated strategic relationships with key organizations such as ISTE, the US Department of Education, and potential commercial partner. Shifted external evaluation to meet the demand for scientifically-based research. Managed outside vendors on several, large outsourced projects. Communicate with key Congressional staff members about TeacherLine's mission and impact.

Supplementary information Portledge School Teacher and Administrator (1989-1995)

Taught social studies to 9th, 10th, and 12th grades and coached basketball. Served on the curriculum and diversity committees and served as Director of Admissions.

Position

Vice President

Nationality

American

Language

English-mother tongue

Qualifications

B.A. Modern European History, Brown University, 1989

M.A.T. Educational Administration, Columbia University, 1995

Ed.M. Technology in Education, Harvard University, 1996

Profile

Throughout my time in education, I have co-ordinated and led a variety of subjects and extra-curricular activities for pupils of all ages.

I have worked on a voluntary basis with children and adults with varying degrees of special needs.

In my first teaching role, my school was a pilot school for Local Management systems. I worked directly with LEA personnel, developing school improvement strategies and financial planning.

Experience and skills

Associate Consultant – Cambridge Education LLC- Member of Mott MacDonald Firm (2007- Current)

Member of the New York City Quality Review Team (experience in over 50 City schools since September 2007)
Quality Reviewer for New York City Charter Schools
Quality Reviewer for Charlotte-Mecklenburg, NC
Lead consultant for school development projects

Interim Principal– (2005- 2007) St. Stephen's CE Junior School, Richmond

Lead Inspector, Ofsted. Education Consultant (1995 – ongoing)

Delivering training for Inclusion, School Self-Evaluation, The Role of Governors, School Improvement Strategies, Leadership and Management training, SMSC, subject development, the role of

Subject Managers and all inspection advice.

New Business Project Manager and Interim Director - Russline, Moscow (Internet Provider and Web Services). (1994 – 2000)

Consultant Link Inspector to 8 primary schools in Ealing, West London

Education and School Management Advisor, British Council, St. Petersburg and Moscow (1993 – 1994)

Assistant Principal, Clarendon School, Richmond (1991 – 1993), Senior teacher and Assessment Co-ordinator, Clarendon School, Richmond (4-16 MLD/EBD)

English, Drama, French and Art teacher, (1990 – 1991), Baverstock Secondary School, Birmingham. Form Tutor and Liaison Manager for Primary/Secondary transfer.

Tutor (1990 – 1991), Evening tutor, music and drama, Calthorpe Adult Education Centre, Birmingham

(1990 – 1991), Summer placement, PLMD Unit, Calthorpe Special School, Birmingham

Teacher (1990), Class teacher, Hollywood Primary School, Birmingham

Position

Associate Consultant

Year of birth

1963

Nationality

British

Qualifications

Birmingham University, B.Ed.
Hons- English, 1982- 1986

West Middlesex University,
Diploma in Special Educational
Needs, 1993- 1994

West Middlesex University,
Diploma in Leadership and
Management, Richmond LEA course,
1994- 1995

NCSL Leading from the Middle
Program, Mentor Qualification, 2006

Language

English- Mother Tongue
Russian- Fluent
French- Basic
German- Elementary

Special Skills

Ofsted: National Strategies for
Literacy and Numeracy, Subject
Training (English, Mathematics,
Science, Religious Education,
Physical Education and ICT)
Equality and Inclusion, New
Inspection Framework Training,
Leadership and Management.

Profile

Since qualifying as a teacher in 1974, Peter has taught all ages, from Foundation Stage to Year 11. He spent eleven years as headteacher of two large primary schools in very contrasting city areas of the UK, before qualifying as a school inspector.

Since leaving his second headship to take up a year's secondment to OFSTED as part of the national Additional Inspector project, Peter has led over eighty inspections in England and provided consultancy across a range of school curriculum and management issues. He has been involved with the introduction of Section 5 inspections through the Pilot phase as a team member and as a trainer, leading training sessions for nearly 200 inspectors for Cambridge Education.

Following a period as a senior Local Authority primary and middle school phase inspector, responsible for assessment and the development of Self Evaluation strategies, Peter worked freelance as a lead inspector and accredited OFSTED trainer. While with the Authority, he also managed the data collection and presentation processes through the Local Authority's successful OFSTED inspection.

As managing director of a consultancy company, he has worked closely with one of the larger Education Consultancies in Local Authority intervention and City Academy start-up development and in advising schools and Local Authorities on "Building Schools for the Future" bid applications. As well as advising schools and Local Authorities on inspection practice and on management development, Peter also works with the National College for School Leadership and the UK national organization of Advisers and Inspectors in

training and assessing senior school managers preparing for headship.

Much of Peter's work in the UK has been concentrated on preparing and delivering materials for and training primary and secondary teachers, headteachers and governing bodies in aspects of Performance management, curriculum and organizational planning, whole-school self-evaluation and audit and assessment of the quality of teaching and learning. As a national NPQH and Fast Track tutor he has had the advantage of being able to maintain close contact with teaching colleagues in bringing a class-based as well as strategic focus to his work.

The work that Peter has undertaken in training and monitoring school evaluation teams in Philadelphia and since September 2006, New York, has given a valuable perspective and has been further extended through reviews and evaluations at school and District level within the Public School system throughout the US. Over the past five years Peter has led and taken part in review and evaluations of nearly 40 Charter schools, as well as working with the Charter Accreditation team in New York. This has meant liaising with the Charter organizations and with public school districts, as well as with the schools themselves. Over the last two years Peter has taken part in the reviews of over 80 New York public schools as lead reviewer and team member as well as undertaking a monitoring and support role for new reviewers. Additionally his experience in quality assurance, through report editing at all stages, the calibration of reports from different areas and working with schools to resolve queries about Review practice or outcomes has been invaluable in refining his understanding of the fully cycle of Quality Review.

Position

Principal Consultant

Nationality

British

Language

English – mother tongue

Daniel Patton Project Manager

Profile

Qualified project officer with five years' project management experience in local government. Experience includes education and human resource projects including acting as the client representative for school extension projects; planning and implementing Phase 2 and 3 of the accessibility in schools programme; delivering part of the Single Status Agreement, including changing employees' terms and conditions and asset management planning through the successful completion of a 76 primary school capacity review. Dedicated to delivering high quality standards, using own initiative and team working to ensure the achievement of objectives and targets.

Experience and skills

Mott MacDonald Group (2008-present)

Business Advisor, Business and Technology Consulting Division (2008-present)

Aiding business and technology consulting's initiatives for business expansion in the management consultancy market place in Scotland, with particular emphasis on building the business within national and local government. Providing strategic advisory service to Scotland's public sector.

Assistant Project Officer- Education and Children's Services Department, Perth and Kinross Council (2004-2008)

Single Status Implementation: Fifteen month secondment to Education and Children's Services staffing section ensuring the effective delivery of Single Status within the largest service of Perth and Kinross Council. Co-ordinated the workload of ten staff during this period to minimise the impact that Single

Status had on the day-to-day activities of the staffing section.

Primary School Capacity Review: Led Perth and Kinross Council's, Education and Children's Services, Primary School capacity review. This involved a detailed analysis of all 76 primary schools in line with the recent PPP new school capacities. This included setting maximum pupil capacities in every classroom, as well as discussions with head teachers on how to manage the schools pupil intake. This analysis was then reported and approved by councillors.

Assisting with the Delivery of the Council's Capital Program:
Responsibilities included creating a brief of requirements, detailed analysis of project requirements and the negotiation with key stakeholders. Facilitated risk workshops with key stakeholders to ensure risks at strategic, program, project and operational level were highlighted and steps were taken to mitigate them. Ensured effective communication plans were completed and key stakeholders were aware of their roles and responsibilities. Continued analysis of projects to ensure any lessons learned were communicated to the service, enabling a more effective delivery of projects.

Position

Project Manager

Nationality

British

Language

English-mother tongue

Qualifications

BSc (Hons) Management Science and Marketing, University of Stirling, 2004

Key skills

Managing Successful Programme (MSP)
Management of Risk (MoR)-
Registered Practitioner
Prince2- Registered Practitioner

Summary CV

Anne Boyce

Experience and skills

Senior Administrative Assistant

(2009 – present)

Anne has been involved in managing school reviews in Minnesota, Minneapolis, Sacramento and Warsaw Indiana.

New York City Reviews

(2006 – 2009)

Altecq Inspections

(2000 – 2005)

Office Manager at Evenlode Associates

(1999-2000)

Teacher at Edgbaston High School

(1989-1999)

Taught mathematics from grade 7 through grade 11.

Abbey High School

(1982-1989)

Larkhill Academy

(1973-1974)

Position

Senior Administrator

Year of birth

1951

Nationality

British

Language

English – mother tongue

Qualifications

Qualified Teacher, Mathematics

Key skills

Degree in Mathematics and a qualified teacher in the UK.

Experience and skills

Principal Consultant

Cambridge Education

(Member firm of Mott MacDonald Group)
(2007 – present)

Roles include: Teacher evaluation training in Hillsborough County, Florida. Early Childhood Settings Inspection in New York, New York. Race to the top (RTTT) in Massachusetts. Diploma Specification Mapping – Training and Development Agency (TDA). Professional Lead – Teacher Learning Academy – General Teaching Council for England (GTC). Inspection and training services to schools across the UK. Regional co-ordinator for Diploma Gateway 1, 2, 3 and 4 – DCFS. Project Manager – School Improvement Services – Devon County Council. Project Manager – Guidance on the Delivery of Diploma Qualifications Levels 1 and 2 – Qualifications and Curriculum Authority (QCA). Project Manager – Primary Capital Programme – Islington.

Independent Educational Consultant (2003 – 2007)

Roles included training on reforms, best value, change management, school support and interim management.

Senior Education Executive Capita Education Services (2001 – 2003)

Strategic policy development, interim management, school development, Department for Education and Skills (DfES) national monitoring and the development of learning options for young people excluded from school across the UK.

Hertfordshire County Council

(1989-2001)

Planning and Development Manager Integrated Services (1996-2001)

The successful development of inter-agency protocols with health and Social Services. Change management role for the creation of a new multi-agency department for Children's Services.

Project Manager (1995-1996)

Manager of a project group to develop and implement a five year strategic plan for special education needs (SEN) and Inclusion. The plan was delivered on time and implemented according to schedule.

Area Manager (1992-1995)

Management of a team delivering a range of frontline services including admissions, SEN advice, exclusions, transport, advice and careers guidance.

Advisor (INSET) Advisory Services (1989-1995)

Education Officer/Area Education Officer Nottinghamshire County Council (1985-1989)

Planning Officer Durham County Council (1975-1976)

Position

Principal Consultant

Nationality

British

Language

English – mother tongue

Qualifications

Accredited PRINCE2 Practitioner

Ofsted Inspector – Section 5 and 162A

Key skills

Senior local authority management background from a wide-ranging career in the public sector including school advisory, senior officer and interim posts. Leading policy development in schools and central service settings. Strategic planning, people management and financial management. Performance management and Best Value. Extensive change management experience including recruitment and interim management of property services, finance, admissions and personnel teams. Ofsted Inspector and trainer for schools.

Simmie A. Raiford Consulting Associate

Experience and skills

Consultant, Cambridge Education (2010-Present)

Serves as Lead Turnaround partner for two low-performing secondary schools in Petersburg City Public Schools.

Major responsibilities include provide executive coaching of school principals, assist in the development and implementation of school improvement plans, conduct classroom observations, assist in screening and selection of administrative personnel, assist in the revision and updating of schools district's performance appraisal system, and provide regular progress reports to the school and the state.

Senior Consultant, MGT of America, Inc. (2005-2009)

Conducted program evaluations of local and state wide educational, social and community programs, provide technical assistance to chronically low performing middle and high schools in Los Angeles Unified School District in developing school improvement plans, conducted performance reviews and financial efficiency audits in school districts across the United States and conducted school sustainability audits to determine if school facilities adequately accommodate the instructional programs provided by the school.

Chief Legislative Analyst, Council of Education Policy Research and Improvement, The Florida Legislature (2004-2005)

Conducted researched on K-12 education policies and write policy objectives for Florida's Master Plan for K-12 Education. Interviewed educational practitioners and collect data related to specific policy topics. Convened expert panels to give testimony in public hearings before

Council's Board of Directors. Made presentations to the State Board of Education and other education agencies.

Supplementary information

PK-12 Teaching experience as teacher and vice principal and principal. Experience as an assistant professor at Valdosta State University in the Department of Curriculum, Leadership and Technology, served as clinical faculty at The Florida State University in the Department of Educational Leadership and Policy Studies and held the position of adjunct professor in Educational Studies at Flagler College. Published several educational works including the book The Florida School Administrator's Legal Guide and several articles and technical reports. Professional Associations include National Council of Professors of Educational Administration, American Educational Research Association, American Association of School Personnel Administrators, and Association of Supervision and Curriculum Development.

Position

Consultant

Nationality

American

Language

English-mother tongue

Qualifications

Bachelor of Science, Elementary Education, Jacksonville University, 1982

Masters of Arts in Teaching, Elementary Education, Jacksonville University, 1983

Master of Arts in Teaching, Educational Leadership, Jacksonville University, 1991

Doctorate of Philosophy, Educational Leadership, The Florida State University, 2004

Stopher Joy
Consultant

Experience and skills

Cambridge Education (2000-Present)

In 2004 served as the Principal Consultant in the Children's Services Division. In 2003 assigned as the Regional Officer for the Northwest, LA Division. Additionally, in 2003 was assigned as the area co-ordinator for the North/North East- Teacher Pay Reform Contract (School Improvement Division) CEA. Furthermore in 2000-2002 was responsible as the co-ordinator for Derbyshire/Nottinghamshire- Teacher Pay Reform Contract CEA

Lincolnshire County Council (1996-2000)

Education Inspector (cross phase)

Secondment to HMI (1995-1996)

Additional Inspector

Long Sutton Primary School (NOR 320 + Nursery) (1991-1996)

Head teacher

Supplementary information

Served as the Deputy head (primary) lecturer in Performing Arts and Music. Additionally served as the head of the music department in a large comprehensive school.

Position

Consultant

Nationality

British

Language

English-mother tongue

Qualifications

GRNCM (Graduate of the Royal Northern College of Music)

PGCE Post Graduate Certificate in Education, Leeds University

MA Educational Administration and Management, UEA

Key skills

Primary headship (including nursery), head of department in large comprehensive schools, lecturer in further education, work with HMI and RGI status, LEA link inspector to primary, secondary, and special schools, wide range of training delivery including Ofsted self evaluation, major involvement in writing of an LEA EDP, involvement with Head Teacher Association, intensive work with schools in special measures, governor support and development.

Experience and skills

Freelance Education Consultant (2009-Present)

Played a key role as a School Improvement Partner at the high level in Devon, Poole and Swindon. In addition, deployed as a Ofsted inspector in secondary, primary, and independent schools and assigned as a regional co-ordinator in Southwest England for 14-19 Diploma Gateways. Furthermore, reviewed schools in New Jersey, Minnesota, New York and North Carolina as a school quality reviewer. Responsible for training for performance management in elementary, middle and high school in Tampa, Florida for Cambridge Education.

Cambridge Education: Portfolio Consultant (2000-2010)

As a full time portfolio consultant responsible for a varied range of activities including inspection, quality assurance, training and consultancy, as well as the promotion of solutions and services. Originally recruited as a Regional Co-ordinator as part of the Teacher Pay reform contract regarding performance management of principals and teachers. Additionally worked with the Department of Education as a specialist school assessor and with the National Leadership College as a tutor for the National Programme for Training Principals. Assigned as a school quality reviewer in New York, California, Ohio, North Carolina, and Connecticut. In addition, inspected international schools in Kuwait.

Stockwell Park School Lambeth, South London: Acting Principal (1999-2000)

Stockwell Park School was a 11-16 mixed high school with over 900 students. Requested by the local Education Authority and governors to go into the school for a year during a

period of instability and difficulty. Main task was raising the level of student attainment and improving the quality of learning, behavior, and attendance. Supported the school in preparing for a bid for a City Learning Center and also specialist status.

Westfield Community School Yeovil, Somerset, England: Principal (1990-1999)

Westfield was a successful 11-16 mixed high school with over 1,020 students. In 1999 Ofsted reported that Westfield 'was a very good school and provided it's pupils with and outstanding learning environment.'

Supplementary information

An Ofsted inspector for Section 5 inspections in secondary and primary schools. Also an Ofsted inspector for independent schools. Accredited Threshold Assessor and External Advisor and Fast Track Teacher Assessor for the Department of Education. Additionally an assessor for Specialist and Training schools. Tutored with the National College of School Leadership and an external assessor for Graduate Teacher Programme through the Teacher Training Agency.

Position

Consultant

Nationality

British

Language

English-mother tongue

Qualifications

Bachelor of Science Degree in Geography (BSc) at the University of London, 1969.

PGCE, Goldsmith College, University of London, 1970.

Masters Degree of Science in Educational Studies (MSc), University of Oxford, 1981.

Chartered Engineer
MSc International Transport
BSc (Hons) Civil Engineering
Member of the Institution of Civil Engineers

Key skills

Regional Co-ordinator as part of the Teacher Pay Reform contract. Principal in two large comprehensive high schools. Teaching experience in Geography, Business Studies and Personal, Social, Health Education. Portfolio Consultant within the School Improvement Division. Ofsted inspector in secondary, primary and independent schools. Specialist Schools assessor with the Department for Education. Tutor for the National Programme for Training Principals with the National College of School Leadership. School Improvement Partner for five high schools. Regional Co-ordinator for 14-19 Diploma Gateways. School Quality Reviewer in Connecticut, California, Minnesota, New Jersey, New York, North Carolina and Ohio. Trainer in performance management for principals in Tampa, Florida

Profile

Experience as a teacher and Principal in elementary and middle schools in England. School lead inspector in England. Ran own small company inspecting and advising schools. Worked part time for the Open University as a Tutor Counsellor. Worked for Cambridge Education for 5 years as a Principal Consultant and Area Co-ordinator in the UK. Seconded to Cambridge University (2009) to aid the start up of a large new school system project. Worked at various times in the US, including carrying out New York school quality reviews for three months in 2007.

Current work - secondment to Tampa Florida, as the onsite company representative/professional lead putting into action a new teaching and learning assessment system.

Experience and skills

Mott MacDonald- Cambridge Education, LLC (2010-Current)

Seconded to Cambridge Education US as a Principal Consultant/Professional Lead, Hillsborough (Tampa) 'Excellence in Teacher Effectiveness' teaching and learning evaluation Project.

Cambridge University (2009)

Worked for three months with Cambridge University in Egypt on a new school system project start up.

Cambridge Education, UK (2005-2010),

Worked full time for Cambridge Education UK as a Professional Area Co-ordinator, Children's Services Division, combining school inspection work, advice and quality assurance work. During this time, work included: KIPP school reviews in San Francisco and Buffalo, school quality reviews in New York and Connecticut. School quality reviews in the UAE.

Self-Employed (1997-2007),

Ran own school quality review company. Other work during this period: adviser to

school governing bodies – setting Principals school improvement targets; advised the UK Government (Ofsted) about the quality of IT in schools, advised schools about teacher performance management.

Tutor (1990-1996)

Part-time tutor counsellor/lecturer for the Open University, specialising in social sciences.

Principal (1990 – 1997)

Grange Junior (Elementary) School, Grimsby, Headteacher/Principal. Seconded during this period to work for the UK Government's Office for Standards in Education (OFSTED) (1995 – 1996), and worked with Her Majesty's Inspectorate (HMI). (1987 – 1990), Grange Middle School, Grimsby, Headteacher/Principal, responsible for all aspects of leading and managing the school. (1983 – 1987), Shirley Warren Middle School, Southampton, Assistant Headteacher/Principal. (1980 – 1983)

Selected projects

'Excellence in Teacher Effectiveness' (Cambridge Education US) 2010-2011, one year. Professional lead guiding the project on site in Tampa full time. Duties include: training Cambridge trainers, establishing and maintaining strong links with the Hillsborough County client, monitoring the quality of trainers' work, acting as on site Project organiser.

Nile Egyptian Schools, Egypt

(Cambridge University) 2009, 14 weeks. On site Project Manager in Cairo, representing the company, linking with the Egyptian Government representatives, providing advice and ways forward about how the new school system being created should be advanced, analysis of risks to the business.



Position

Principal Consultant/ Professional Lead

Year of birth

1954

Nationality

British

Language

Mother tongue – English and conversational French

Qualifications

Post Graduate Diploma in Primary School Management

M.A. in Education

B.Ed. in Primary subjects

Certificate of Education in Geography and Education

Key skills

School development/improvement (elementary particularly), project start ups, teaching and learning evaluation, school quality reviews/inspections, quality assurance, getting the balance between tasks to be done and peoples' needs and abilities right

Experience and skills

School Improvement

This had become central to Bob's work. Following a decade of quality assurance experience in high schools and primary schools, Bob has been requested to assist a growing number with serious problems as well as others that are keen to turn good practice into outstanding.

Consultancy and Training (1998-2011)

On-site consultancy for principals and other senior leaders of English secondary schools (11-18 age range) and primary schools (4-11 age range). Ten UK schools to date, with a focus on improvement through rigorous monitoring, accurate self review and rapid changes to teaching and learning. Planning and leading whole school reviews for 2 Academies, both in areas of serious deprivation and underperformance in London. A full inspection process was followed, linked to training on understanding quality criteria and strategies for improvement. Similar reviews in 8 schools have focused on subject areas and the work of middle leaders such as heads of department and pastoral leaders. Led whole school review of Dubai School of Research Science. A Senior Trainer for Cambridge Education. 10-15 courses each year, in-school and delegate courses at external venues. Titles include: Improving Teaching and Learning, Better Questioning, Effective Classroom Observation, Data Interpretation, Self Evaluation (2000-2010). Designed and led training of high school principals on handling school performance data.

Selected projects

OFSTED Lead Inspector

Over 350 inspections of Secondary and Primary schools, State and Independent, in every type of context: rural, urban, affluent, poor, large and small.

HMI national inspection surveys of:

Extended Schools

The Preparation of New Teachers for Pupils with Learning Difficulties

The Impact of Workforce Reform on Standards

Response to the new KS3 Curriculum requirements

Trained over 400 inspectors for Ofsted for revised inspection format

Dubai Ministry of Education, over 20 inspections of schools using a wide range of curricula: MOE curriculum, Montessori Nursey curriculum, Cambridge International GCSEs and International Baccalaureate Post-16 program

Supplementary information

Joint author of Government report on Educational Access to UK Farms (DEFRA, 2006)

Position

Consultant

Nationality

British

Language

English – mother tongue

Qualifications

BA (Hons) Class 2:1 Oxford

PGCE Southampton

MA Oxon

Advanced Diploma in the Assessment of Educational Performance (Distinction) Leeds

Key skills

School Improvement in high schools and primary schools In UK and Dubai

Experienced leader of Inspections and Reviews in UK schools (over 350 since 1994)

Curriculum development at national Level with UK Government

Nationally respected trainer of Inspectors, teachers and school Managers

Education consultancy for individual schools, local authorities and Government departments

Education Adviser for new-build Academies in UK

Former Local Authority Inspector and Adviser

Experience and skills

Education Consultant, Cambridge Education (2009-Present)

Served as an Education Consultant in the Adams County School District 50, ReInventing Schools Coalition, and Cambridge Education as a lead turn around partner in Virginia.

Chief Academic Officer (2007-2009)

Director of Secondary Schools (2004-2007)

Director in Adams County District 50, Westminster, CO

Adjunct Faculty (2003-Present)

Anjunct faculty at The University of Denver, Denver, CO and Regis University, Denver, CO

Elementary and Middle School Principalships (1989-2004)

Held Principalships at West Middle School, Littleton, CO (1999-2004), Miller Middle School, Durango, CO (1996-1999), Fort Lewis Mesa Elementary, Durango CO (1993-1996), Running Creek Elementary, Elizabeth, CO (AP-1989-1993).

Teaching Experience (1977-1989)

Extensive teaching experience as Elementary GT Resource Teacher, Colorado Springs, CO, Middle School GT Coord. And 6th grade Teacher, Colorado Springs, Kindergardern, 1st and 2nd grade combo teacher, Tacoma, WA, and a 4th grade teacher and Title 1 Math Teacher, Lubbock TX

Supplementary information

Served as the lead turnaround partner for a low performing high school from 2010 to present. Collaborated with Robert Marzano on the creation of Guaranteed Viable Curriculum from 2007 to present. Recipient of several awards including Excellence in Teaching Award from Regis University in 2008, John Irwin School of Excellence from West Middle School in 2001, 2002, 2003, 2004, Carnegie Systemic Change School in 1996, and Governors Award for Excellence in Education in 1995. Additionally, has given several professional presentations including the keynote speaker for CASB conference called "How to wear many hats and still be stylish", from 2007 to present the keynote speaker and breakout presenter for RISC symposiums.

Position

Education Consultant

Nationality

American

Language

English-mother tongue

Qualifications

BS in Elementary Education (High Honours), Texas Tech University, Lubbock, TX, 1977

MS in Gifted Education Wright State University, Dayton, OH 1985

Type D Certification, University of Denver, Denver, CO, 1987

Ph.D. in Educational Leadership in Complex Systems, University of Denver, Denver, CO, 2003

Key skills

Curriculum instruction, board relations, educational planning, budget experience

Experience and skills

Consultant/RTI-PLC Coach

San Juan Board of Cooperative

Educational Services

(2005 – present)

Interagency collaborator-Home Land Security grant application. Union Negotiator-Durango School District. Organizational Planner-Regional Education Service Association. Strategic Planner- Mancos School District, Durango, CO.

Co-Founder of Teaching of American History Grant

(2003-2006)

US Department of Education Washington DC and Durango, CO.

Principal

Escalante Middle School

Durango, CO

(1996-2005)

Assistant Principal

Escalante Middle School

Durango, CO

(1995-1996)

Assistant Principal

Durango High School

Durango, CO

(1992-1995)

Social Sciences Teacher

Durango High School

Durango, CO

Mancos High School

Mancos, CO

Red Mesa High School

Red Mesa, AZ

(1973-1992)

Leadership Competencies and

Experience

(1993-present)

Facilitated the creation of performance assessments district level

Aligned curriculum using standards-based annual curriculum mapping

Reinforced differentiation based on content, process and product

Used rubrics to inform students of quality work

Collaborated on American History Grant

Facilitated articulation of priority standards for grades K-12

Planned and implemented Professional Learning Communities (PLC)

Served on District Language Arts, World Language, Social Science Curriculum Committees

Used data to make instructional decisions school and district level

Board Relations Competencies

(1993-2007)

Facilitated DSPA (support personnel) interest-based bargaining

Facilitated the re-districting boundaries of the District

Served as principal representative for hiring Superintendent

Appointed and served as member for Durango School Board negotiating team

Attended Board executive sessions as negotiator

Facilitated community relations around volatile community issue

Position

Associate

Nationality

American

Language

English – mother tongue

Profile

Taught in both primary and secondary schools and subsequently moved into Local Authority advice and inspection. From here, worked as a lead inspector for primary and secondary OFSTED inspections. Early literacy, the use of literacy across the curriculum and modern foreign languages are particular areas of expertise.

Recently worked in a number of countries, advising governments, geographical districts and individual schools on how to improve leadership, management, teaching and learning.

Much of the work in both England and across the world has been in areas of high social deprivation. It has also covered areas with a wide range of cultural diversity.

Experience and skills

1969 – 1973 Teacher in secondary modern school
 1973 – 1979 Head of department in comprehensive school
 1979 – 1981 Head of Language Centre and primary teacher
 1981 – 1987 Head of advisory teachers for language development team
 1987 – 1989 Advisor for English and Modern Foreign Languages, London Borough of Barking and Dagenham
 1989 – 1995 General Inspector Bradford Metropolitan Borough Council with responsibility for English
 1993 - current Registered Inspector / Lead inspector / Additional Inspector for OFSTED
 1995 - current Education consultant and inspector of schools
 Accredited trainer with Cambridge Education Ltd
 Associate of Hatchmott McDonald (US)

2004 - current Overseas Inspector to the Cayman Islands
 2008 – current Consultant with G2g
 2009 – current International

Consultant with Cambridge Education Ltd

Selected projects

Name of assignment or project: Inspection of schools in England
Year: 1993 – present

Location: UK

Client: Office for Standards in Education (OFSTED)

Main project features:

Positions held: OFSTED accredited inspector and trainer

Activities performed:

- Lead inspector for the inspection of primary and secondary schools across England and supporting team member.
- Writing and presenting reports to local authority officers and headteachers.
- Training senior school leaders to become OFSTED accredited inspectors.
- Monitoring inspections in schools to ensure high quality inspection processes.
- Appointment to teams inspecting English and Citizenship across England, contributing to the data for two subject specific national reports.
- Piloted new inspection models.

Supplementary information

Joint author of Guidelines for Teaching English Bradford LA
 Joint author of Guidance for teaching Drama Bradford LA
 Joint author of Guidance for teaching Media Education Bradford LA
 Secretary of National Association for Language in Education Centres.
 Secretary of Institute of Registered Inspectors

Position

Associate of Cambridge Education
 Consultancy
 Independent Consultant

Year of birth

1947

Nationality

British

Language

English
 French
 German (basic)

Qualifications

Cert Ed. English	1969	University of Wales
BA Hons French	1985	University of London
M Ed (Distinction)	1990	University of Manchester
Curriculum Development and Evaluation		

Key skills

Leadership, management, teaching and learning of English and modern foreign languages.
 Early literacy.
 Leadership and management of primary and secondary schools.
 Inspection and review of schools.
 Leadership and management of schools in USA, Caribbean, Abu Dhabi and Singapore.

Experience and skills

Interim Assistant Principal and Dean of Students at Ross Global Academy New York, NY (2010)

Delivered professional development on Mastery Learning, Multiple Intelligences and How to Reach At Risk Students. Managed a team of 20 staff members to contributed to the academic, social and emotional development of over 150 students and their families. Worked with teachers in the classroom to improve lesson planning and delivery. Conducted observations of academic staff to ensure high quality instruction. Trained new Dean of Students to ensure consistency of values within the student body. Created Master Schedule for grades 6-8 to efficiently manage the time of instructors and effectively deliver systemic programs. Collaborated with Dean of Students to create a system to operationalize RGA Core Values. Collaborated with various stakeholders to create Academic Calendar.

Assistant Principal at Princeton Community Middle School Cincinnati, OH (2007 – 2009)

Created Community outreach program “UNIDAD” to help English language learning students and families assimilate into school culture. Managed over 25 employees. Created, presented and guided implementation of a school wide tiered intervention system addressing academic and social behaviors. Created coaching and implementing school wide Positive Behavioral Supports system resulting in a 64% drop in referral rate. Built consensus among staff for program implementation. Sponsored a martial arts mentoring program. Lead the school wide PBS Team in creating classroom management strategies, innovative ways

of teaching behavioral expectations and implementation of various initiatives. Delivered professional development on best practices for behavior and instruction. Evaluated and coaching and modeling social studies and language arts lessons for staff. Assisted school in implementing academic interventions and raising school status to effective from in need of improvement.

Selected projects

2002 Winter Olympic Games

Job Transition Specialist

Assisted over 100 employees of the Winter Olympics in attaining post-game employment opportunities. Developed relationships with C-Level to attain employment opportunities of over 100 clients. Assessed employment outlook, formulating individual strategies. Educated clients on self-marketing. Training the trainer. Provided outlines and instructions on marketing presentations.

Supplementary information

Purple Belt in Brazilian Jiu-Jitsu and 5 years teaching youth jiu-jitsu classes.

Position

Consultant

Year of birth

1971

Nationality

American

Language

English – mother tongue

Portuguese – good

Profile

Bruce has worked in Education in England for 40 years, starting as a Mathematics Teacher, eventually becoming a Headteacher of a Secondary School for 11 years. He was then employed, for 3 ½ years, by Education Bradford in England as an Education Consultant. Following that he worked as a self-employed education Consultant, as part of the Cambridge Education Core Team, undertaking Quality Reviews and School Improvement work in New York City and other parts of America for 4 years.

Experience and skills

Education Consultant, Cambridge Education

(2010 – present)

Undertaking Evaluation Coaching for staff in Hillsborough County, Tampa, Florida as part of the project to improve classroom practice.

Education Consultant, Cambridge Education

(2006 – 2010)

Undertaking Quality Reviews in New York City and other parts of USA.

Education Consultant, Serco

(2003 – 2007)

Remodeling Consultant, working with and advising schools on Remodeling the Workforce and Restructuring Management Organizations as part of the Government's National Agenda.

Headteacher, Bradford Metropolitan Council

(1992 – 2003)

Headteacher of a Secondary School.

Deputy Headteacher, Bradford Metropolitan Council

(1988 – 1992)

Deputy Headteacher of a Secondary School.

Head of Year, Bradford Metropolitan Council

(1970 – 1988)

Head of Year in a Secondary School – in charge of the progress and welfare of all the students in one year group within the school.

Teacher of Mathematics, Bradford Metropolitan Council

(1968 – 1970)

Teacher of Mathematics in a Secondary School teaching students from age 13 to 18.

Position

Consultant

Nationality

British

Language

English – mother tongue

Qualifications

Bachelor of Science Degree in Mathematics (BSc) at University of Leeds, 1967

Post Graduate Certificate of Education at University of Hull, 1968

Certificate in School Management at Leeds Polytechnic

Key skills

OFSTED trained Team Member
1994 to 2002

School Improvement Partner qualified
2003 to 2010

Summary CV

Ian Bishop

Profile

Twenty Five years in the ICT industry initially in the support and system delivery sector. Worked with large corporate companies including National Power, Nestle, Astra Zeneca in delivering major ICT projects. Assisted in the formation of an ICT consultancy within a large engineering consultancy. Worked across a number of sectors including education, local government, retail, entertainment and sports. Now specialises in education with an ability to understand the whole picture and where ICT integrates. This includes pedagogical approaches, system integration, support and the built environment.

Experience and skills

2006-Present, Cambridge Education

Educational ICT Consultant working on projects around the country involving ICT at Local Authority, Academy Trust and individual school level

1999-2006 Buro Happold

After initially joining as IT Manager, assisted in the growth of the specialist ICT group within a large engineering consultancy. Worked closely with design professionals on a large number of major projects within the UK. Provided a range of advice from infrastructure through to integration approaches.

1995-1999 GE Capital IT Solutions

Provided support and deployment services to a number of UK Plc organisations during major infrastructure upgrades. Clients included Nestle and Zeneca.

1993-1995, P&P Systems Ltd

Provided support and deployment services to a large number of clients included National Power.

Cifer Systems 1989-1993

Provided support and deployment services to a number of clients including The Countryside Commission.

Fairhurst Instruments Ltd 1985-1989

Provided site and workshop based technical support. Trained by leading IT companies including Apple and IBM.

Selected projects

2007-08 Haringey Council BSF Project

Extensive work with Haringey Council working with the authority on their BSF program. Acted as the expert on ICT infrastructure for planned major refurbishment and remodel for the bulk of the estate plus a new build project. Provided specific advice on the feasibility of a data centre.

2008-10 Open Academy. Norwich

Has led on the technical design and integration on the educational ICT systems during pre and post procurement phases. Currently over-seeing the deployment into a new building by providing ongoing advice to the school, main contractor and ICT supplier.

2009-Ongoing Holland Park School, Kensington & Chelsea

Responsible for the ICT works for the significant temporary accommodation and a flagship new build within tight budgetary conditions. Providing a wide range of consultancy and project management services from educational advice through to detailed technical specifications. Encouraged a positive approach with the large number of parties involved in ICT transition to temporary accommodation within tight deadlines

Supplementary information

Membership of BICSI has provided an opportunity to professionalise the design, installation and management of ICT infrastructure on many projects.



Position

Educational ICT Consultant

Year of birth

1967

Nationality

British

Language

English

Qualifications

Microsoft Certified Professional
Certified Novell Engineer
Member of BICSI

Key skills

Information and
Communication Technology.
Building Design Process
Systems Integration
Structured Cabling

Summary CV

Rob Carter
Lead ICT Consultant

Profile

Rob has a valuable insight and contacts network due to his distinctive blend of Schools, Industry & Government experience over the last fifteen years. He has implemented Children's Services policy including Harnessing Technology, Extended Services, Integrated Youth Support, Workforce Development and Remodelling.

Rob is an effective Adviser, Consultant, Coach, Programme Manager and an empathetic Change Manager and Facilitator of key stakeholders. He leads focused events and workshops for high impact transformational outcomes for strategic and operational stakeholders.

Experience and skills

2008-2009, The Home Access

Programme, Becta

Rob was responsible for a stakeholder and change management strategy and implementation plan that was used in the national rollout in Becta's Home Access Programme.

2007-2009, Training & Development Agency for schools (TDA)

Rob was responsible for change management and children's services consultancy to TDA directors and Regional Advisers to deliver the first London strategic plan, using a core change management approach, across the TDA remit. He designed change enthused training, learning networks, regional events & support for school and LA staff, across the TDA remit, backed up with an in depth back office systems awareness to effectively use data to report on and meet targets

2005-2006, Place Group

Rob was responsible for leading transformation with ICT consultancy to Building Schools of the Future (BSF) clients. He worked with BSF Project Teams, School Managers and LA Advisers

to deliver locally relevant, innovative approaches to educational visions, strategic and outline business cases, affordability modelling and school owned specifications of need and strategies for change to support BSF. He facilitated between parties to maximise success, representing local stakeholders in business meetings such as Council Strategic Boards, PfS Reviews, Design Team Meetings etc.

Selected projects

BSF Lewisham – ICT Consultant

Rob worked with 3 schools and LA staff from BSF visioning through to Preferred Bidder

BSF Consortium bids – ICT Consultant

Rob is working with a number of BSF bids during the procurement phase to ensure the solution meets needs

Supplementary information

Rob also worked with 3 secondary schools, 6 primary schools, 1 FE College, LA staff and 3 Universities to lead the ICT Test Bed Project in LBBD on behalf of Becta and DCSF. This leading educational ICT research has informed Rob's approaches to change management and improvement.

He is also a member of the National Association of Advisers in Computer Education (NAACE)



Position

ICT Consultant

Year of birth

1970

Nationality

British

Language

English

Qualifications

Personal Coach (The Coaching Academy) 2009
Change Management Framework, Process, Tools and Techniques (NRT) 2003 – 2009
Project Management Practitioner (DfES) 2002 & Prince2 (ILX) 2010
Microsoft Windows 2000 & NT4 Master Class (Various) 1999 – 2001
Microsoft Office 97 Advanced Skills incl. Access (Lynx) 1998
PGCE Secondary Mathematics and ICT (Saint Mary's) 1996
BSc (Hons) Mathematics and ICT (The University of Leeds) 1991

Key skills

Empathetic Children's Services Adviser and Coach, specialising in ICT programme management and change management, including: Strategies for Change, ICT Output Specifications, ICT visions for schools and localities, change management strategies and plans, whole school change management, training and development events

Experience and skills

Director School Services

Los Angeles Unified School District

Local District 3

(2008 – present)

Provide leadership, supervision, evaluation and support to principals in establishing data driven school cultures to adequately meet the learning needs of all students. Collaboratively work with school leaders to implement and monitor a rigorous standards-based instructional program in all content areas. Provide direction to secondary school administrators and staff as they plan, develop and implement appropriate professional development programs and activities. Work collaboratively with LAUSD partnerships and affiliated charter schools to ensure program quality instructional programs and professional development programs. Assist administrators in creating school climates and learning environments that promote equity, democracy and academic achievement. Work closely with local district superintendent to ensure district vision and goals are met. Establish and maintain communication with parents and the community regarding the accountability for results. Provide direction for administration as they establish and maintain the collaborative decision making process to increase student achievement. Assist schools in reviewing school data and implementing research-based strategies for implementing the core curriculum. Work collaboratively with schools to ensure educational services meet the academic and social needs of specific subgroups (i.e., ELs, special education, at-risk, etc.). Assist schools in the development and implementation of behaviour support programs for at-risk students. Collaborate with principals in planning instructional professional development and leadership development for assistant principals and other school leaders. Develop and articulate

comprehensive written reports regarding the academic programs in the local district. Work collaboratively with universities and colleges to implement academic and social programs at the schools. Provide guidance and assistance with personnel matters and employee discipline, in consultation with Human Resources and Staff Relations. Work cooperatively with Local District 3 staff to plan, organize and facilitate monthly Principal and Assistant Principals' conferences that address the three strands: Supervision of instruction and managed curriculum (professional development); Leadership; and school operations/management and staff relations. Provide assistance with the planning, organization and opening of school (enrolment projections, classroom assignments, staffing, etc.) Investigate and follow through on complaints regarding school issues including gathering detailed information, problem solving and writing appropriate responses. Follow the District's hiring protocol: Prepare announcements for Principal and Assistant Principal vacancy postings; develop interview questions and rubrics, interview and hire school site administrators in collaboration with Principal and school site interview committee. Other duties as assigned by Superintendent.

Selected projects

Local district Principal's Conference Planning Committee (2008-2010)

Standards Based Instruction and Professional Development Team Cadre (2000-2008)

Peer Assistance Review (PAR) Council (2000-2008)

Staff/Student Partnership Committee (1993-2008)

English Language Development/EL Committee (1990-2008)

Position

Consultant

Nationality

American

Language

English – mother tongue

Qualifications

Bachelors – English/Speech
Teaching Credential (Lang. Arts)
Administrative Credential
Masters – Ed. Administration
Doctorate – Organizational Leadership

Key skills

Substitute Teacher
Language Arts/Public Speaking
Public Speaking

Experience and skills

Educational Consultant

(2008 – present)

Recruitment management for Building Excellent Schools.

Director of Special Projects, Cross Functional & Assistant Director, FDHS Inner City Education Foundation (ICEF), Los Angeles

(2007-2008)

Designed State approved Beginning Teacher Support and Assessment System providing funding and frameworks for coaching teachers and granting credentials. Created Principals-in-Training program as a measure for staff retention, quality control and leadership development. Negotiated and oversaw operations and curricular blueprint for K-12 summer intervention and preparation programming and Teach for America Training Institutes. Integrated performance and values oriented selection processes for teachers and Principals. Led comprehensive professional development and performance evaluation efforts for teachers and staff. Senior manager for SST teams and accelerated school processes.

Director of Instructional Solutions, IPP: Always Mentally Prepared

(2006 – 2007)

Developed central operations and communications functions. Designed needs-driven individual and group professional development. Developed and supported Student Support teams to enhance individualized supports for students. Designed new teacher in-school-training-team. Codified hiring metrics in order to ensure quality hires and retention.

Change Management Associate, Division of Human Resources, Project Homerun New York City Department of Education

(2004 – 2006)

Enhanced staff capacity to work within the new DHR service delivery model.

Developed pathways to engage employees in upcoming organizational and process redesigns. Transformed the culture of human resources by designing roles and functions that put principals and schools first. Initiated on-boarding processes for new hires for optimum staff productivity and retention. Managed and evaluated prevention and intervention grants and programming for districts.

High School English Teacher Atlanta Public Schools

(2000-2003)

Taught 9th grade English in a results oriented classroom setting. Maintained high and consistent standards of excellence for student achievement. Integrated character and business education into curriculum. Created vertical teaming structures as an internal professional development resource.

Charter Corps Member

Teach for America

(2000-2002)

Selected from a competitive group of outstanding college graduates to teach in an urban setting. Led by example; promoted a commitment to excellence in teaching. Maintain a lifelong dedication to expanding educational opportunity for underserved populations.

Position

Consultant

Nationality

American

Language

English – mother tongue

Key skills

School Leader and Teacher Development and Training
Charter School Governance and Management
School Site Program Development and Evaluation
Strategic Human Resources, Change Management and Organizational Development
Project and Grants Management
Team Building and High Performing Cultures
K-12, Urban

Summary CV

Magdalene P. Giffune

Experience and skills

Coordinator, Review Team Mass.
Department of Secondary and
Elementary Education
(2010)

Superintendent of Schools
(2004-2008) Milton, MA
(1997-2004) Uxbridge, MA
(1992-1997) Foxborough, MA

Assistant Superintendent
(1990-1992) Foxborough, MA

Director of Ed Programs
(1989-1992) Foxborough, MA

Administrative
Assistant/Curriculum/Instruction
(1983-1989) Foxborough, MA

Director of Gifted and Talented
(1979-1983) Franklin, MA

Secondary Reading/English Teacher
(1974-1979)

Supplementary information

Massachusetts Association of School
Superintendents
(1992-present)
(2004-2005) Past President
(1995-2008) Executive Committee

American Association of School
Administrators
(2005) Massachusetts Superintendent
of the Year
(2005-2008) Governing Board

(2004-present) Massachusetts
Department of Education Educational
Personnel Advisory Council Member

Position

Educational Consultant

Nationality

American

Language

English – mother tongue

Experience and skills

Independent Consultant

(2007 – present)

Education Advisor, Academies Division, Department for Education UK, providing advice and support for academies and sponsors.

School Improvement Partner for open academies.

Cambridge Education – providing support and mentoring in effective classroom observation (ECO) for principals and coaches in Benton Harbor, MI.

Cambridge Education – reviewing schools in New York, NY and North Carolina to assess their effectiveness. This included visiting elementary, middle and high schools, advising principals on actions to improve school performance and preparing reports for publication. Also responsible for quality assuring more than 100 school reports to prepare them for publication.

Inspection of the British school in Tokyo (independent K-Y11).

Abu Dhabi – deputy project leader with Piscari Education, monitoring PPP projects for ADEC, supporting government schools in Abu Dhabi. Responsible for quality assuring work of a team of monitors and feeding back to DEC on findings of monitoring visits.

Teacher/Head of Department/Faculty Leader

(1969-1981)

Various primary and secondary schools in UK and Libya.

Teacher

(1981-1982)

Barnfield College, Luton

Lecturer and Coordinator of Youth Training

(1982-1984)

South West London College

Advisory Teacher in Curriculum

Development

(1984-1985)

Advising teachers on the 14-19 curriculum

Her Majesty's Inspector of Schools

(1988-2007)

As Assistant Divisional Manager and Acting Divisional Manager for School Improvement responsible for: developing procedures for monitoring schools facing challenging circumstances, schools causing concern and Academies; liaising with the Department on policy for monitoring and supporting these schools; drawing up guidelines to support these policies; deploying a team of 40 HMI, 30 AI and 10 administrators; line manager for 13 HMI; over 500 inspections, mainly of schools causing concern, including published reports; case load of up to 16 schools at any one time.

Manager of the Proportional Inspection Project

Responsible for creating from scratch a new inspection process which is tailored inspection to schools' needs; liaising and consulting with the Department, Local Authorities and schools over the process; managing a public consultation; devising procedures and frameworks for proportionate inspection; managing and deploying a team including HMI, registered inspectors and administrators to deliver project objectives to tight deadlines; and managing the budget and schedules for reduced tariff inspections and for monitoring schools causing concern.

Supplementary information

Co-author of *Access and Achievement in Urban Education*.

Position

Consultant

Nationality

British

Language

English – mother tongue

Qualifications

Certificate in Education, Avery Hill College, University of London

B.Ed (Hons) Sociology: 2.2, Polytechnic of North London

MA Political Education, University of London, Institute of Education

Post-Graduate Diploma in Guidance and Counselling, The Hatfield Polytechnic, UK

Profile

Work with teacher teams, schools, districts, and educational agencies to improve teaching and learning through the development of effective professional learning communities. Developed Cambridge Education's Common Priorities Program, an approach to coherent school-wide instructional improvement centered around three key activities: curriculum alignment, interim assessment development and analysis, and collaborative lesson design. Lead implementation of the Common Priorities approach in a wide range of schools in MA, NY, and VA. Consult with educational agencies on related projects.

Experience and skills

Cambridge Education, Principal Consultant (2007-present)

FreshPond Education, Managing Director

Led and managed field services for an 11-year-old education organization that provides team-based professional development to school districts.

Team Learning Network, Founder and Director

Developed nonprofit project based on an innovative approach to education partnerships that support schools, community-based organizations, and community colleges.

New York University, Assistant Professor of Public and Nonprofit Management.

Conducted research on school improvement and taught public and nonprofit management. Advised students.

Selected projects

Learning Teams in Institutionalized Settings

Massachusetts Department of Youth Services and Department of Elementary and Secondary Education.

Helped design a Learning Teams Initiative that currently is being implemented throughout 60 educational programs in the state. Wrote a Learning Teams Framework that serves as the guidance document for the initiative.

Massachusetts Tiered Instruction

Massachusetts Department of Elementary and Secondary Education

Facilitated a large cross-agency working group charged with designing the Department's System of Tiered Instruction (RTI) model. Wrote the agency guidance document on Tiered Instruction and helped design a related Tiered Instruction grant program.

District Common Planning Time Self-Assessment

Massachusetts Department of Elementary and Secondary Education

Developed a comprehensive district self-assessment and action planning guide for the MA ESE to support the effective use of common planning time by school-based professional learning communities.

Common Priorities in Empowerment Support Organization Schools

New York City Department of Education

Conducted a pilot project with the NYC Empowerment Schools Organization in which the Common Priorities Program was successfully implemented in four underperforming schools.

Supplementary information

Related Publications

"Coherent Instructional Improvement and PLCs: Is It Possible to Do Both?" *Phi Delta Kappan*. March 2010, pp. 38-45. (Summarized in the March 22, 2010 *Marshall Memo*.)

Position

Principal Consultant

Year of birth

1963

Nationality

American

Language

English – mother tongue
German - fair

Qualifications

Ph.D, Sociology of Education

Key skills

Professional development
School improvement
Professional learning communities
Curriculum alignment
Assessment design and analysis
Lesson planning

Profile

Ray is an education consultant with Cambridge Education, working internationally in the UK, US and Nigeria. He has over 20 years experience of teaching and senior leadership in schools. In 1992, he became a senior adviser for a large local education authority in the UK. Since 1993, Ray has been accredited to lead the reviews (Inspections of elementary, middle and high schools throughout England, reporting to The Office for Standards in Education (OFSTED). He is very experienced in reviewing schools, including those that have serious weaknesses, both in the UK and across the US.

During the last five years Ray was a senior leader responsible for monitoring the quality of reviews of British schools in the midlands region, training new reviewers and leading the professional development of reviewer colleagues. Ray has also worked on an extensive UK funded project designed to improve educational standards in Nigeria. He took a major role to devise and implement a framework for external evaluation of schools across the country and led the training of Nigerian inspectors in implementing the new program nationally.

In the US in 2010, Ray has trained school leaders in new methods for evaluating teaching quality and effectiveness in Florida. He has also led the review and subsequent revisions of arrangements for approving school programs for Career and Technical Education (CTE) in New York City high schools for the NYC Department of Education and trained school leaders to implement the revised arrangements.

Position

Consultant

Nationality

British

Language

English – mother tongue

Profile

David A. Levine is an educator, facilitator, curriculum developer, musician, author and systems change specialist. Since 1988 Mr. Levine worked as a professional development specialist for schools, colleges and universities in New York State, New Jersey, Connecticut, Pennsylvania, Vermont, Ohio, Maine, Maryland, New Hampshire, Massachusetts and on the island of Guam. Some of the cities in which he has worked are: Syracuse, NY, Poughkeepsie, NY, Newburgh, NY, Camden, NJ, Springfield, MA, Rutland, VT and The Bronx, NY. His professional development approach to building healthy and productive learning communities is to teach pro-social skills and other life skills and the emotional intelligence (EQ) competencies through workshops, training experiences, classroom lessons, reflective practitioner mentor sessions, staff and administrative retreats, and informal interactions. He was recently (June 2008) trained by systems change specialist Peter Senge (*The Fifth Discipline*) in the U-Theory Systems Change Model (C. Otto Scharmer), which is a revolutionary approach for systems visioning and professional development initiatives.

Mr. Levine has been working with students, teachers and parents across the United States and abroad since 1983. His work in embedded professional development, capacity building and student training, focuses on creating emotional safety in school through systems analysis, staff training in risk and resilience, demonstration student classroom social skills lessons, leadership and facilitation training using EQ as a focus, community building initiatives, and curriculum design and implementation. He was the chief trainer for the Northeast Regional Center's Safe and Drug Free Schools Program for the U.S. Department

of Education for four years, was an elementary and middle school teacher for six years, and has offered training

sessions, workshops and keynote speeches for hundreds of school districts, state agencies and other educational organizations across the country for the last 15 years. Mr. Levine's unique approach in facilitating the *MD™ Process* for meaningful social dialogue has gained him notoriety throughout the United States in urban, rural and suburban school districts and on the island of Guam. His embedded professional development model is known as *The School of Belonging®*, and he has written three books; *Building Classroom Communities*, *Teaching Empathy* and *the School of Belonging Plan Book* (Solution Tree—formerly The National Educational Service,) each highlighting in its own way, this unique approach to creating safe and orderly classrooms and schools. He has also been published in the scholarly journals: Educational Leadership (ASCD), School Safety (University of California) and Reclaiming Youth at Risk (Reclaiming Youth International).

Position

Consultant

Nationality

American

Language

English – mother tongue

Profile

Andy has over 28 years experience in the IT industry and finds working in an educational environment both stimulating and challenging. Through Cambridge Education he aspires to bring both his technical skills and educational experience to bear in assisting educational establishments move forward in improving the standard of education of their students. Andy has also been successful in advising and assisting the school's Senior Leadership Team in writing the ICT School Development Plan and utilises his technical knowledge and communications skills to turn the School's educational vision into reality. Key to this success is his ability to turn technical knowledge and language into a format that can be understood by teaching and support staff, as well as meeting the needs of Architects and Building Designers.

Experience and skills

2005-2010, Rednock School, IT Manager

Managing a busy IT Support department consisting of 3 technicians supporting a large enterprise network and a number of Primary Schools

Assisting in developing the new ICT

Diploma with the Head of ICT

Acting as Agent to the Client during

Rednock's BSF OSP new build project.

1989-2004, Ethercom Limited,

Owner/Director

Ethercom was formed to specialise in computer networking including data cabling and maintenance of DEC mini computer systems and PC based systems.

1988-1990, Maindec Computers, Field Service Engineer

Third party maintenance and support of DEC minicomputer systems.

1984-1988, Systime Computers/DEC Field Service Engineer

Field Service engineer working on DEC PDP 11 mini computers, terminals, tape

drives and printers specialising in VAX 11/750 and 11/780 mini computers.

Selected projects

Garth Hill College.

Technical Consultant working with the ICT Contractor, Local Authority, building contractors and Garth Hill College Leadership Team. Managing and advising the various teams on all technical aspects of the school build. Overseeing the installation and commissioning of the ICT infrastructure ensuring compliance with the initial design criteria.

All Saint' Academy - ICT Consultant

Working with the Academy's Principal, sponsors, building designers and consultants in ensuring a cohesive and effective ICT infrastructure for the future. Coordination of ICT systems with the building, FF&E and other services. Assisting in procurement of the ICT Contractor to provide the complete solution.

Overseeing the installation and commissioning of the ICT Infrastructure from initial design through to sign off.

PCP Gloucestershire - ICT Consultant

Working with Gloucestershire Primary Schools and the local authority in developing new ICT Visions, deployment strategies and ICT Infrastructures as part of Gloucestershire's Primary Capital Project for new and refurbished schools.



Position

Technical ICT Consultant

Year of birth

1957

Nationality

British

Language

English

Key skills

Training non technical support and teaching staff in the use of ICT.

High level of IT network and systems skills.

Excellent customer Facing skills.

Summary CV

Hayden Lyons

Profile

Over 21 years as an educator with experience at the elementary grades, middle school and high school. Leadership experience includes work as a Math, Science and Technology coach as well as a principal of a high school in New York City. Graduate level teaching includes work as an adjunct professor at Adelphi University, in the Ruth S. Ammon School of Education.

Experience and skills

Cambridge Education LLC

Principal Consultant (August 2010 – present)

Responsible for conducting School Quality Reviews, providing leadership development training, providing professional development for teachers, assisting schools with strategic planning for school development and improvement, providing services in relation to school improvement.

Lady Liberty Academy Charter School - Newark, NJ.

Staff Developer (Consultant) – Math and Science (January 2010 to August 2010)

Responsible for training teachers in the implementation and assessment of the k-8 Math and Science Curricula. as well as coordinating the collection and analysis of assessment data for planning interventions.

Adelphi University, Garden City, NY

Adjunct Professor

(September 2007 - April 2008)

Developed and taught a course -Science and Technology in Childhood Education

HCZ Promise Academy Charter School, New York, NY.

High School Founding Principal

(August 2008 – December 2009)

Responsible for providing supervision, management and instructional leadership to the school.

Math Coach (July 2005 - August 2008)

Responsible for supervising the planning, delivery and assessment of the Mathematics Curriculum, providing professional development support for math teachers, and supervising the selection and purchase of curricular materials

Science Coach

(July 2006 – August 2008)

Responsible for supervising the planning, delivery and assessment of the Science Curriculum, providing professional development support for science teachers, and supervising the selection and purchase of curricular materials

Ministry of Education, Trinidad and Tobago

Elementary School Teacher (1990-2003)

Taught grades 1 – 6 in all subject areas
Technology literacy teacher (2002-2003)

Developed a Technology Literacy Curriculum for the Arima Boys' Government School, Trinidad and Tobago
Taught pupils to use the computer and its peripherals

Conducted Computer Literacy classes for teachers and parents



Position

Principal Consultant

Year of birth

1966

Nationality

Trinidadian

Language

English

Qualifications

Certified Technology Specialist – NY State
Certified Principal – NY and NJ States

BED, Educational Administration

University of the West Indies, 2002.
MA, Educational Communication and Technology, New York University, 2005.

MS, Educational Leadership and Technology, Adelphi University, 2008

Key skills

Customer relationship management, school development and improvement planning, leadership development, teacher training

Profile

Eight years experience working in urban school districts including five years of grade five teaching. Participant in the Center for the Improvement of Early Reading Achievement a school change project in East Hartford, CT that leads to achieving Adequate Yearly Progress on NCLB

Principal and instructional leader of the America's Choice at SAND School during the first year implementation that led to achieving Adequate Yearly Progress-Safe Harbor for whole school and all sub-groups on the NCLB status report for the 2009-2010 school year.

Produced overall student achievement gains in 11 out of 13 grade level subject areas on the Connecticut Mastery Test. Third grade results increased 32% in reading, 24% in math and 16% in writing. Fourth grade results increased 14% in math and 4% in writing. Fifth grade results increased 9% in reading, 6% in math and 34% in writing. Sixth grade results increased 33% in reading, 14% in math and 11% in writing.

Experience and skills

Cambridge Education, Consultant (2011-Present)

Provides professional development and support in school improvement and development programs, Effective Classroom Observations, school action planning and Leadership Training and Development

Principal America's Choice at SAND School Hartford, CT. (2009-2011)

Provided leadership for the instructional program offered to 520 students and 40 staff members, including faculty evaluation, professional development, curriculum management, student discipline and community engagement

Intervention Resource Specialist

1. OFFICE OF THE ASSISTANT SUPERINTENDENT: HARTFORD PUBLIC SCHOOLS (2007-2009)

Assisted the Assistant Superintendent of Elementary Schools in supporting lead teachers in the development and/or implementation of grade level based data teams. Provide coaching, modeling and

support for new staff members in elementary schools.

Teacher in Residence Connecticut State Department of Education: School Improvement Unit (2007-2009)

Assisted with the implementation of the Connecticut Accountability for Learning Initiative (CALI). Certified trainer in Data Driven Decision Making/Data Teams, Effective Teaching Strategies and Making Standards Work. Delivered technical assistance to priority school districts including Hartford, Bridgeport East Hartford and New Haven.

Selected projects

Sussex VA, USA

Sussex Middle School

Mathematics instructional support in grades 4-7 with identified staff in planning and delivering effective and engaging lessons with student outcomes

Pomona CA, USA

Palomares Middle School

Data analysis with math teachers in grades 7-9 to identify students strengths and weaknesses by subgroups and plan instruction based on individual needs

Bridgeport CT, USA

Bridgeport Public Schools

Providing Effective Classroom Observations professional development for administrators and teacher leaders

Supplementary information

2010 Connecticut Association of Schools First-Year Principal of the Year

2010 Recipient of University of Connecticut Neag School of Education Promising Young Professional Award

2009 Recipient of the Connecticut Association of Educational Opportunity Programs Award

Sidney P. Marland, Jr. Scholarship for Educational Leadership Award

Honored by the Connecticut State Board of Education for contributions to the profession of teaching



Position

Consultant

Year of birth

1979

Nationality

American

Language

English

Qualifications

University of Connecticut

Sixth-Year Diploma in Educational Leadership

University of Connecticut

Master of Arts in Education

University of Connecticut

Bachelor of Science in Elementary Education

Summary CV

Joaquin Noguera

Experience and skills

Ross Global Academy Charter School, New York, NY
2008-Present Coordinator of School Culture (K-8)

Responsibilities include evaluating teacher strengths and challenges, collaborate with assistant principal to determine focus of and deliver professional development. Manage consequences and promote incentives programs for students. Serve as school liaison between school and families. Act as first responder to all discipline issues in school and participate in student support teams. Co-teach middle school cultural history, ELA, mathematics, wellness, science, art, Chinese, and Theatre and develop collaborative projects using cultural history as the area of integration with every other subject in Middle School.

Co-Director, International Youth Leadership Institute, New York, NY (2007-Present)

Facilitate Saturday Seminar's Program

New York City Mission Society, New York, NY (2005-2006)

Developed lesson plans and facilitated personal development/leadership workshops for 63 program participants. Met weekly to tutor, advise and regularly document academic status and social/emotional state of 21 teens ages 14-18. Implemented leadership development workshops for 500 Summer Youth Employment Program participants ages 14-21

Program and Research Assistant The Civil Rights Project, Harvard University (2001-2002)

Collected and analyzed data from surveys and interviews, edited press releases for local, regional and national distribution, and researched and created educational books and pamphlets for clients.

Supplementary information

International Youth Leadership Institute-non-profit organization which travels with students abroad

Freedom Writer Teachers

Soccer Coach

Guerilla Hip-Hop Project

Responsible Travel-Widely engaged in ecologically and socially conscious travel throughout the United States, the Caribbean, Central and South America, and various parts of Africa

Humanities Middle School Teacher 2008

Cultural History Teacher 2006-2007

Position

Consultant

Nationality

American

Language

English-mother tongue

Qualifications

Bachelor of Arts, History and Sociology, St. John's University, 2005

Master's Degree Candidate in Secondary Social Studies Education, New York University, 2008-Present

Key skills

Teaching, cultural implementation, international organizations

Summary CV Eugene O'Connor

Profile

Since 2002, working with Cambridge Education on a variety of consultancy projects focusing on the strategic role of ICT in education, working with a variety of clients including local authorities, schools, colleges and academies.

Currently leading bid manager, project manager and project director for Academy projects and ICT components of Building Schools for the Future bids.

Experience and skills

2002-Present Cambridge Education (part of the Mott MacDonald Group), Senior ICT Consultant

Based in Cambridge but working on projects around the country and internationally involving ICT at both local authority level and with individual schools.

ICT bid manager for many projects including Building Schools for the Future projects, the Inspection contract with Ofsted and various Academies. Co-managed the bid process three times for framework contracts successfully putting Cambridge Education on a key frameworks with Becta

Manager of the Internal ICT systems in Cambridge Education co-ordinating introduction of technologies including Exchange Servers, Share point Portal Server and the integration with the group systems of the parent company – Mott MacDonald.

1989-2002 Cranford Community College

Initially head of Business and Information Technology Faculty but progressing to assistant head teacher.

1977-1989, Raynes Park High School, Head of Information Technology

Initially a teacher of Geology, then teacher in charge of Geology.

Selected projects

As Divisional Director – Acting as professional lead on several projects

Sandwell BSF: Acted as educational ICT advisor during the bid phase with the successful consortium and now providing

professional leadership in the implementation phase for the change management programme

Derby City BSF: worked as educational ICT advisor to the bidding consortium throughout the presses from PQQ to IPD2

Oldham BSF: worked as educational ICT advisor to the bidding consortium

Manchester BSF: acted as professional lead for the change management programme undertaken by CE for the Managed Service provider

Barnet FE college: Educational Technical and procurement advisor for the new build project in North London

Holy Trinity Primary School: Educational Technical and procurement advisor for the new build/ refurbish project - part of the Richmond PCP

Cranford Community School

As senior manager in this London Comprehensive, I was responsible for the introduction of all ICT related to curriculum and administration. Encouraged early adoption of technologies that would enhance pupils learning experience.

Ensured that ICT rich resources were available at the point of need with distributed facilities in every subject area as early as 1995, all linked by structured cables to central servers. Promoted the use of ICT in administration support – not as a cost saving exercise, but to ensure that data became information.



Position

Divisional Director
Education, Technical and
Procurement – ICT

Year of birth

1955

Nationality

British

Language

English – mother tongue

Qualifications

Bsc Geology
PGCE
Diploma in the Teaching of Physics
Advanced Certificate in the
Management of Education.
PRINCE 2 practitioner
Cisco Certified Network Associate
(CCNA)
Microsoft Certified Professional (MCP)
Microsoft Certified Trainer (MCT)

Key skills

Education
Information and communication
Technology
Applying technology to meet the need
Change management

Profile

Paul is an experienced educationalist with a passion for the considered use of technology to enhance teaching and learning outcomes for all

Paul's 17 year educational career path - including time as a teacher, advisory teacher and consultant - shows a history of support for colleagues and various client stakeholders. His effective interpersonal skills allow him to develop strong, successful and professional partnerships with colleagues at all levels and in different contexts. Paul's key strengths include imagination and innovation while his problem solving, initiative and creativity allow him to construct and, at times, negotiate clear and sustainable solutions. Paul has a clear understanding of issues surrounding change management in the field of e-learning.

Through a well defined process of visioning and planning Paul has helped schools to assess and improve their use of ICT and worked with them to develop practical action plans to aid the strategic shift from ICT to e-learning. As a local authority advisory teacher Paul has experience of developing authority wide strategies, training and initiatives. He has supported and/ or mentored all levels of staff from teaching assistants to senior local authority colleagues through a series of high quality bespoke training sessions in relation to the uses of technology. Able to win and maintain trust, Paul has worked alongside teachers in the classroom, exploring methodology and reflecting on practice that extends the use of new technologies across the curriculum. Paul maintains a detailed working knowledge of the wide variety of educational technologies available or emerging and the diverse ways in which these can be employed to support learning and teaching.

Experience and skills

Cambridge Education, ICT Change Management Consultant

Work with Local Authority and individual schools to create and agree Educational ICT vision and development plan, Support to school's thinking in terms of educational thinking, new initiatives and innovative technologies, Assist in producing school transformation plans, Enable effective delivery of change management modules, Development of exceptional working relationships with all

stakeholders including chosen ICT supplier, L.A. and school leadership teams, Work closely with ICT and School, Improvement Services colleagues, and wider Unit employees to provide a high quality service to internal and external customers and Varied BSF work with public and private sector partners in Manchester, Stoke on Trent and Salford

Learning Technologies Wolverhampton Local Authority, Curriculum Consultant

Support schools in use of technology to support learning outcomes, Support development of vision, strategy and planning for the use of technology to support learning outcomes across schools, Part of 'learning2Go' team – Europe's largest mobile learning project, Consultancy to HTs, SMTs, Governors and other key stakeholders on organisation and delivery of ICT in line with school improvement targets and strategies and Management, planning and delivery of professional development opportunities strategically and to groups and individuals

BECTA, Project Officer, Communication Aids Project (Temp) Support provision of communication aids to children with special educational needs

Primary Classroom Practitioner, Various – London, Auckland (NZ), Cheshire

NAACE member.



Position

ICT Educational Consultant

Nationality

British

Language

English

Qualifications

Postgraduate Certificate of Education
BA (Hons) 2:1 Social Ethics/
Community and Youth Studies
Diploma in information systems and
technology
Prince2 Foundation

Key skills

Helping clients to challenge themselves
Catalyst for constructive change
Empathetic listening
Development of creative solutions
Support for effective decision making, goals and plans
Development of effective helping relationships
Ability to apply a sense of realism and humour to challenging situations

Summary CV Edward Quigley

Profile

Thirty-seven years of teaching and administrative experience. Knowledgeable in curriculum development and implementation. Demonstrative skill in data analysis to improve student achievement. Experienced in crisis management. Skilled in team building as well as encouraging and supporting restructuring efforts. Demonstrated professional writing skills, including grant writing.

Experience and skills

Interim Principal, Brown Elementary School, Natick, MA

Facilitated the implementation of Professional Learning Communities. Assisted developing of K-8 Writing Continuum and the revision of Math Pacing guides of *Investigations* and restored morale and cohesiveness to staff.

Superintendent, Norwood Public Schools, Norwood, MA (2002-2008)

Instituted full day Kindergarden for all students. Increased High School Graduations requirements by 25%. Converted Junior High School(6-8) into a true middle school. Oversaw year to year improvement in Tenth Grade MCAS scored. Recruited and built strong technology support team. Expanded role of technology throughout the curriculum at all levels. Reorganized English Language Learner program to moer effectively mainstream ELL students. Developed "in-house" Special Education programs. Recruited and hired five building prinicpals as Central Administration team. Successfully guided the Norwood Public Schools through both a Coordinated Program Review and Educational Quality Accountability Review. Assisted the School Committee in the successfule negotiation of eight Union Contracts. Successfully negotiated 23 individual contracts. Advocated for need to update/replace high schools

that led to the passage of a siz million dollar over-ride for plans and specifications. Implemented Balanced Literacy Program K-5. Oversaw the development and implementation of Standards-based Report Cards. Worked with Curriculum Coordinator to establish Mentor program for new staff

Supplementary Information

June 2001 to March 2002 served as the acting Superintendent in the Norwood Public School System, Norwood, MA.

January 1999- June 2001 served as the Director of Elementary Curriculum/Title 1 in the Randolph public school system.

Held the position of Administrative Principal at the Helen H. Elementary School in Stoughton, MA from 1989 to 1998.

Massachusetts certifications include elementary teacher (k-6), Supervisor/Director (all), Principal (pre K-6) and superintendent/ assistant superintendent (k-12)

Position

Consultant

Nationality

American

Language

English-Mother tongue

Qualifications

Bachelor of Arts, Sociology, Stonehill College, North Easton, MA, 1971

Masters of Education, Elementary Education, Boston State College, Boston, MA 1972

Doctorate in Education, Boston College, Chestnut Hill, MA, 1993

Key skills

Education administration

David Scott

Freelance Educational Consultant

Experience and skills

Affiliate Consultant, National Strategies (2006-2010)

Supporting the developments in the delivery of the National Strategies and raising achievement in the schools and LAs as a Senior School Improvement Adviser as follows: conducted audits for the Primary Strategy in Stoke and Bristol, worked with LAs to determine schools' capacity and improve; adapting elements of the English National Strategies for the United States of America Federal Government, piloted in Indiana. Evaluation of the Key Stage 3 Strategy in several LAs. Supporting schools below floor targets in Yorkshire and Humberside.

Consultant with Specialist Schools and Academies Trust (2006-2010)

Responsible for auditing teaching and learning in academies

Consultant to Training and Development Agency (2006-2010)

Key responsibility consisted of liaising with LAs to support NQT induction

Evaluation of Wolverhampton EAZ, Evaluation of the Hospital and Home Tuition Service in Education Leeds (2004)

This involved evaluating the inclusion programmes and a full assessment of the Pacific Institution Investment in Excellence Course. Advice was given on how to raise boys' attainment at Key Stage 3.

Consultant to DCFS advising on provision for permanently excluded pupils in England (2003)

The main outcome was a series of high quality case studies on the best practice provision in several LAs which were posted on the DfES website.

Supplementary information

Representing Head of School Improvement, Newcastle upon Tyne on schools causing concern agenda.

Adviser to Keighley Challenge, a project set up by Peter Clark

Adviser to Leeds Challenge; like the above the outcome was higher standards at Key Stage 2.

Consultant to the Training and Development Agency (TDA) supporting Newly Qualified Teacher in England.

LIG Consultant to Bury LA secondary schools in challenging circumstances, working in the DfES with Peter Clark.

Associate Executive with Capita SCS supporting school improvement in Thurrock and Education Leeds.

Consultant to Gloucester Excellence Cluster supporting the introduction of the Primary Strategy Excellence and Enjoyment.

Consultant to Ninestiles Plus, working with Executive Headteacher Sir Dexter Hutt to transform secondary schools in Gloucester, Birmingham and Hastings.

External Evaluator of South East Northumberland Cluster.

Consultant to Northumberland LA on re-organisation proposals.

Consultant to Education Leeds on reconfiguration of children's services on locality basis.

Position

Consultant

Nationality

British

Language

English-mother tongue

Qualifications

1967-1970, Nottingham College of Education, Certificate of Education

1973-1975, Northumberland College of Education Bachelor of Education with Honours

1975-1978, University of Newcastle upon Tyne, Master of Education

Key skills

School inspections, accredited trainer with the Independent School Inspection, school management, skilled writer, project management skills.

Profile

Over 17 years' experience in the field of education in a wide range of roles, including personally delivering instruction in over 300 classrooms. Following a career in arts education and classroom teaching, undertook full-time study at Harvard University to earn a Masters in Technology, Innovation and Education. Has worked with Professor Ron Ferguson at the Harvard Kennedy School of Government as a research assistant working on the Achievement Gap Initiative and the How I Was Parented project.

As a Senior Education Specialist with Cambridge Education, LLC, has worked in New York City, Tampa, Virginia, North Carolina and Newark providing professional development and coaching to classroom teachers, instructional leaders and principals to improve student learning.

Experience and skills

Cambridge Education, Senior Education Specialist (2009 – present)

Contribute to the development of School Improvement Services, and professional development training and coaching. Deliver high quality professional development for administrators and teachers throughout the US.

Harvard Achievement Gap Initiative (Summer 2009), Research Assistant to Professor Ronald Ferguson

Conducted research, recruited subjects, collected and analyzed data and reported findings.

Differential Achievement Committee (DAC), Beachwood Schools, Interim Co-Chair

Examined research and practices relative to national achievement gaps. Planned and facilitated district's professional development on race and achievement. Recommended course of action to the Board of Education

Beachwood Scholars Advisory Network, Founding Advisor, and Development Coordinator

Collaborated with staff, students and parents to develop program content.

Served as liaison between community groups, administration, and school staff in addressing the academic and social concerns of students of color.

Beachwood Middle School, Ohio (2000 – 2009), Certified Teacher

Planned and executed lessons with co-teacher in both inclusion and regular education classes in Middle and Elementary Schools. Utilized data and technology to analyze student work, target areas of improvement and individualize student learning

Great Lakes Theater Festival, Cleveland, Ohio (1994 – 1997), Actor-Teacher, Grades K-12

Utilized acting, teaching and literary skills to aid students in gaining a critical understanding of classic literature

Selected projects

Hillsborough County Public Schhols

Teacher Effectiveness Initiative

Coach and trainer for administrators in implementing a new teacher evaluation system, including the use of the Charlotte Danielson rubric to evaluate and provide developmental feedback for teachers across the district.

New York City

Motivated Classroom

Trainer for instructional leaders and school staff in practical strategies to improve the quality of classroom teaching and school culture.

Early Years Reviews

Reviewer in Universal Pre-Kindergarten settings across the five boroughs and provided Quality Assurance.

Personalization by Pieces

Massachusetts, New York

Cluster Manager for schools using the Personalization by Pieces online platform for developing and assessing students' 21st Century Skills competencies.



Position

Senior Education Specialist

Year of birth

1968

Nationality

American

Language

English

Qualifications

Harvard Graduate School of Education

Master of Technolgy, Innovation and Education, 2009

Columbia University

B.A. Comparative Literature, 1993

Certified Teacher grades 1 – 8

Key skills

Professional Development
Process Coaching
Parent Partnerships
Technology and Education

Jeff Soloff
Consultant

Experience and skills

Consultant, New York City Department of Education (2009-Present)

Responsible for conducting quality reviews in elementary, middle, and high schools. Additional responsibilities include, writing quality review reports, and performing quality assurance review of quality review reports.

Consultant, Cambridge Education (2009)

Responsible for conduction quality reviews in New York City elementary, middle and high schools and then writing quality review reports.

Adjunct Professor/Educational Coordinator, Stonybrook University (2000-Present)

Responsible for scheduling and staffing of the post-masters educational leadership off-campus program. Teaches courses in the Educational Leadership program. Additional responsibilities include observing administrative interns and confer with cooperating administrators and working with new faculty to ensure consistency of instruction at all program sites.

Assistant Professor, Dowling College (1997-2009)

Primary responsibilities included observation of lessons by student teachers and providing feedback. It was essential to participate in on-going communication with principals regarding the progress of student teachers. Additionally, planned and led seminars for undergraduate and graduate student leaders.

Principal, Scwaring School, Plainedge, NY (1987-2003)

As principal received the New York State School of Excellence award. As

principal was responsible for analyzing and dis aggregated test data to determining the strength and needs of the students. Designed an assesment-drive instructional program based on student's needs. Conducted parent workshops to discuss the NYS School Report Card and its implications. Implemented technology as both an instructional and administrative tool. Created a school website for parents to obtain information about school happenings. Successfully implemented an inclusion program for all grades. Formed professional learning communities in an effort to deepen teachers' inderstand of best practice. Directed staff-wide infusion of New York State Standards across the curriculum. Worked closely with the PTA in an effort to keep the paretns apprised of the district and school-wide educational initiatives. Planned and led parent curriculum workshops to enlighten them of grade-level expectations, and aligned the annual budget to ensure that the instructional needs for the school were met.

Supplementary information

Earned certifications such as, Teacher of Secondary Social Studies in 1970, Teacher of Common Branches in 1970, School Administrator and Supervisor in 1975, and School District Administrator in 1975.

Position

Consultant

Nationality

American

Language

English-mother tongue

Qualifications

BA in Economics, Brooklyn College, 1970

MS in Education, Brooklyn College, 1973

Certificate in Education Administration, Brooklyn College, 1975

Key skills

Conducting educational quality reviews, educational leadership

Profile

Lynne is an ICT consultant within the School Improvement Service of Cambridge Education.

Lynne works collaboratively with a range of clients, and their stakeholders to ensure set project deliverables are achieved to the highest quality.

Lynne has a passion for the transformation of the educational experience for young people and their teachers so extending their life chances in this the 21st century. She has an in depth knowledge of the government agenda for children's services including, The Children Plan, Every Child Matters, personalised learning, the Gilbert report, 14-19, extended schools and workforce reform.

Lynne's knowledge of ICT and e-learning in education (including BSF) is comprehensive. She has a credible and respected position both within the Local Authorities and in the wider ICT education community.

Experience and skills

Lynne is currently working with several Local Authorities to support their ICT BSF activities.

Lynne is also working with BSF Consortia to develop and critically review ICT solutions to meet the priorities of learners, staff, community and the wider educational agenda and deliver genuine educational transformation.

Previously, Lynne held the role of E-learning and Communication Manager within the Warwickshire Local Authority. She was responsible for the management of the secondary E-learning advisory team, management of the finance, administration and business development team and directing the Warwickshire E-Learning Community Programme (PFI).

Lynne enjoys working with a wide range of people and is effective at communicating with people at all levels. As part of her role, Lynne set the secondary educational ICT strategy for Warwickshire and then inspired and presented this to Head teachers and other LA officers. Lynne is a confident, self motivated and well organised person.

Selected projects

Stoke On Trent – BSF ICT Consultant

Lynne is the Project Manager and ICT Educational Adviser to the authority, working with the LA and all secondary & special schools to develop the ICT strategy for change, Output Specifications, OBC and ultimately supporting the procurement process.

Walsall - BSF ICT Consultant

Lynne is the Project Manager and ICT Educational Adviser to the authority, working with 6 secondary schools to develop their ICT visions and develop their strategy for change.

Warwickshire E-learning community programme - Warwickshire County Council

The Warwickshire E-Learning Community programme is funded by PFI credits. Lynne has managed the project from initial bidding to the DFES for pathfinder funding, to coordinating the procurement team through the bid process, to direct the implementation and embedding of the contract within Warwickshire schools. During this process, Lynne has managed and co-ordinated a multi-disciplined team of both internal personnel and external advisers. The project procurement and implementation was completed on time and within budget.



Position

Education ICT consultant

Nationality

British

Language

English

Qualifications

PGCE in mathematics and ICT.
BA (First) in mathematics and computing
Prince 2 project management
Certificate in local Government procurement
Member of the National Association of Advisers in Computer Education (NAACE)

Key skills

ICT in education and ICT PFI
BSF ICT Project Management,
Procurement & Change management
Educational training and support
Developing an CYP E-strategy

Profile

Stephen is a successful ICT Consultant, committed to promoting effective teaching and learning through the use of ICT, based on 15 years of experience of using ICT in Education. He is able to empathise with clients in order to build credible relationships with educationalists and technologists alike and can contribute both strategic vision and attention to detail. He is an excellent communicator with strong technical presentation skills and the ability to understand the unique requirements of ICT in an education context and design solutions appropriately.

Experience and skills

2003-Present Cambridge Education Educational ICT Consultant

Assisting Academies through the process of interpreting an overall vision for learning, management and administration in to a vision for the role of ICT in order to inform and develop Functional and Technical ICT specifications during the design, procurement and implementation phases of the new Academy.

1994-2003, Research Machines (RM plc) Senior Pre-Sales Support Consultant and Team Leader

Progressed from Consultant to Senior Consultant and subsequently to Leader of a team of field-based support consultants providing specialist advice to the Education sector on the procurement of ICT solutions. Responsibilities included technical solution ownership and project management, team resource planning and the direct line management for up to 5 Consultants.

1988-1984, Tring School, Hertfordshire., Head of IT

Progressed from Teacher of Technology & IT to Head of ICT with overall responsibility for network management, infrastructure and curriculum development; Established an active and effective IT Coordinating group to develop and review an agreed policy and rationale for the development of

IT Capability across the whole curriculum. Also instigated, devised and implemented a £350K development plan to upgrade to a single, coherent school-wide PC-based network which led the school towards Specialist School, Technology College status.

Selected projects

The Academy @ Peckham Educational, Technical and Procurement ICT Consultancy

Completed an audit of the existing ICT provision and utilisation in the predecessor school and produced a development plan to cover all three phases of the building project, including strategies for interim and remedial works for the areas to be refurbished rather than rebuilt. Developed an ICT Functional Specification and translated this in to Technical Specification in order to conduct the complete procurement process for the Academy ICT Systems via GCAT. Developed a pioneering 'Interactive Presentation' solution, including a prototype 'Multimedia Lectern' for Teachers, to address the challenges of integrating ICT equipment and services in classrooms. Oversaw the execution of the ICT contract, including on site project management of the supplier during commissioning.

Westminster Academy Educational ICT Consultancy

Worked with the Design Team to plan and develop the design and layout of this new build Academy, based on the principles of the innovative RSA Competence-based curriculum. Produced the Academy Vision for the deployment of ICT in conjunction with the Principal Designate and developed this in to a detailed Functional Specification for procurement by others. Worked with the Academy ICT Team to develop strategies for ICT deployment in the areas of the predecessor school being refurbished to create temporary interim accommodation.



Position

Educational ICT Consultant

Year of birth

1965

Nationality

British

Language

English

Qualifications

B.Ed with First Class Honours in School Technology & Design
NCSL Accredited 'SLICT' Training Provider.

Key skills

IT and Telecommunications
Fixed Network Infrastructure.
Wireless Systems.
Computing & Telephony Equipment
AV and whole class presentation systems.

Profile

Nadine is an experienced educationalist and enthusiastic advocate of high quality education for all learners. Nadine's background in education and her ability to empathise with colleagues at all levels enables her to quickly form effective and successful working relationships. She has 15 years experience gained in the education system through teaching, school improvement and management, educational consultancy and training in schools and the commercial sector. She joined CE in August 2008

Experience and skills

2008-Present Cambridge Education, Educational ICT Consultant

Working with local authorities, Academies and schools in developing a strategic vision for ICT as essential tool in the transformational educational environment.

BSF consultant for local authorities. Supporting commercial partners with BSF tenders, including presentations and engagements. Working with individual schools to develop vision for ICT, using Becta SRF and achieving Becta ICT mark. Working with LEP, LA and schools to develop and deliver BSF change management programme.

2004-2008 RM Education, Senior Educational Consultant

Provided consultancy and support to BSF team and consortia members at local authority and school engagements. Undertook educational research and provided strategic and education advice to team. Worked closely with LA and schools (all types and stages) to develop visions and strategies, change management, CPD and training plans.

2002-2004, Carswell and Speedwell Primary Schools, Deputy Head teacher

Responsible for school ethos and values, PSHE, Behaviour, Curriculum and

Achievement. Performance Management, Assessment and ICT including refurbishment and new building of ICT suite and classrooms.

2001-2002, Oxford Schools Improvement Team, Advisory Teacher

Providing supporting schools and their Senior Leadership Teams in their efforts to raise achievement and effect school improvement, usually during the challenging period identified by Ofsted as being in Special Measures or Serious Weakness.

1995-2000, Berinsfield Primary School, Team Leader KS1, Teacher Reception through to year 4, and Coordinator for Science and International Relations.

Selected Projects

Sandwell Futures BSF

Developing and delivering BSF change management programme aimed at ensuring transformational change projects are outcome driven and embedded in practice. Training in use of CE change tool, Personalisation by pieces (PbyP)

Gloucestershire e-strategy for Schools Project

As the key consultant, responsible for developing and undertaking the research required to produce a framework for an e-strategy for schools. Managed relationship and reporting mechanisms throughout the project with key stakeholders. This included consultations with schools and the LA, review of national drivers for change and presenting findings in a number of sequential reports.

Basildon Excellence Cluster Conference

Developed and delivered workshops for primary heads and teachers on Harnessing Technology for Effective Learning and Teaching.



Position

Educational ICT Consultant

Nationality

British

Language

English
Fluent French speaker

Qualifications

Post Graduate Certificate in Education Studies
BEd (Hons) Science
HND Business Studies (Management Services)
Nadine is an accredited Becta ICT mark Assessor
Prince2 Practitioner

Published work

"Liberating the Caring and Lovable Child", TES (Times Educational Supplement) 2nd April 2004. Vaillant Hill, N.

"Embedding ICT in the Early Years Curriculum", Scholastic, Early Education, 2005

Profile

Homayon Zeary works as part of the School Improvement team within Cambridge Education. Homayon provides Educational and Technical ICT consultancy to projects ranging from individual school / college capital rebuild projects; supporting institutional improvements through sustainable change management and supporting national policies such as 14-19 and the General Teacher Council's Teacher Learning Academy through performing research, providing strategic input and recommendations to these projects.

Homayon is a self-motivated, committed and energetic person with over 10 years experience in managing all aspects of ICT within educational establishments. Homayon has a clear strategic understanding and appreciation of a vision for ICT driving educational standards forward.

Experience and skills

ICT Technical and Educational Consultant

Working on ICT projects around the country at local authority and individual school / college level. ICT Consultant for BSF projects, providing educational and design guidance to the design teams, local authorities and ICT system providers to ensure educational vision and brief is met by capital projects.

Currently works as a client side ICT educational and technical consultant with Academies in Sunderland BSF and Barnet College as part of the capital rebuild project.

Selected projects

Review of Technology Systems Supporting Delivery of the 14-19 Diplomas - Becta

Provided sector specific technical knowledge to the research project scoping range of systems and their interoperability that support the 14-19 Diplomas.

Worked with many diploma delivery consortia, local authorities, MIS

providers, central agencies, and awarding bodies to develop recommendations and align stakeholder effort to streamline implementation of the 14-19 reforms.

Haringey BSF

Working in conjunction with the ICT Transformation provided ICT consultancy for the ICT infrastructure requirements within the Haringey BSF project to meet the educational needs of the 21st Century education. As part of the stakeholder engagement, working with schools and transformation co-ordinators to understand the educational vision and translate this to the ICT infrastructure design. As part of the core Cambridge team working with various design teams members, contribute to the RIBA stages in order to produce complete building designs for a two stage design and build process.

The Academy at Peckham

Successfully, on time and on budget, planned and executed a major investment programme from the design stage to the user support and on-going maintenance creating a 21st century educational ICT infrastructure. This project was implemented in conjunction with consultants, many contractors and suppliers. Direct responsibility for ensuring all elements of the project were in line with the Academy's requirements and the ICT vision.



Nationality

British

Language

English

Qualifications

PRINCE2
CCNA
Certified Network Manager
Apple Certified Gold Engineer

Key skills

Educational Change Management
Project Management
Educational ICT Systems
Support Service Management
Server – Client Technologies
Network Infrastructure