Part I—NARRATIVE DESCRIPTION

A—COVER PAGE

The cover page must contain the following information and be signed by the official authorized to submit the proposal.

1. *Name, address, telephone and fax numbers, and e-mail address of the bidder*.

   Scholastic Inc.
   Central Regional Office
   300 Madsen Drive, Suite 102
   Bloomingdale, IL 60108
   630-523-5138 (main)
   630-671-0654 (fax)
   jwelty@scholastic.com

2. *Name and telephone number of the contact person*.

   Mike Bruni, Client Relationship Manager
   (518) 723-2049
   mbruni@leadered.com

3. *Federal Employer Tax Identification Number (FEIN) for the entity as well as a list of any proposed subcontractor(s) and their FEIN number(s)*.

   SCHOLASTIC CORPORATION FEIN NUMBER: 13-3385513

   SCHOLASTIC INC. FEIN NUMBER: 13-1824190

   PROPOSED SUBCONTRACTORS :

   Jonathan Hart, President
   American Business Financial Services, Inc.
   2401 Evergreen Circle
   McHenry, IL 60050

   FEIN NUMBER: 80-0307650

4. *The geographic areas that the applicant will serve*.

    Scholastic Achievement Partners (SAP) has the capacity to serve as Lead Partner in any geographic region giving priority to those schools where the best match of competencies can be made.

5. *The grade spans that the applicant will serve (i.e., elementary, middle and/or high school)*.

    Scholastic Achievement Partners (SAP) can provide comprehensive services to 10-20 schools of all types (elementary, middle, high) with existing staff though we also have the capabilities to serve more schools with sufficient lead time to balance resources from other geographies and scale the team in other ways.

B—EXECUTIVE SUMMARY

Provide a brief overview of the key elements of the proposal.

Scholastic Achievement Partners (SAP) bring together Scholastic Education, the International Center for Leadership in Education (ICLE), and Math Solutions to offer a powerful team capable of working across a broad range of needs to impact student achievement and improve low-performing schools. The result is school turnaround and transformation that is research-based, proven effective, and designed for scale and sustainability.

Our team of partners has deep experience in helping to positively impact student achievement. For over 90 years, Scholastic's mission has been to make every student a better reader, learner, and citizen. For the last 10 years, Scholastic Education has partnered with 1,500+ districts of all sizes and 18,000+ classrooms to enable scalable, sustainable literacy improvement for struggling low income, minority, special education, limited English proficient, and low achieving students. ICLE, founded by leading school improvement expert Bill Daggett, has 20 years of experience in helping to improve schools, strengthen instructional culture, and bolster teaching practices. Math Solutions, founded by renowned math educator Marilyn Burns, has been improving mathematics teacher effectiveness since 1984.

SAP understands that research is clear: the key to comprehensive school improvement is to take a focused approach that targets the key areas of impact that will drive greatest change. These impact areas, which SAP has identified as the Five Key Levers™, are as follows:

Lever #1: Literacy as a Gateway

Lever #2: Building Leaders Who Can Drive Change

Lever #3: Teaching Excellence

Lever #4: College and Career Ready Curriculum

Lever #5: Culture, Community and Family Engagement

The SAP needs assessment process informs initial planning, implementation, monitoring, and evaluating a customized school improvement plan against recommendations and criteria developed from the initial audit. The four broad stages of this process and work plan are as follow:

Stage 1: Identify Critical Needs

Stage 2: Develop a Focused Plan

Stage 3: Implement/Monitor the Focused Plan

Stage 4: Evaluate the Improvement Process- review data and gather evidence of

complementation and impact

Effective leadership is a key foundational element of SAP and extensive support is provided to school leaders in a number of ways. Our process is designed to cultivate school leaders existing skills and abilities to create a framework that will remain in place long after the consultants have left the school. Based on the results of the analysis, we will design a customized full-year program of professional development, job-embedded coaching, and other action steps designed to meet all identified priorities required for a school to reach its full potential. In addition, school leaders will learn to utilize Continuous Improvement and Progress Monitoring. Finally, we will work with the district and each designated school to create and implement a three-year plan for sustainability.

Specifically, in Illinois schools, SAP will work with district leaders and each designated school to do the following:

- Develop a Memo of Understanding (MOU) to ensure appropriate and adequate autonomies

- Provide services, resources, and assistance to implement school and state agreements relative to the SIG 1003(g) of NCLB

- Participate with the school in data collection, evaluation, and reporting activities

- Develop a customized school turnaround plan based on a comprehensive audit incorporating desired deliverables as described herein or negotiated

- Implement a well defined program for developing and supporting school leaders

- Develop specific criteria and processes for recruitment and selection of a new school principal

  and/or school leadership teams, as needed

- Determine strategies and interventions with measurable goals, objectives, and action steps

C—SERVICE AREA AND CAPACITY LIMITATIONS

Using the geographic regions designated (see web link) indicate each region in which the bidder is willing to serve as a Lead Partner. Specifically describe and fully explain any limitations on the applicant's capacity to meet all the requirements of the Lead Partner duties. If the applicant's capacity to fully serve eligible districts within a region is limited, the applicant must explain how priority for services will be determined.

SAP has the capacity to serve as Lead Partner in any geographic region giving priority to those schools where the best match of competencies can be made. We have over 500 consultants/coaches around the country and well-defined processes and procedures for identifying, training, and deploying new consultants quickly and with high quality. Within Illinois we feel confident we can provide comprehensive services to 10-20 schools of all types (elementary, middle, high) with existing staff though we also have the capabilities to serve more schools with sufficient lead time to balance resources from other geographies and scale the team in other ways.

D—WORK PLAN

1. Comprehensive Audit

Describe the process and measures that will be used to perform a comprehensive audit that carefully analyzes the LEA's and school's current programs, practices, and policies in order to assess the overall structure, curriculum, school climate, instruction, finances, program effectiveness, human capital, and governance of the system so as to address areas of need and plan for systemic change.

The SAP needs assessment is a focused process that operates on the belief that improving teaching and learning is a continuous effort that requires open and objective dialogue in a professional and non-threatening environment.   SAP recognizes that each school has its own unique DNA, its own individualized set of strengths and challenges. Our needs assessment process is a way to understand this specific profile of every school.

The purpose of the needs assessment is to bring all stakeholders- administrators, teachers, staff, parents, students, and the community- together as a team to identify the strengths and weaknesses of the school and make decisions on how to bring about needed improvements in the classroom and in the school as a whole.   The comprehensive needs assessment or audit takes place in Stage 1 of a four stage process which is the framework for SAP school improvement collaboration and the creation of each customized work plan.

  Stage 1: Identify Critical Needs

  Stage 2: Develop a Focused Plan

  Stage 3: Implement/Monitor the Focused Plan

  Stage 4: Evaluate the Improvement Process- review data and gather evidence of

    complementation and impact

STAGE 1: IDENTIFY CRITICAL NEEDS

In consultation with the State Support Team and Building Leadership Teams, a School Improvement Manager (SIM) will partner with each school to gather data and assess needs against the Five Key Levers™ described above, deploying multiple proprietary tools for data collection, including tools and information indicated in state mandates, to most effectively focus efforts and assist in the creation of a comprehensive plan for school improvement.

The needs assessment will include the following analyses:

- Structure

- School Achievement Analysis

- Curriculum Review

- School Climate Review

- Collaborative Instructional Review

- Resource and Financial Management Review

- Program Effectiveness Review

- Leadership Gap Analysis

- Governance of the System

Structure

Scholastic Achievement Partners will include an analysis of school structure as part of its needs assessment process.   This will include but not be limited to school day length, time on task/scheduling, staffing patterns, staff organization and relationships/communities, how the staff relates to the school and district administration, how the administration relates to the district, etc. resulting in the ability to provide advice and encourage sound decision-making about how true change might come about in the teaching and learning conditions for a school.

School Achievement Analysis

An important component of SAP's needs assessment process is the development of a School
Achievement Analysis to develop a rich quantitative baseline for further identifying gaps and measuring
success. The report provides a comprehensive analysis of student achievement data including the Prairie
State Achievement Examination (PSAE) or the Illinois Alternative Assessment (IAA), Illinois ACT
achievement, Illinois Standards Achievement Test (ISAT), and other data, student participation data,
student subgroup data, college readiness indicators, demographic data, and school characteristics to
identify strengths and potential areas of need. The Report will also use Illinois specific resources such as
the Illinois Interactive Report Cards and, when available, align with the Illinois Growth Model Working
Group's recommendations for student growth indicators. The Data Analysis Report will identify trends in
student performance over time and, when available align with the Illinois Longitudinal Data System
(ILDS). Where possible, present school data and performance will be compared to similar schools and
state averages.

Curriculum Alignment Review

As part of every Needs Assessment process SAP will conduct a Curriculum Alignment Review, an
evaluation of each school's curriculum to test alignment against Common Core Standards and prioritized
learning objectives. The International Center for Leadership in Education (ICLE), a Scholastic
Achievement Partner, has developed two tools to help manage and inform this analysis. The Curriculum
Matrix ® series contains six kits which assign a priority rating to each state standard in English, math, and
science based on the emphasis given to that standard on the National Assessment of Educational
Progress (NAEP) and the Illinois Standards Achievement Test (ISAT). Standards are also crosswalked to
the National Essential Study Skills (NESS), which ranks the importance of curriculum content in the
subjects relative to what graduates need for success in adult life. From this data, teachers can readily
find the standards/ benchmarks for the grade and subject they are teaching. They can then determine if

a standard/benchmark is likely to be assessed on the state test and the relative weight given to it. They can also discover its importance in terms of what students need to know and be able to do after high school graduation. SAP will use this data and any other available to inform the curriculum review. SAP may also use their proprietary resource kit, Career and Technical Education for College and Career Readiness - Convergence of Academics and CTE™ to determine where gaps exist in providing a CTE classroom that is rich in rigorous academic content.

Another way curriculum will be evaluated is against Learning Criteria to Support 21st Century Learners™. Working with a dozen national education groups representing many constituencies, the International Center for Leadership in Education has developed a comprehensive set of criteria to help schools with their improvement efforts. School leaders can use the Learning Criteria to determine their success in preparing students for current assessments as well as for future roles and responsibilities.

The Learning Criteria has four dimensions:

1. Foundation Learning - Achievement in the core subjects of English language arts, math and science and others identified by the school.

2. Stretch Learning - Demonstration of rigorous and relevant learning beyond minimum requirements, such as participation and achievement in higher level courses, specialized courses, and so forth.

3. Learner Engagement - The extent to which students are motivated and committed to learning, have a sense of belonging and accomplishment, and have relationships with adults, peers, and parents that support learning.
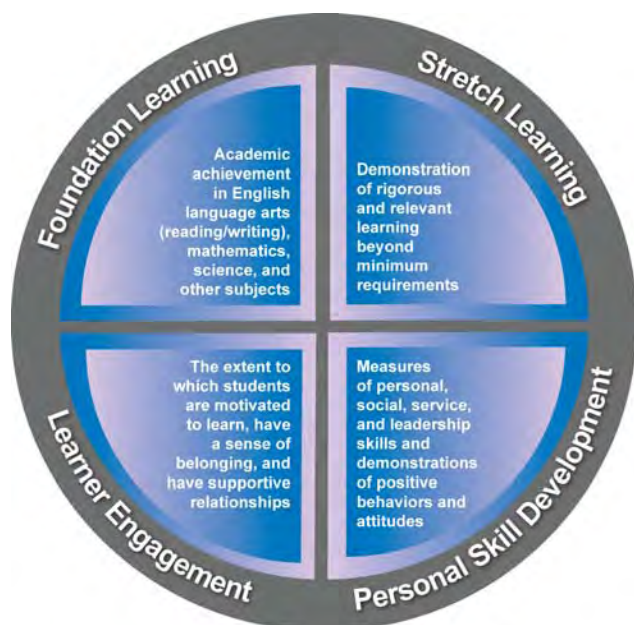
4. <u>Personal Skill Development</u> - Measures of personal, social, service, and leadership skills and demonstrations of positive behaviors and attitudes.

Foundation Learning and Stretch Learning are the most easily measured and have the highest profile of the four dimensions. The International Center believes that both are critical but not sufficient indicators of excellence. Personal Skill Development and Learner Engagement are more difficult to measure and are frequently overlooked in school improvement efforts. Yet, they may be key to achieving success in the academic areas. Moreover, the competencies and characteristics that fall under Personal Skill Development are necessary for success in all aspects of life.

The Learning Criteria was developed in partnership with the Council of Chief State School Officers (CCSSO) as part of a five-year initiative to identify and analyze the nation's most successful high school practices and policies for achieving a rigorous and relevant curriculum for all students.

SAP works with our partner, Math Solutions, to give teachers and leaders the support they need to improve and   strengthen K–12 math instruction. Guided by the belief that teacher effectiveness is the single most important factor for raising student achievement, and that teachers grow and excel when supported by actively interested and knowledgeable administrators, Math Solutions provides on-site and online professional development support and resources to school districts across the United States.

Our goal is to help districts build the capacity to provide standards-based instruction that increases student learning in all classrooms. From our experience, we've learned that the following are essential for making substantive system-wide changes in mathematics instructional programs:

- A vision and philosophy for mathematics teaching and learning

- Commitment and involvement from central office leadership

- Ongoing collaboration to design, implement, and refine professional development and support

- Collection and use of data to guide professional development and determine effectiveness

Our method of approach to solving the problems that hinder student math achievement consists of the following process:

1. Assessing unique school and district needs and resources- Our process begins with a collaborative assessment to identify specific needs and goals related to mathematics achievement. Understanding unique challenges and resources is critical to the development and implementation of a successful mathematics program. Math Solutions will assign a dedicated Education Consultant, and that person will provide a needs assessment, which may include an:

   - Additional analysis of school and district data

   - Classroom walkthroughs

   - In-depth fact-finding discussions with key educators

2. Developing a collaborative, customized improvement plan- Based on the needs assessment, a Math Solutions Education Consultant will collaborate with the District to create a customized Mathematics Improvement Plan. The plan will:

   - Align with or help develop a district Strategic/School-wide Improvement Plan

   - Provide solutions to address key gap areas in District mathematics program

   - Identify cost-effective strategies, services, and products that address District goals

3. Growing teacher, school, and district capacity- Research confirms that in order to effect substantial change, school districts need a professional development program that addresses the needs of classroom teachers as well as those of teacher leaders, math coaches, principals,

and district administrators. Our professional development services and products are discussed in a section that follows.

4. Providing data-driven analysis for accountability <u>reporting</u> and sustainable results- Fostering continuous improvement requires a clear understanding of the effectiveness and impact of the professional development plan being implemented. Math Solutions provides the tools and data needed to evaluate and report on the progress made in the District. This is further described in the Professional Development response that follows.

<u>School Climate Review</u>

Just as assessment data drives instructional planning, information about the school culture and climate is effective for planning school improvement efforts. To gather this information, SAP will perform two key activities. First, SAP will review any existing data from previous surveys and focus groups and then conduct additional stakeholder focus groups with teachers, staff, students, and community members. A proprietary system of surveys informs planning and involves all stakeholders. This simple but inclusive and powerful survey suite provides and understanding of perceptions that when analyzed, help leaders plan and implement school reform.

Second, in order to take into account the perspectives of all stakeholders, SAP will utilize proprietary *WE Surveys*. The *WE Surveys* are easy-to-use tools that ask students, staff and community members to share their perceptions anonymously about the learning environment, quality of instruction and leadership in a school or district. Survey results are compiled into a detailed report that can guide decisions about school improvement. Feedback from all stakeholders can initiate innovative, meaningful school change.

The suite includes five surveys, which can be used together or independently:

1. *We Learn* – Student Survey Grades 3-5

2. *We Learn* – Student Survey Grades 6-12

3. *We Teach* – Instructional Staff Survey

4. *We Lead* – Whole Staff Survey

5. *We Support* - Parent/Community Survey

The *We Learn* surveys assess how students perceive the quality of instruction and the learning environment of the school. They answer such questions as:

- Do students believe classroom instruction is both rigorous and relevant?

- Do they think learning is fun and exciting?

- Do they feel challenged and supported?

The *We Teach* survey is for teachers and staff that have a part in teaching and learning in the classroom. This survey assesses how teachers perceive the learning environment, student engagement and school leadership. The findings address such questions as:

- What does instructional staff think about the dynamics in the classroom and the school?

- Do instructional staff members align their day-to-day actions to the mission of the school?

- Do teachers feel empowered and ready to make a difference in the lives of all students?

The *We Learn* and *We Teach* surveys have parallel items, allowing for comparison of student and teacher perceptions of classroom learning.

The *We Lead* survey is for all staff working in the school. This survey assesses how staff perceives the school leadership. Survey results reveal, for example:

- Do staff members feel they can communicate freely with administrators?

- Is professional development aligned to school goals?

- Are decisions based on the needs of students?

The *We Support* survey is intended for all community members. This survey assesses community perceptions of the school experience as well as the community's expectations of the school system. Results provide information such as:

- How well does the community think students are prepared for the future?

- Do they think students have the skills and knowledge to be leaders in the community?

- Do they think students of all abilities are encouraged to learn?

Collaborative Instructional Review

The Collaborative Instructional Review (CIR) was created by SAP to help districts and schools improve teacher effectiveness and determine the level of rigor and relevance in instruction. Using CIR analytical tools, school and teacher leaders engage in targeted discussions and then implement strategies and actions to improve student achievement and classroom instruction. The tools and rubrics are used to develop both an accurate picture of daily instruction through the lens of the Rigor/Relevance Framework™ and a common strategy to motivate students to think in complex ways and apply what they learn to real-world situations. SAP will team with Building Leadership Teams to observe instruction in a sampling of classrooms, and will classify instruction relative to identified best practices in the nation's highest performing schools. Using the Rigor/Relevance Framework as a guide, we will determine the presence or absence of key instructional success factors and make a series of recommendations to scale effective teaching practices and improve program effectiveness.
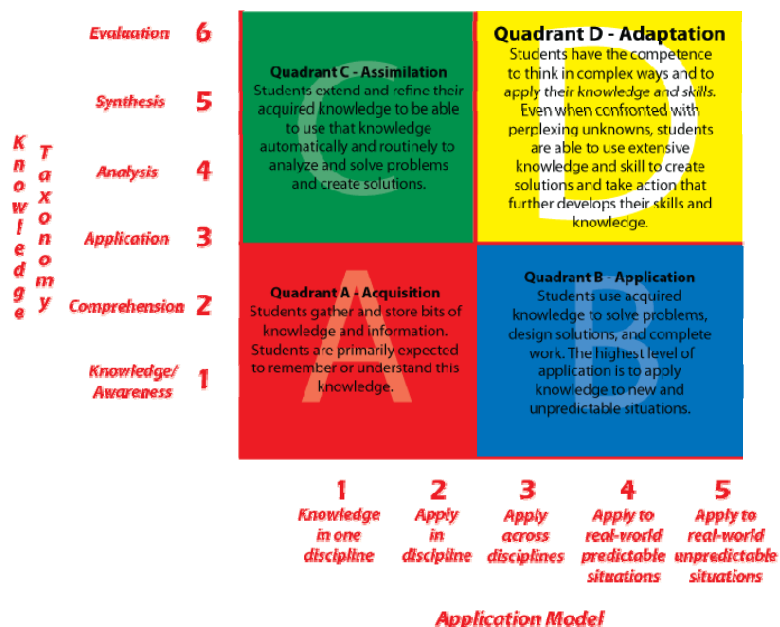
The Rigor/Relevance Framework is a tool developed by staff of the International Center for Leadership in Education to examine curriculum, instruction, and assessment. The Rigor/Relevance Framework is based on two dimensions of higher standards and student achievement. First, there is the Knowledge Taxonomy, a continuum based on the six levels of Bloom's Taxonomy, which describes the increasingly complex ways in which we think. The low end involves acquiring knowledge and being able to recall or locate that knowledge. The high end labels the more complex ways in which individuals use knowledge, such as taking several pieces of knowledge and combining them in both logical and creative ways.

The second continuum, known as the Application Model, is one of action. Its five levels describe putting knowledge to use. While the low end is knowledge acquired for its own sake, the high end signifies use of that knowledge to solve complex real-world problems and to create unique projects, designs, and other works for use in real-world situations.   The Rigor/Relevance Framework has four quadrants. Each is labeled with a term that characterizes the learning or student performance at that level.

The Rigor/Relevance Framework is easy to understand. With its simple, straightforward structure, it can serve as a bridge between school and the community. It offers a common language with which to express the notion of a more rigorous and relevant curriculum.   The Rigor/Relevance Framework is versatile; it can be used in the development of instruction and assessment. Likewise, teachers can use it to measure their progress in adding rigor and relevance to instruction and to select appropriate instructional strategies to meet learner needs and higher achievement goals.

Resource and Financial Management Review

As part of every Needs Assessment process we will conduct a Resources Management review, which will look at the following key areas:

- Current and historical budget picture for each school

- A review of budgeting and resource allocation processes vs. best practices

- A review of key practices relative to our proprietary Efficiency and Effectiveness Framework™

This review will include a series of recommendations to improve budgeting, resource allocation, and program selection decisions.

Program Effectiveness Review

SAP will partner with district leadership to conduct a review/audit of existing programs in place, measuring level of investment, demonstrated effectiveness, and fidelity of implementation. Based on this, we will make recommendations on which programs to focus on most heavily going forward.

Leadership Gap Analysis

As part of our audit process we will conduct a review of the presence or absence of leadership best practices in the school or district. As part of our work we have compiled an extensive database of the best practices of high performing leadership teams and have codified these best practices into proprietary needs assessment tools. Using these tools, we will determine each school's alignment to these leadership best practices and make a series of recommendations (including targeted training and executive coaching) to help give every leader the skills they need for success. Additionally, we believe in a distributed leadership model and will support LEAs in developing plans for identify, retaining, recruiting and rewarding high quality teachers, coaches, and other staff.

Governance of the System

As part of our audit process. SAP staff will seek to develop a full understanding of the strengths and weaknesses of the present governance of the system and make recommendations for short and long term adjustments and improvement especially as it relates to turnaround goals and objectives. We will draw from our extensive work in other districts and our exposure to a wide range of both effective and ineffective governance models.

STAGE 2: DEVELOP A FOCUSED PLAN

After information is gathered and analyzed, a Needs Assessment Report will be shared with Building Leadership Teams and staff, who will review the audit and comment on its accuracy. Modifications will be made as necessary and if appropriate. Following receipt of the detailed Needs Assessment Report, each school will receive additional assistance with further survey analysis and strategic planning which may include remote consultation and multi-day workshops to further analyze data, recognize emerging trends, and discuss areas of focus for improvement. SAP consultants will make specific recommendations that address critical challenges, assisting the Building Leadership Teams to develop a unique school improvement plan utilizing research-based strategies and action steps focused on identified critical needs. Focus will be placed on prioritized key actions that will drive the development of a coherent School Improvement Action Plan. Based on each school's unique needs, plans will consist of some combination of the following actions/steps:

- Implementation of a tiered intervention plan for struggling readers

- Targeted training and executive coaching to build key leadership skills and create a culture of high expectations

- Targeted training and instructional coaching to scale effective teaching practices

- Curriculum adjustments to better align to the Common Core Standards

- Key steps to build awareness and buy-in with families and community members.

A specific measurement plan and progress monitoring process with intermediate progress and measurable indicators or Key Performance Indicators (KPIs) will be embedded as well as a plan for sharing information with stakeholders.

STAGE 3: IMPLEMENT/MONITOR THE FOCUSED PLAN

SAP has an incredibly skilled implementation team that works daily in hundreds of districts around the country, to project manage, to train, to coach, and to provide technical support.   All members of the SAP staff are highly educated and trained to deliver school improvement services- in short, our team knows how to form deep partnerships and to "move the needle" when it comes to raising student achievement. Numerous experiences with large scale school improvement projects across the United States have provided our staff with extensive qualifications in the following areas:

Collaboration with State, District, and Building Leadership Teams

- Creating and monitoring a comprehensive plan for successful implementation

- Scheduling and facilitating implementation stakeholder meetings

- Developing and sharing implementation fidelity reports and recommendations

- Providing training in monitoring and supporting classroom instruction

- Assisting with running, analyzing and reporting data to support decision-making

- Overseeing testing windows and developing a comprehensive testing plan

- Collaborating with leaders to develop individualize professional development plans and deliver job-embedded coaching to give leaders the skills they need for success

- Providing advice and coaching from a proven Turnaround Specialist with successful district experience

Developing Comprehensive Literacy and Math Improvement Plans

- Building a baseline of literacy and math performance

- Creating plans for high quality literacy and math instruction as well as effective approaches to

    tiered intervention

- Effectively implementing high quality literacy and math intervention programs

Supporting Literacy and Mathematics Leaders

- Providing training in supporting classroom instruction

- Modeling collaborative coaching techniques

- Assisting with running and analyzing data to support instructional decision-making

- Providing support in establishing department protocols for implementation

- Jointly facilitating district and site-based professional development to build capacity and

    expertise

Improving Teacher Quality

- Understanding instructional strengths and weaknesses in the district or school

- Developing a comprehensive plan to address identified gaps

- Conducting high quality professional development and instructional coaching to improve

    teaching quality

Supporting Technology Specialists

- Beginning relationship with a technology audit

- Providing training in supporting classroom instruction

- Assisting with troubleshooting

- Providing support with on-site visits, by phone, internet, and web site

Supporting Classroom Teachers

- Providing coaching on effective teaching practices

- Co-teaching and modeling best practice instructional techniques

- Developing and managing an in-classroom support schedule

- Moderating district web-based bulletin boards for participating teachers to facilitate discussions
  and share classroom resources

- Providing ongoing training to develop strong instructional practices

- Collaborating with teachers to develop individualize professional development plans and deliver
  job-embedded coaching to improve teaching quality.

- Structuring and supporting professional learning communities

Supporting Overall Implementation Health

- Coordinating with technical staff regarding technical planning, installation, maintenance, and
  responding to technical questions

- Conducting site visits to monitor implementation health

- Customizing training to meet specific district needs

- Communicating curriculum updates to the district

Analyzing and Reporting Data

- Providing Implementation Effectiveness Reports: A comprehensive overview of implementation
  status in fall, at mid-year, and in spring

- Providing Student Gains Analysis: A detailed, bi-annual analysis of student gains. Analyses
  include data insights and recommendations for implementation improvement

- Facilitating the Scholastic Online Collaboration Portal: A unique portal that facilitates district-
  wide communication and sharing of data and best practices during the implementation

STAGE 4: EVALUATE THE IMPROVEMENT PROCESS- REVIEW DATA AND GATHER EVIDENCE OF

COMPLEMENTATION AND IMPACT

All Scholastic Achievement Partners' work is rigorously data-driven. We will conduct regular reviews of

data measured against Key Performance Indicators and staff performance. A Data Review Committee

will be created in each building, co-facilitated by a SAP team member and a designated school-based

point of contact. We will provide coaching and facilitation on best practice data review techniques, and

help to put a process in place that translates the review of these data into meaningful action.

2. Community Involvement and Engagement

*Describe how the applicant intends to develop and maintain meaningful partnerships with parents and
the community; include any formal partnerships with community based organizations. Indicate how the
applicant plans to integrate parents, the business community, community organizations, state, and local
officials, and other stakeholders into the reform process. Discuss how parents, guardians, and family
members will be engaged to establish and support a culture of high expectations, with a description of
specific tactics and strategies. Describe system wide strategies that will be employed to listen and
communicate with parents and community members about expectations for student learning and goals
for improvement.*

In order for school improvement efforts to be successful and sustained over time it is critical to actively

engage the community, families and all stakeholders in the initiative. SAP provides a range of resources

to support community, family and stakeholder engagement for schools and districts.   The following

describes specific resources available from SAP. These resources are tailored based on the needs of

partner schools and districts to accomplish goals such as:

1. Assessing the current status of community engagement

2. Creating a collaboration plan to bridge the school and community

3. Developing buy-in from community, family and business to support student achievement

4. Involving parents/families in academic goals

5. Supporting the collaboration plan between the school and community

Creating a Community, Family and Stakeholder Collaboration Plan- SAP is available to collaborate with school, district and SEA leaders on development and implementation of a comprehensive plan to maximize engagement of all stakeholders. The plan will include the results from the We Support Community survey, defining clear expectations and specific policies and resources and recommendations for this work. The central component of this plan is the development of a focused communication initiative to ensure common focus and buy-in from all external and internal stakeholders. Effective use of technology to drive interactive communication is a key component.

We Support Community Surveys- As part of a comprehensive communication plan, SAP deploys proprietary *We Support* surveys to gauge the level of support and engagement among external stakeholders. These surveys specifically measure perceptions of the school experience as well as the community's expectations of the school system in terms of rigor, relevance and relationships. Results provide information on, for example:

- How well does the community think students are prepared for the future?

- Do they think students have the skills and knowledge to be leaders in the community?

- Do they think students of all abilities are encouraged to learn?

Community Engagement Presentations and Forums- SAP Senior Advisors and Keynote Presenters are available to conduct a series of presentations to a wide range of community members and groups including: business groups/Chambers of Commerce, parent and family groups, religious leaders, not-for-profit organizations, political organizations, Parent/Teacher associations, and others. This work provides a forum for two-way communication focused on the goals of school improvement work while ensuring buy-in and active participation from all stakeholders.

Local, Regional, State and National Conference and Events- For 20 years SAP has specialized in designed custom-tailored events for a wide range of purposes. One particular area of focus is developing programs that create immersion in a culture of high expectations and focus on the needs of students.

These events can be deployed at the local, regional, state and national levels to engage community members in active dialogue with representatives from other schools from around the nation. Gaining perspectives from other schools and districts on the power of engaging the community stakeholders can provide the motivation to build strong relationships.

<u>Focused Strategies for Parental and Family Involvement</u>- SAP has a series of resources aimed directly at increasing the level and quality of parental and family involvement; they are focused in three areas:

- Home-focused activities
- School-focused activities
- Partnership-focused activities

This work includes a mix of print, online and in-person support and provides a year-long continuum to support schools, district and states in building meaningful parent and family involvement.

<u>Supporting the Collaboration Plan</u> The data collected from the We Support Community Survey and from conversations with leadership teams and community members will assess the current status of how the relationship between the school and community. This data will inform the vision for future collaboration. Through consultation with an SAP executive coach, a strategic plan of action will be supported and may include the following timeline of events:

Topic	Description
1. Initial Planning Meeting	An SAP executive coach will meet with the leadership team to discuss goals and set a timeline.
2. Community Kick-Off Event	The whole community is invited to a keynote address and other presentations from model schools across the nation sharing their best practices.
3. We Support Community Survey	Districted during the kick-off event and online.
4. Interviews with Key Stakeholders	Leadership teams, teachers, support staff, students, business leaders, parents, etc are interviewed to assess perceptions.
5. School/District Report	A report that summarizes the data collected from the Surveys and interviews with recommendations.
6. Planning Meeting	Review the report and develop actions.
7. Executive Coaching	Support the execution of the plan, which may include: facilitating communication, training staff of family involvement resources

3. Intervention Plan

Address the specific aspects of the applicant's approach for turning around low performing schools.

A. Prior Experience

i. Describe the organization's prior experience with turning around and improving student achievement in low performing schools. Include the theory of action that guides and informs the organization's practice and specify the strategies that have proven to be most effective for stimulating rapid change.

Theory of Action

Our approach to school improvement is centered on a belief that it is necessary to take a focused approach that targets the key areas of impact that will drive greatest change. These impact areas, which SAP has identified as the Five Key Levers™, are as follows:

Lever #1: Literacy as a Gateway: We believe that a solid literacy foundation for all students is a critical "gateway" to all further reforms. We will work collaboratively to develop comprehensive literacy improvement plans, implementing a delivery model that includes *READ 180*, the most thoroughly documented and proven effective program for low-achieving students, and *System 44*, a foundational reading program designed for the most challenged struggling readers. These programs are the most thoroughly tested and proven solutions of their kind, and have a proven track record of success.

<u>Lever #2: Building Leaders Who Can Drive Change</u>: We believe that in school improvement situations, leaders must have the skills and tools they need to serve as agents of change and to define a culture of high expectations. Each school leader will be paired with a SAP Executive Coach with relevant school improvement expertise. Job-embedded executive coaching will provide leaders with the skills they need for success.

<u>Lever #3: Teaching Excellence</u>: We believe that all teachers must have the skills and tools to consistently impact student achievement in a rapidly changing world, including the ability to introduce rigor and relevance into classroom instruction, to use data as a tool for making instructional decisions, to reinforce literacy strategies across the content areas, to master specific instructional strategies in each given subject area.   We will develop a customized plan of professional development and job-embedded coaching, delivered by our unparalleled team of coaches, to improve teacher effectiveness across the curriculum.

<u>Lever #4: College and Career Ready Curriculum:</u> To achieve school improvement, it's important to focus on <u>what's being taught</u> as well as in how teaching takes place. Our team of curriculum experts will work collaboratively with each school and district to conduct Curriculum Alignment Reviews (CARs), which assess the alignment of a school's curriculum to the new Common Core Standards and Next Generation assessments. We will then partner with schools to adapt existing curriculum based on this analysis.

<u>Lever #5: Culture, Community and Family Engagement</u>: We know that in order for school improvement to sustain we must focus on engaging families and communities in the improvement effort. Proprietary WE Surveys™ assess beliefs and attitudes of all stakeholders in a school community and result in creation of an improvement plan that includes peer support and information sharing towards transforming school cultures.

Prior Turnaround Experience

The Scholastic Turnaround Partners have prior turnaround experience with hundreds of schools around the country. Some districts that have benefited from the work of SAP and our partner organizations include: Detroit (MI), Columbus (OH), Great Amsterdam (NY), Syracuse (NY), Philadelphia (PA), Pittsburgh (PA), Los Angeles Unified (CA), Chicago (IL), Clark County/Las Vegas (NV), Broward County (FL), Hillsborough County (FL), Orange County (FL), Palm Beach County (FL), Pinellas County (FL), Dallas (TX), Houston (TX), Spring (TX), Charlotte-Mecklenburg (NC), Wake County (NC), and Cabell County (WV). The Departments of Education in these states and US territories have also partnered with ICLE, a Scholastic Achievement Partner: Arizona, Hawaii, Iowa, Louisiana, Maine, Nevada, Puerto Rico Department of Education in partnership with EduPro and selected schools, Virgin Islands Department of Education in partnership with STX, STTJ schools districts.

Pasadena (TX) Independent School District- Pasadena Independent School District serves 51,000 students, 85.8% of whom are minority, 26% LEP, 70.3% economically disadvantaged and maintains five high schools and four alternative schools. In 2006, in an effort to reverse a trend of lower graduation rates and restructure high school programs to meet the needs of 21st century learners, Pasadena began a three-year project with a thorough needs assessment; strategic planning; and clarification of its issues, expectations, and desired scope of work. A comprehensive and integrated implementation plan then guided the process of school reform. The district's Leadership Team used assessment data plus attendance and dropout rates to drive systemic change in the high schools. Data revealed a critical need for intervention at the 9th grade level. This intervention eventually led to a comprehensive overhaul of pre-K–12 highly effective coaching and processes for change. The Pasadena ISD continues to show gains in academic achievement, a reduction in failure rates, improvement in student attendance, and a decrease in dropout rates as a direct result of the training, facilitation, and staff development that they have received.
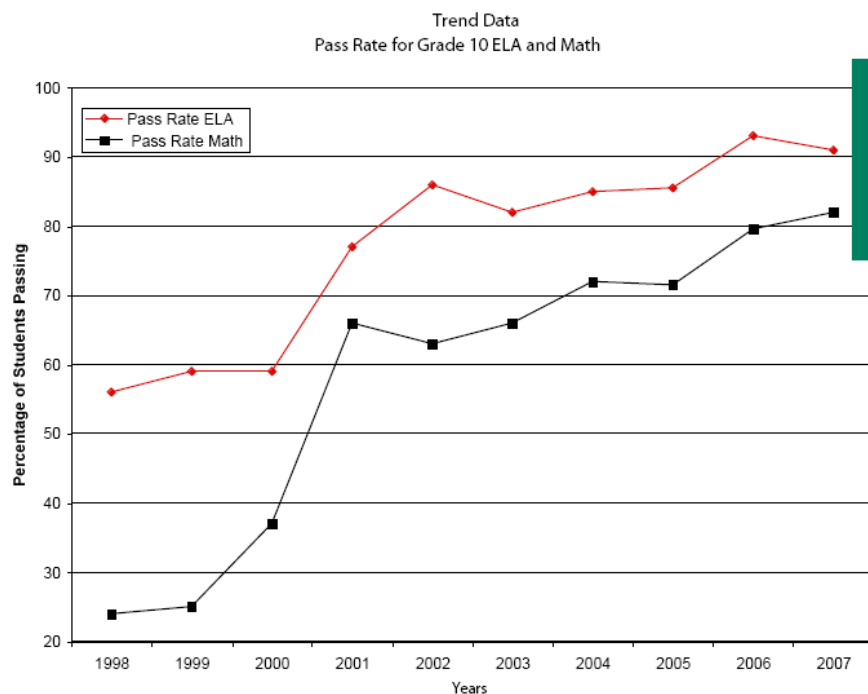
District-Wide Core Class Failure Rates for All Freshmen
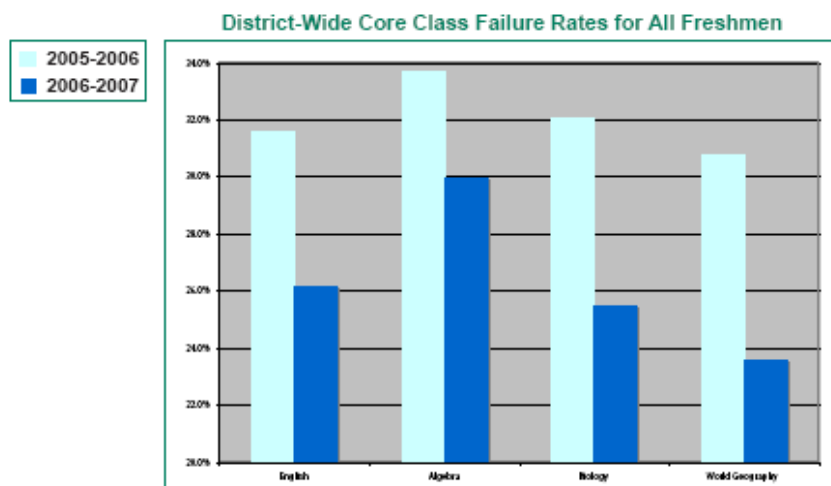
Pasadena Chart

Palm Beach County (FL) School District- The School District of Palm Beach County recognized the challenges they were facing and committed to making the changes necessary to prepare students for the world in which they will live and work. With the help of Dr. Willard R. Daggett and ICLE, the School District embarked on a journey of district reformation. Through careful examination and numerous leadership meetings they decided that a Career Development program would have the greatest impact on student achievement and success. A comprehensive and integrated scope of work was developed and smaller learning communities/career academies were implemented district-wide. A recent study from a representative sample of nine high schools housing 47 career academy programs revealed several facts:

- Student graduation rates (School Year 2008 seniors) among career academies were 18 percentage points higher than those of the non-academy students at the same school-sites.

- 95% of career academy students completed high school, college ready, while 77% of their non-academy peers accomplished the same feat

- Career Academy students completed high school with an average GPA of 2.93 as compared to 2.58 for non-academy students.

Brockton High School (MA)- Brockton High School, the City of Brockton's district's only high school, is a

very large, comprehensive grade 9-12 school located in a high-poverty urban center 30 miles south of

Boston. The 2007-08 student body of 4,350 included 29.3% white, 54.5% black, 13% Hispanic, 2.7%

Asian, and 0.5% American Indian students. Approximately 72% of the students qualify for free or

reduced-price lunch, 44.8% speak English as a second language, 9% are English language learners, and

11% are disabled. By utilizing ICLE consultants and the Learning Criteria to Support 21st Century

Learners™, Brockton High School defied its challenging demographics and became a model of student

achievement. Led by ICLE and its own School Restructuring Committee, Brockton focused on a few key

initiatives: increasing student achievement on the Massachusetts state test through a comprehensive

school-wide literacy initiative; reversing the culture of low achievement by raising expectations for all

students; identifying essential academic skills and knowledge and making instruction relevant to

students' lives; and fostering positive relationships between and among students and teachers. By

2009, Brockton had dramatically increased the number of students passing the MCAS. The pass rate for

ELA went from 55% to above 90% and for math from 22% to above 80%.

Trend Data
Pass Rate for Grade 10 ELA and Math

Louisiana At-Risk High Schools- In 2007-2008, the a Scholastic Achievement Partner, ICLE, was chosen to assist the Louisiana Department of Education in its program of addressing the issues of 34 underperforming high schools across the state and, specifically, the problem of grade 9 transition. Louisiana's State Department of Education defined the project as follows:

> The purpose of the High School Redesign 9th Grade Initiative is to encourage and support schools in implementing reforms which better provide students with the personal attention and supports they need to have a successful initial year of high school, earn an on-time promotion to 10th grade, and be prepared for continued success in grades 10 and beyond. The goals of the High School Redesign 9th Grade Initiative are to:
>
> - *Increase 9th to 10th grade promotion rates*
> - *Decrease 9th grade dropouts*
> - *Increase 9th grade daily attendance*
> - *Reduce 9th grade course failures*
> - *Decrease 9th grade suspension and expulsions*
> - *Increase 9th grade iLEAP test scores*

In response, teams of SAP consultants and coaches fanned out to work with individual high schools – assessing needs, then developing, implementing and managing school improvement plans in 34 underperforming high schools in 21 parishes, including 5 in East Baton Rouge Parish and 1 in Shreveport. SAP staff and consultants conducted needs audits for each school and then developed goals-based improvement plans in collaboration with the school leadership team and staff. Plans and goals varied school-to-school based on each school's data and priority issues, but the intervention strategy also included a common focus for all schools on test prep; professional development programs in instructional strategies for teaching staffs; leadership coaching and workshops; teacher training presentations and workshops using International Center resource kits; and administering the

International Center's *We (Learn/Teach/Lead)* surveys to identify gaps between staff, student, stakeholder and leadership perceptions and school mission and effectiveness. Student achievement scores on the state assessment rose – almost across the board in the target schools – on that year's Louisiana Educational Assessment Program (LEAP) and the Graduation Exit Exam (GEE). Several high schools have opted to continue their partnership with the International Center and are working on continuous improvement initiatives.

School District of Philadelphia (PA)- The School District of Philadelphia is the eighth largest school district in the nation, by enrollment. The district is a racially and ethnically diverse community serving over 163,064 students K-12 of whom 61.2 % are African American, 17.6% are Hispanic, 13.3 % are Caucasian, and 6.2% are Asian. The Philadelphia district enrolls approximately 49,000 students in its 62 high schools, not including its 17 alternative schools. Approximately 94,000 K-12 students qualify for free or reduced lunch. Per pupil expenditure is $11,490.

Based on the successes realized from previous collaborations with ICLE on other high school improvement projects during 2008, the School District of Philadelphia extended its partnership beginning in early 2009, to continue and extend its Small Learning Communities High School Initiative. The objectives and project deliverables for this initiative have included:

- Improving school climate and removing barriers to learning

- Reduce student misbehavior and incidents of violence

- Increase attendance rate, promotion and graduation rates

- Improve academic rigor in the classroom

- Increase proficient and advanced levels on PSSA exams

- Increase numbers of students taking College Board exams and average scores

- Increase the rate at which graduating seniors enter post secondary education

Although the project is ongoing, early results are encouraging. Moreover, SAP has gained valuable experience and insights into working closely with a large urban district in planning, implementing and managing this major school improvement initiative.

Columbus (OH) City Schools - SAP began work with Columbus City Schools with a three-day practitioner-led Leadership Training Summit in the summer of 2009 designed to provide Columbus City School leadership teams with resources and support to be effective leaders in the 21st century. This program featured sessions aligned to the skills central to being a successful leader: coherent vision, empowerment, instructional leadership, and personal/social/emotional. The program also included Facilitated Action Planning for leadership teams. This program was designed and delivered to ensure the program was customized and specifically aligned with the goals and objectives of the district. The partnership between Columbus City Schools and SAP continued in the 2009-2010 school year with three one-day professional development programs on 7 different topics, with one of the topic strands being Leading Change in Schools. In addition, SAP and the district collaborated on another Leadership Training Summit in the summer of 2010.

ii. Provide specific examples, which can be substantiated with data, demonstrating successful and effective work with academically underperforming LEAs and schools and provide evidence of ability to implement rapid and dramatic improvement in schools. Include student achievement data if available. Also include contextual info for each example.

SAP's Theory of Action includes 5 key levers as described at the beginning of this section. In addition to the four examples of turnaround experience provided immediately above, we here are examples of specific literacy and mathematics improvement in SAP served schools and districts.

Clark County (NV) School District- Clark County School District first implemented *READ 180* at eight middle schools and two high schools during the 1999–2000 school year. Student achievement improved considerably at those ten sites, and student dropout rates improved dramatically at Cimarron–Memorial High School. In order to measure the effectiveness of *READ 180* with middle school students receiving special services in Nevada, the Clark County School District collected and examined statistical data from Scholastic Reading Inventory (SRI) during the 2002–03 school year. This middle school data was then analyzed by Dr. Rosemary Papalewis. In addition, Clark County School District further examined their implementation of *READ 180* in high school during school year 2004–05. Evaluator Keith Zvoch of University of Nevada, Las Vegas, used the SRI scores of 2,226 *READ 180* high school students, which include English language learners and students in special education, to measure reading growth trajectories.

Middle School Results (Papalewis, 2003) In middle school, 423 sixth- through eighth-grade students participated in *READ 180*; a paired t-test analysis revealed statistically significant improvements (p<0.01). *READ 180* students scored a mean pretest NCE of 11.28 and a mean posttest NCE of 18.59 for a gain of 7.34 NCEs. In a meta-analysis of comprehensive school reforms and achievement (Bormon, Hewes, Overman, & Brown, 2003) gains in NCEs between 1.9 and 3.2 were considered to be meaningful. The students participating in *READ 180* not only demonstrated NCE gains exceeding seven points, but also an average Lexile® gain of 119 L and a Percentile Rank gain of five points (Table 1). In terms of the four SRI performance standards (At Risk, Basic, Proficient, and Advanced) as defined in the SRI Technical

Guide: 34% of sixth graders, 50% of seventh graders, and 62% of eighth graders had sufficient improvement in performance to move to a higher proficiency level (Graph 1).

Graph 1
Percent of Middle School Students Moving to Higher Proficiency Level, 2002–03
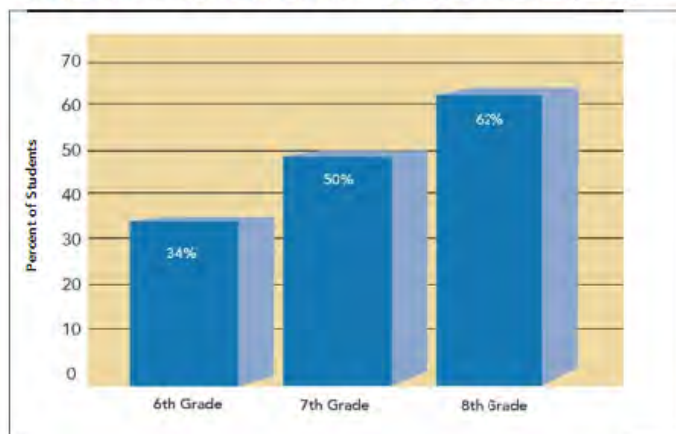
High School Results (Richmond, 2006) *READ 180*'s general impact on high school students is demonstrated by a reduction in the dropout rate at Cimarron-Memorial High School (Richmond, 2006). At Cimarron-Memorial, which began its *READ 180* program with 215 students during fall 2004, and at Centennial HS, which began its program with 106 students in fall 2005, the dropout rate decreased by 35% and by 55%, respectively during the first year of implementation, as compared to Clark County School District overall, where the dropout rate decreased by 11% during 2004–05 and 13% during 2005–06 (Graph 2).

Graph 2
High School Student Dropout Rates, 2003–04 and 2004–05
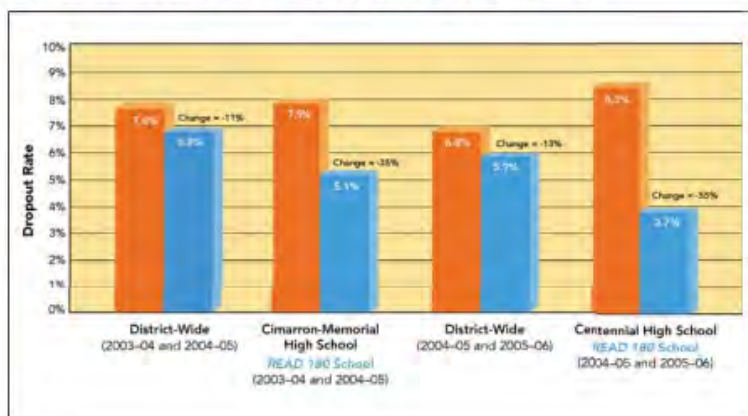
At Centennial High School, which began its *READ 180* program during fall 2005, the dropout rate decreased by 55 percent during school year 2005–06, as compared to Clark County School District overall, where the dropout rate decreased by 13 percent during 2005–06 (Graph 2).

Although SRI scores showed special education students and English language learners were at a significantly lower reading level than general education students at the beginning of ninth grade (fall 2004), an analysis of reading growth rates in these *READ 180* students from 2004–05 revealed that "students in these special populations grew at a faster rate than their peers during the ninth-grade school year. As a result, the achievement gap between special and general education students was smaller by the end of the ninth grade" (Zvoch & Letourneau, 2006, p. 1). The same was also found to be true with English language learners and students proficient in English (Graphs 3 and 4).

Graph 3
Ninth-Grade Student Literacy as a Function of Program Days and
Educational Status
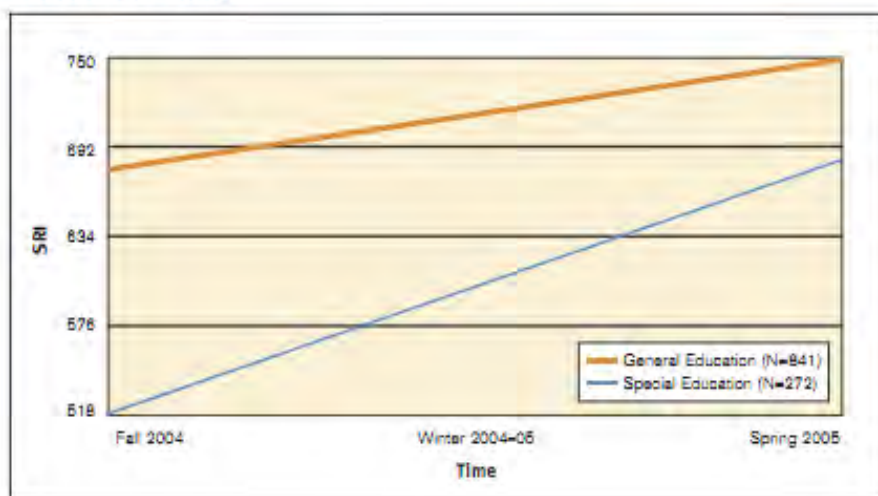
Graph 4
Ninth-Grade Student Literacy as a Function of Program Days and English Language Learner Status
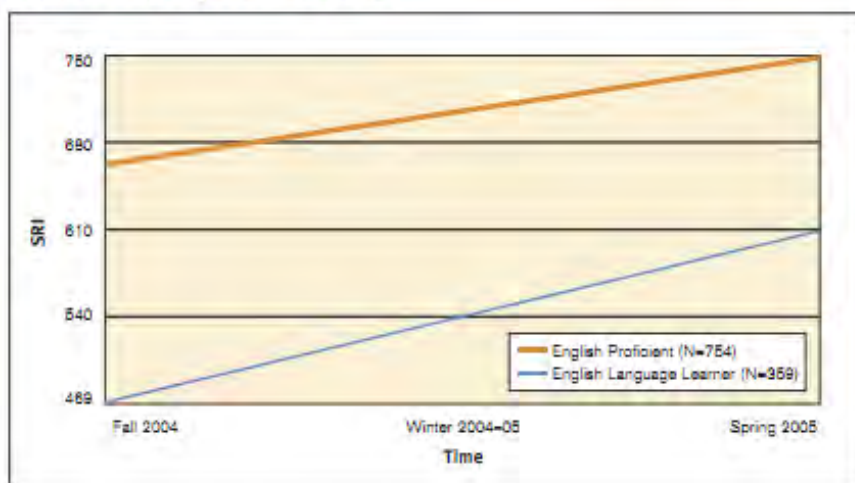
The average general education student gained approximately a quarter of a scale score point per day, while special education students gained approximately 0.54 scale-score points per day (Zvoch & Letourneau, 2006). Thus, the achievement gap between education groups was reduced to 80 scale-score points (approximately 0.32 of a standard deviation) by the end of ninth grade. And while the average English proficient student gained slightly over a quarter of a scale-score point per day, English language learners gained 0.50 scale-score points per day so that the achievement gap between language groups was reduced to 140 scale-score points (approximately 0.56 of a standard deviation) by the end of ninth grade. Thus, "the growth made by the average *READ 180* participant was equivalent to an advance of one grade level of reading ability. However, the growth experienced by English language learners and special education students was roughly equivalent to an advance of 1.5 grade levels" (Zvoch & Letourneau, 2006, p. 1).

Reference
Zvoch, K., & Letourneau, L. (2006). *Closing the achievement gap: An examination of the status and growth of ninth-grade READ 180 students*. Las Vegas, NV: Clark County School District.

Phoenix (AZ) Union High School District- The Phoenix Union High School District (PUHSD) has been using

Stage C of *READ 180* since fall 2003 to help struggling readers in the ninth grade become proficient

readers and increase their opportunities to be successful in school. The PUHSD students selected to

participate in *READ 180* were performing below grade level. Specifically, ninth-grade participants scored

below a grade equivalent of 8.0 on the SAT-9 test administered during the spring of their eighth grade

year. Results of an analysis conducted by Policy Studies Associates show changes in reading proficiency

for two cohorts of *READ 180* participants during the 2003–04 and 2004–05 school years (White &

Haslam, 2005).

Cohorts 1 and 2 were compared to matched groups of nonparticipants. Policy Studies Associates

selected the matched groups via software that employed propensity matching on eight different

variables. Cohort 1 includes ninth graders who participated in *READ 180* for one year during 2003–04.

Cohort 2 includes ninth graders who participated in *READ 180* for one year during 2004–05. For Cohort

1, pre- and posttest SAT-9 and SRI data was analyzed. Also, for Cohort 1, longitudinal AIMS Reading test

data was analyzed from the following tenth-grade academic year. For Cohort 2, pretest SAT-9 and

posttest Terra Nova data and pre- and post-test SRI data was analyzed.

After completing *READ 180*, the ninth-grade *READ 180* participants in Cohorts 1 and 2 averaged

substantial gains in their performance on the SRI. Cohort 1 participants averaged a gain of 14 NCEs (±1

NCE) on the SRI, or nearly three years of growth, between August 2003 and May 2004; more than 50%

achieved two or more years of growth in reading ability and 37% achieved four years of growth or more

(Graph 1). A gain of five NCEs was defined as the equivalent of a year of growth on the SRI exam. This

threshold was computed by averaging the difference in Lexile® measures required to remain at 50 NCE

between eighth and ninth grade, then converting a change of that magnitude back into NCEs.

Graph 1: Ninth-Grade *READ 180* Participants' Growth in SRI Scores, Phoenix Union High School, 2003–04 (Cohort 1)
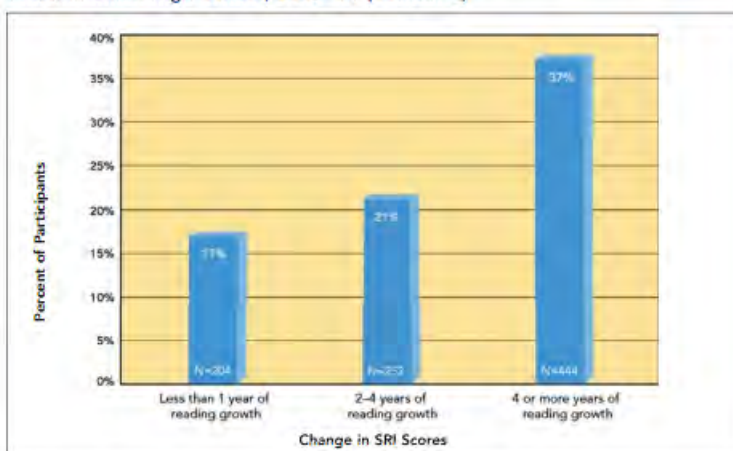
Exhibit reads: 58 percent of ninth-grade participants achieved two or more years of growth in reading ability and 37 percent achieved four years of growth or more on the SRI.

Cohort 1 participants also achieved statistically significant higher average scores on the SAT-9 (31.4 NCEs) than matched nonparticipants (30.1 NCEs) in spring 2004. All Cohort 2 participants averaged gains of 11 NCEs on the SRI, or two years of growth; 40% achieved gains of three or more years. Cohort 2 participants also achieved significantly higher average scores on the Terra Nova Reading test (41 NCEs) than matched nonparticipants (38 NCEs). Further analysis of *READ 180* participants during the 2005-06 school year revealed that African-American participants averaged a gain of 11.9 NCEs, while Hispanic participants averaged a gain of 9.4 NCEs and other participants averaged 9.6 NCEs (Graph 2).

Graph 2
Ninth-Grade *READ 180* Participants, Change on SRI, by Race/Ethnicity, 2005–06
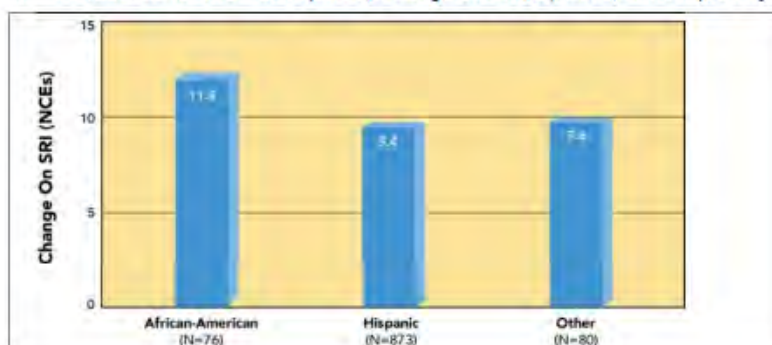
Reference

White, R.N., & Haslam, M.B. (2005). *Study of the performance of READ 180 participants in the Phoenix Union High School District 2003-04 and 2004-05*. Washington, DC: Policy Studies Associates, Inc.

Desert Sands (CA) Unified School District- Desert Sands Unified School District (DSUSD), located on the outskirts of Palm Springs, enrolls nearly 29,000 students in grades K–12. The district's ethnic population is 64% Hispanic, 27% Caucasian, 2% African-American, 1% Asian, and 6% unclassified. During the 2006–2007 school year, DSUSD implemented *READ 180* to increase the literacy levels of sixth-, seventh-, eighth- , and ninth-grade students performing at the below basic or basic performance level on the California Standards Test, English Language Arts (CST ELA).   More than half of the students were classified as English learners (58.2%).   Scholastic launched an assessment of the impact *READ 180* has on student reading achievement. Scholastic obtained spring 2006 and spring 2007 CST ELA scores from 285 *READ 180* students, as well as from a comparison group of 285 DSUSD students matched on spring 2006 CST ELA scores and language proficiency status.

As Graph 1 shows, *READ 180* students achieved, on average, a pretest CST ELA scale score of 279 and a posttest score of 294, while the comparison group achieved, on average, a pretest CST ELA score of 277 and a posttest CST ELA scale score of 280. For *READ 180* students, this translated into a gain of 14.6 scale-score points on the CST, as compared with a 2.5 point gain for nonparticipants. Dependent t-tests revealed that while the *READ 180* student gain on the CST was statistically significant (p=.05), the comparison group's gain was not. In addition, an Analysis of Covariance (ANCOVA) revealed that *READ 180* students had significantly higher posttest (2007) CST ELA scores than did their matched peers, controlling for differences in their pretest CST ELA scores (F=33.87, p=.00).

Graph 1
Average CST ELA Scores for *READ 180* and Comparison Students from Spring 2006 to Spring 2007
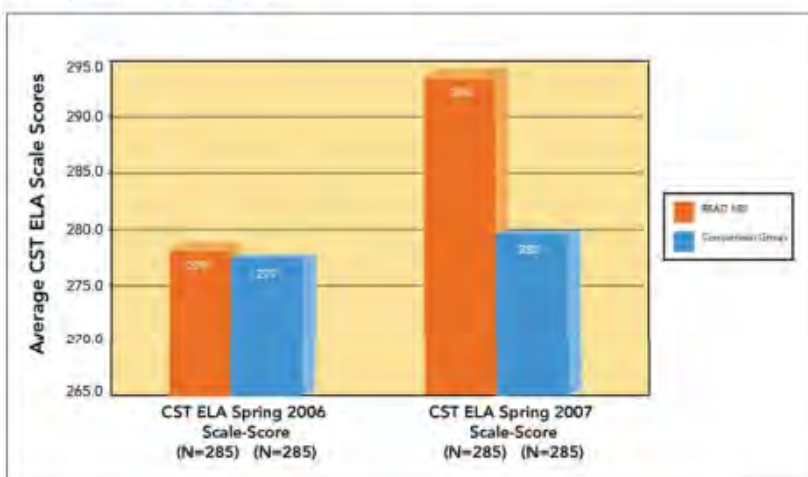
Scholastic also obtained CST ELA scores from 166 *READ 180* English Language Learners (ELLs) and a separate comparison group of 166 nonparticipants. Dependent t-tests revealed that *READ 180* ELLs made statistically significant gains on the CST ELA (p < .05). Moreover, *READ 180* ELLs had significantly higher 2007 CST ELA scores than did their matched nonparticipating peers, controlling for differences in their 2006 CST scores (F=9.76, p=.002). As Graph 2 shows, *READ 180* ELL students gained an average of 13 scale-score points, while the comparison group gained, on average, 5 scale score points. Although both groups' gains were statistically significant, the *READ 180* students' gain was approximately 2.5 times larger.

Graph 2
Average CST ELA Scores for *READ 180* and non–*READ 180* English Language
Learners from Spring 2006 to Spring 2007
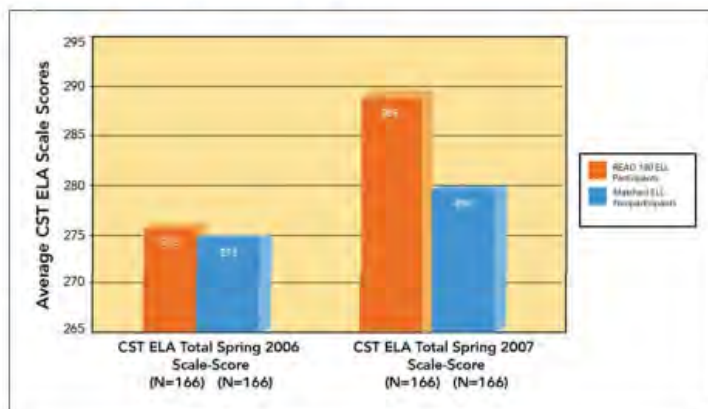
📖 For additional information about the research-base for *READ180*, please visit this site to see *The Compendium of Research for READ 180: Ten Years of Proven Results for America's Struggling Readers*:

http://teacher.scholastic.com/products/read180/research/pdfs/R180_Research_compendium.pdf

Community School Districts 3, 5 and 6, New York City- In 2003, a collaboration to improve math instruction began between Math Solutions and New York City Region 10 (Community School Districts 3, 5, and 6) which is ongoing. In September 2007, the partnership continued with the launch of the Mathematics Professional Development Project (MPDP). The goal was to increase K-8 students' mathematics academic achievement by improving instruction.

Project participants included 22 carefully selected Title I schools in the high- poverty neighborhoods of Washington Heights, Harlem, and Manhattan's Upper West Side. Participating were 225 teachers, administrators, supervisors, coaches, and mentors from 9 elementary, 9 middle, and 2 high schools, and 2 non-public (parochial) schools; 12 of the public schools are categorized as Schools in Need of Improvement (SINI).

Project developers established the direction for this effort based on research. The following characteristics and elements of professional development, shown to have positive effects in changing instructional practices, were identified and used in the design of the project:

- Content focus;

- Active learning by teachers that builds their knowledge of how mathematics is taught and learned;

- Coherence with curriculum and standards;

- Collective participation (with teachers from same school by grade level, subject, or department);

- Repeated learning opportunities and follow-up.

During Year 1, Math Solutions provided a school-year series of courses to build content knowledge and pedagogy with a focus on number and operations. Included were a series of school-based coaching days for each of the five elementary schools and seven middle schools. The sessions offered teachers in-school opportunities for new learning experiences, mentoring, modeling, and planning. Beginning in Year 2, an in-depth summer course to build content knowledge and pedagogy with a focus on algebra was added. In addition to these experiences, Mary Lou and Glenn, as project leaders, provide essential assistance to schools and teachers in the form of:

- Monthly grant meetings for math coaches and math mentors to build their expertise in helping teachers;

- Monthly content focus tied to the pacing guide and targeted during Year 1 on number and operations;

- One-on-one or small-group implementation support;

- Monitoring of classroom implementation of teachers' new learning; and

- Additional resources such as *Math Matters: Understanding the Math You Teach, Grades K–8.*

Project leaders also offer critical support for administrators, coaches, mentors, and teachers involved in this project. They give relentless attention to the process of transferring the learning from professional development experiences to classroom instruction.

A Foundation of Needs Assessment

Extensive data collection and analysis provided direction for establishing the framework, goals, and learning activities for this project. Project developers used interviews with administrators, math teachers, math coaches, and math mentors; data from school report cards; results from the New York State standardized math exams; and results from teacher needs surveys.

All these data combined to confirm common need and direction:

- Student achievement in mathematics needs to improve;

- Teachers want students' achievement to improve;

- Teachers have little college content preparation to teach mathematics; and

- Teachers want more professional development experiences in mathematics.

School-Based Coaching

Experiences for teachers that are designed around their everyday work, in their schools and with their students, offer very practical help. With this intent, school-based coaching has been provided for the five elementary and seven middle schools in the project. During a school's coaching day, activities vary depending on the needs of the teachers. Sometimes teachers engage in common observation and discussion of a lesson with students. They may collaboratively plan lessons as a grade level or devote attention to developing their math content knowledge. All activities, however, are designed to help teachers transfer their learning about mathematics and pedagogy into the classroom.

Valuing the contribution that coaching can make to improving teachers' instruction, Mary Lou and Glenn want to increase the impact of Math Solutions' coaching support for Year 2 by including teachers from every grade level in each school. Calling this work "island sites," the project leaders will organize teachers into grade-level groups of K–2, 3–5, 6, and 7–8. Following up on the algebra content focus from the summer course, teachers will meet five times during the school year with colleagues in their grade level from schools across the project. Like coaching days, these sessions will occur in schools and will provide practice-based experiences to help teachers refine pedagogy and deepen their algebra content knowledge. Teachers who participate in professional development through island sites will, along with their school's math coach, share their learning and expertise with grade-level teachers in their school.

Socorro (TX) Independent School District- In 2004, a collaboration to improve math instruction began between Socorro Independent School District (ISD) and Math Solutions. Under the leadership of District Instructional Specialists, a partnership with Math Solutions was launched in 2004 to improve students' attitudes toward learning math and to increase student achievement. Participants in the multi-tiered approach to professional development included administrators, classroom teachers, and curriculum coaches. The partnership with Math Solutions provided:

- In-depth summer courses to help teachers to build content knowledge and pedagogy;

- A school-based math leadership session for curriculum coaches and administrators to establish common perspectives for the district's mathematics program;

- School-year sessions for curriculum coaches focused on content and planning support, correlated to each nine-week period of the district's scope and sequence;

- Content-targeted sessions for teachers based on testing data;

- Focused content and pedagogy support for middle school teachers in need along with a component of classroom coaching; and

- School-year sessions for teachers to highlight and strengthen early contributions to students'

  math understanding and achievement.

In ongoing dialogues about mathematics instruction, teachers began to question their perspectives and

beliefs. In the course of the next two years, teachers were involved in professional development and

gained access to new instructional strategies and resources to support their learning.   District

leadership immediately saw the changes in classrooms. Students were engaged and active participants

in their learning. Teachers were carefully focused on the mathematics students needed to learn and

used instructional strategies to help them succeed. The focus on math instruction also affected student

learning and achievement. From 2003 to 2007, significant increases were made in student achievement

on the Texas Assessment of Knowledge and Skills for Mathematics, reported on the following page by

subpopulations.
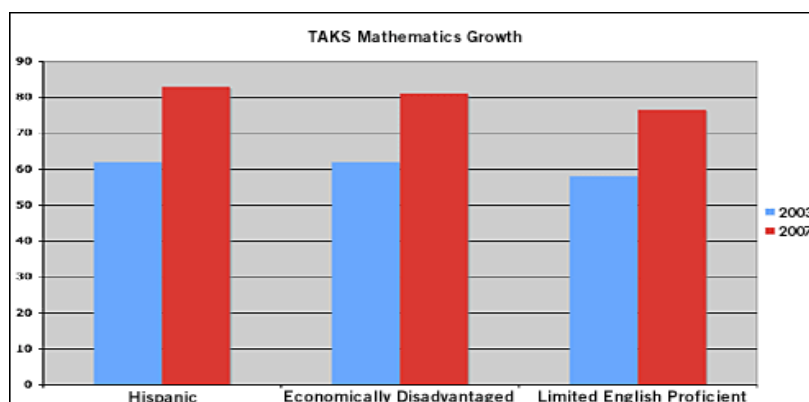
Norfolk (VA) Public Schools - Norfolk Public Schools in southeastern Virginia serves 35,000 students with

36 elementary schools, 9 middle schools, and 1,500 teachers. In 1999, the Norfolk Public Schools

developed an initiative to improve the quality of mathematics instruction at the kindergarten through

grade 12 levels. Norfolk's Math Initiative was a multilayered effort designed to make systemic and long-

lasting change in the content and pedagogy of mathematics instruction. One aspect of the initiative

included a partnership with Math Solutions to provide ongoing professional development support

through courses and all-day sessions, Math Solutions publications, on-site coaching, and classroom demonstrations for teachers throughout each year. In addition to providing teachers with Math Solutions inservice, the district also redefined the quantity and quality of teachers' math planning time.

Our partnership began with Norfolk Public Schools with a summer mathematics institute, followed by two ongoing professional development courses during the school year to reinforce two specific concepts: number sense and place value. Norfolk teachers were led through a simulated classroom experience where they solved the same problems they would be given to students. They learned how to listen to student input, how to facilitate dialogue, and how to encourage classroom collaboration. In addition, combining the courses and series with the corresponding publications provided powerful and sustaining results.

The second phase included another mathematics institute and several ongoing professional development courses on topics such as writing in math class, using manipulatives, and teaching place value. Additional professional development included a customized series of standards-based teacher leadership sessions that provided a way to reinforce and sustain the content and strategies. Math Solutions helped to develop a team of core leaders who could provide specialized and ongoing support during the school year to implement what they learned. Follow up sessions consisted of teachers discussing their experiences and sharing insights with their colleagues.

When we designed this initiative, our goal was simple: We wanted to help the Norfolk teachers help their students discover new and exciting ways to understand math. Our goals were attached to multiple district measures, not only test scores. A follow up assessment of district data showed that the Norfolk Public Schools mathematics test scores increased dramatically. In grade 5 alone, scores rose from 30% to 80%. The fact that the math test scores significantly increased is an outgrowth—a natural by-product—of the work we are doing with the Norfolk teachers. And although 2004 was year five of the

official initiative, the focus on mathematics teaching continued throughout the next year and into

2006—with year-round sessions and summer courses for Norfolk's teachers.

B. School Reform Model

*i. Describe the organization's framework/model for turning around low performing schools. Include
information related to governance and management, instructional design, staffing, professional
development, and student and supports. Explain the research base connected to this model and the
conditions necessary to ensure the greatest likelihood of improving student outcomes.*

Research Base - Components of School Excellence

Our approach to school improvement relies heavily on research reviews and meta-analysis conducted by

the International Center for Leadership in Education, one of the organizations that makes up Scholastic

Achievement Partners. This research is codified in the International Center's Components of School

Excellence framework.

The Components of School Excellence are derived from 20 years of in-depth observation of model

schools throughout the nation. These components represent specific actions that schools must take to

achieve rigor, relevance, and relationships. The components are not sequential, but all must be

addressed if schools are to prepare students adequately for their future. The research roots of these

key components answer two basic questions:

- What does education research say are the most important things to do to turn around low-

  performing schools?

- What reform models are successful, and what is it that makes them successful?

The following eight statements summarize the research base for SAP work:

Embrace a common vision and goals – rigor, relevance, and relationships for ALL students.

 Schools, like any organization that seeks to improve, must have a common vision shared by all.

Everyone must be committed to shared goals to measure success, and staff must have the same

perspective as to what is important in the organization.

- The Alliance for Excellent Education (AEE) (2009) stresses that whole school reform cannot be effective in transforming schools unless it is well implemented. In another AEE study, Tucci (2009) states that whole school reform brings about school improvement "through the use of a comprehensive, unified school design that transforms all aspects of a school."

- In their Ontario, Canada study, Fullan and Levin (2009) assert that whole system reform is possible, and warn, "there are no single-factor solutions." They furthermore state: "The only way to get whole-system reform is by motivating and mobilizing the vast majority of people in the system."

- MacIver (2004) emphasizes the growing body of research literature that attests to the importance of central office administrators in assuring the successful implementation of whole school reform. Main (2009) states: "The success or failure of a school reform can be measured by whether the reform has become an accepted, effective, and sustainable part of the school's culture."

<u>Inform decisions through data systems.</u> Whole school/district reform is a continuous process guided by a well-developed data structure based on multiple measures of student learning. Highly successful schools/districts use quality data to make laser-like decisions about curriculum, instruction, and assessment.

- Park and Datnow (2009) report that, since the No Child Left Behind Act of 2001, there has been more and more of an emphasis on "data-driven decision-making practices to bring about improved student outcomes..." This has entailed distributing the decision making authority "in a manner that empowered different staff members to utilize their expertise."

- Sprenger (2007) applies research findings to brain-based assessment. She recommends using many types of student assessments for a balanced approach and cautions against giving students credit for poor work simply to supposedly raise their self-esteem. Research shows

that what could instead happen is "learned laziness" in which students begin to feel that they

have no control over their own actions.

<u>Empower leadership teams to take action and innovate.</u> Schools that will be most successful in the 21st

century are led by individuals who possess skills and attitudes to take action rather than defend the

status quo. Leadership does not reside in a single position, but reflects the attributes, skills, and

attitudes of the many staff members who take action and improve through effective learning

communities.

- Deci (2009) states that the way to get administrators, teachers, and students to internalize a

  common vision and goals is to allow for a healthy amount of self-determination. This would

  satisfy their "basic psychological needs for autonomy, competence, and relatedness while

  planning and implementing the reform." He therefore advises that reform components be

  somewhat flexible, rather than rigid.

- Hamann (2005) reports on systemic high school reform in Maine and Vermont. He concludes

  that Maine's reform was more effective because of better leadership support at both the state

  and the school levels. Due to this difference in leadership:"…Maine had changed the default for

  what high schools should be."

- Khemmani (2006) examines effective strategies from 135 Thai schools that utilized a whole

  school reform approach. Half of the strategies that helped to move these schools from teacher-

  centered to learner-centered instruction focused on "continuous internal supervision" and the

  exchange of ideas and experiences.

<u>Clarify student learning expectations.</u> Inconsistent state standards, tests, and community expectations

create a wide-ranging and jumbled assortment of curricula, instructional practices, and classroom

materials as well as varying expectations for rigor within and across grade levels. When districts take

steps to clarify what students are expected to learn, they meet with success in improving student achievement.

- McDougall, Saunders, and Goldenberg (2007) searched for the "black box" of school reform to better understand the dynamics of successful efforts. Among the key effective elements that worked together to improve teaching and learning at target schools were "goals" and "indicators."

- Muijs and Reynolds (2005) state: "One of the most important factors both in classroom climate and in school and teacher effectiveness more generally are the teacher's expectations of his/her pupils." They report that decades of research have shown that teacher's expectations often become self-fulfilling prophecies. Therefore, it is especially important that teachers convey clear positive expectations to all of their students.

- Sprenger (2007) utilizes brain-based research to point out the necessity for a "predictable" student assessment process. She defines "predictability" as "the quality of knowing what is going to happen," and states that it gives students "an internal locus of control" to have this kind of information. Therefore, an ongoing predictable assessment system is one essential way that the teacher can put forth clear expectations to the class.

Adopt effective instructional practices. More than high test scores, successful instructional practices include having a wide range of strategies and tools to meet the needs of diverse learners in all disciplines and grade levels. Success in achieving state standards results from not teaching in routine and prescriptive methods, but from teachers selecting successful instructional practices to meet the needs of all students.

- Contextual achievements are often based upon contextual instruction. In Black's (2005) research on Portland, Maine's Expeditionary Learning Outward Bound whole school reform model, students engage in "learning expeditions, teamwork, and character development" which

resulted in "steady improvements in student performance" following the implementation of this approach.

- Chamberlin and Plucker (2008) researched a P-16 Core 40 curriculum initiative in Indiana where the courses are "the best preparation for postsecondary education and the workforce." The curriculum has been "recognized as a key step in increasing the achievement of Indiana's high school students…"

- Edwards, Biesta, and Thorpe (2009) edited a compilation of research studies regarding many different contexts for learning and teaching. Edwards states that in today's complex world all of life has become, in a sense, "pedagogized." No longer does the classroom with its set curriculum have the monopoly on "learning." The growth of e-learning, workplace learning, experiential/vicarious learning and the like has opened up the field of contextual learning.

Address organizational structures.   Organizational structure should be determined by instructional needs. Only after a comprehensive review of instructional practices should schools begin to address the issues of organization such as school schedules, use of time, unique learning opportunities, school calendars, and physical structure.

- Henry (2005) discussion on The Da Vinci Learning Model incorporates such organizational reforms as extending the school day and year, and requiring smaller class sizes. However, Henry reports that there is still no conclusive assessment of this overall model in terms of student learning, social behaviors, or team satisfaction.

Monitor student progress/improve support systems. Highly successful programs recognize the need to monitor student progress on a regular basis. These schools use formative assessments in an organized, deliberate, and ongoing fashion to monitor student progress. Further, they use this data immediately to adjust instructional practices and intervene to meet student needs.

- Panettieri (2006) found that the School District of Philadelphia uses a well-managed program that includes "data-driven instruction and decision-making characterized by six-week benchmarks and assessments." He then reports that, for the fourth consecutive year, students in that school district "showed measurable improvement on standardized, nationally normed TerraNova tests."

- Schwartz, Stiefel, and Kim (2004) evaluated "the impact of the New York Networks for School Renewal Project, a whole school reform initiated by the Annenberg Foundation…" Their evaluation process was very data-based, and they show "how relatively inexpensive administrative data can be used to evaluate education reforms."

Refine process on an ongoing basis. High-performing schools realize that success is a continuing and ever-changing course of action. This step in the process, in fact, should reinvigorate the process and cause school leaders to look at new and emerging challenges and explore potential solutions and successful practices from around the country.

- Richard (2004) reports that approximately 50 Mississippi schools have adopted the America's Choice whole school reform model. Although test scores for students in these schools was significantly higher than those of students in Mississippi's other schools, state officials emphasized "the need for schools to constantly improve their implementation of the program."

- Stringfield, Reynolds, and Schaffer (2008) write about longitudinal analyses of outcome data from 12 Welsh secondary schools. These authors report that "characteristics derived from High Reliability Organization research were used to shape whole school reform." Effects were looked at systemically, and sustainability was a key component of the results.

- Taggart's (2005) study of the Blueprint for Student Success program in San Diego City Schools discusses the need to "incubate new school ideas and opportunities based on a changing environment, community vision, best practices and student dreams; and make changes to the mix of options in the portfolio of schools or to the systems that support them." She stresses the need for "a clear accountability framework" plus "criteria and a clear process for when, why and how the district portfolio will be adjusted."

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SAP School Reform Model

The SAP School Reform Model relies heavily on the Components of School Excellence framework, and is built around the 5 key levers briefly described in our Theory of Action statement¸ above. The following elaboration is written for the purpose of providing expertise and direction in turning around persistently low-performing schools or those designated for turnaround, transformation, or restart. For this particular RFSP, it is prepared to address the needs of high schools in Illinois.

Lever #1 Literacy as a Gateway

Many have said that literacy is perhaps the most basic expectation for students and yet many students struggle to achieve this foundational benchmark even as new kinds of literacy such as document, technological and quantitative literacy become increasingly important in today's world. Reading and literacy improvement requires individualized solutions for schools and districts. However, administrators and teachers do not have to invent it from scratch or manage the process single-handedly. Targeted leadership training can guide leaders in the examination of best practices and review of successful models, establish a school or district-wide literacy plan, and define specific steps in a plan.   At Scholastic Education, our 10+ years of experience in partnering with districts around the country has shown us "what works" in implementing large-scale literacy and math intervention.

SAP recommends use of the Lexile Framework for Reading™. The framework allows schools and teachers to match any reader with reading material of an appropriate readability level. The framework also provides a common rubric for assessing, discussing, comparing, and forecasting reading ability and readability. Many states use the Lexile Framework™ to evaluate commercially published instructional materials. Most of the major commercial assessment and testing services publishers can provide student data measured in Lexiles®. Many schools and districts across the country have successfully adopted the Lexile Framework™.

 To learn more about the Lexile Framework for Reading ™, please visit http://lexile.com/

In order to close literacy gaps and raise achievement in struggling schools, SAP recommends the use of these Scholastic literacy intervention programs and assessments:

- *READ 180*

- *System 44*

- *Scholastic Reading Inventory*

- *Scholastic Phonics Inventory*

For middle and high schools, SAP also recommends the transitional comprehensive language arts program *Expert 21* with *Expert Space* for students who may need support moving from intervention programs (basic) to proficient levels.

While attendance at school is critical for all instruction, these technology based programs provide for immediate intervention placement, are self-pacing, and provide daily prescription. Programs will be discussed in the Education Program section which follows.

Lever #2 Building Leaders Who Can Drive Change

The creation of a positive learning environment starts with the development of leaders who can be agents of change. Through our Leadership Development offerings we provide extensive support for leaders to help them develop the skills and tools to create a positive learning environment. Training and executive coaching available to give leaders specific tools and tactics to support the goals of the transformation/turnaround plan, includes the following topics:

- Flexible school conditions that may include staffing, calendars/time, and budgeting

- Creation of a community-oriented school

- Developing / implementing evidence-based discipline programs that minimize time out of school/ class and cultivate a safe learning environment

- Decisions regarding people, time, money, and programs

- Securing untapped resources and building community and business partners

- Alignment of written and taught curriculum

- Use of student data from state, formative, and summative assessments

- Effective student intervention

- Establishing strategies to improve student transitions from middle school to high school

- Common planning time

- Assist in recruitment, training, and retention of quality teachers

- Assist in the implementation of a teacher evaluation system based on student performance

- Identify and reward school leaders, teachers, and other staff who improve student achievement outcomes

- Transition from State Standards to Common Core Standards and next Generation Assessments

- Alignment to NCLB and Common Core Standards

Additionally, program focused, targeted leadership training can prepare leaders to build support and monitory the fidelity of implementation of tiered intervention programs including:

- Understanding of the instructional models

- Modeling of observation walkthroughs

- Effective use of observation tools

- Utilizing school and/or district level program data to support implementation and maximize student achiement gains

As examples, the following are three ways Scholastic Achievement Partners helps districts develop district and school leadership for effective and sustained school improvement focusing on use of the Quadrant D model. Quadrant D Leadership leverages a holistic approach to developing current and emerging transformational leaders capable of driving
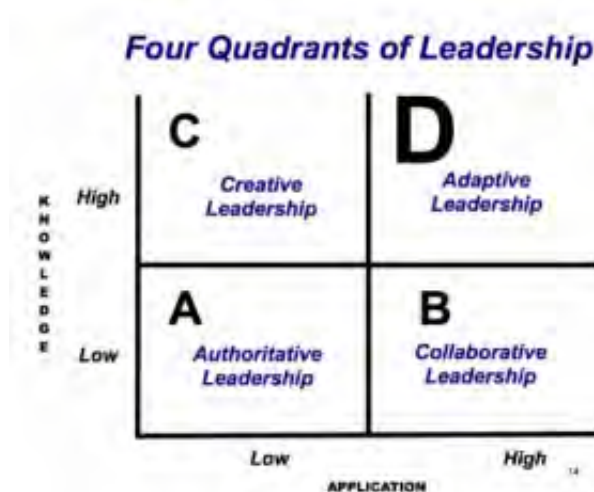
Four Quadrants of Leadership

student achievement. By learning how to empower staff and students, leaders will acquire the skills to reach future-oriented goals while meeting the intellectual, emotional, and physical needs of each student.

- Quadrant D Leadership 1: Visioning, Planning and Executing Instructional Leadership (3 days)

  Leadership teams will utilize the Rigor/Relevance Framework®, Learning Criteria to Support 21st century Learners, and the Quadrant D Leadership model to focus on building school culture that embraces rigor and relevance, supports student learning, and implements goal-focused action plans. Participants will be empowered with a fresh vision of leadership and equipped with new tools to lead change.

- Quadrant D Leadership 2: Building Leadership Capacity Through Empowerment (3 days)

  Building on the Quadrant D Leadership model, this training addresses the skills and attributes needed to empower staff and stakeholders in making decisions based on shared mission and vision. Participants will use case studies, school data, action planning, and other resources to gain valuable insights into collaborative leadership and staff empowerment.

- <u>Investing for Efficiency and Effectiveness (3 days)</u>

  The Efficiency and Effectiveness Review, which includes a pre-visit data collection and a two-day

  site visit, provides recommendations to save costs while improving student performance. The

  interactive consultation process includes meetings with leadership and focus groups of students,

  teachers, and administrators.

To further support school leaders, SAP can establish a dedicated web-based dashboard to identify goals

and provide a process to track performance including measureable Key Performance Indicators such as

these:

- Formative and summative reports on the educational program

- Changes in student achievement

- Parental involvement

- Student/staff attendance

- Student discipline

<u>Lever #3 Teaching Excellence</u>

SAP favors an approach which builds collaboration and collegiality supporting whole school reform in an

atmosphere where innovation and best practices flourish and support high levels of student

achievement and success. Scholastic Achievement Partners believes that all teachers must have the

skills and tools to consistently impact student achievement in a rapidly changing world, including the

ability to introduce rigor and relevance into classroom instruction, to use data as a tool for making

instructional decisions, to reinforce literacy strategies across the content areas, to master specific

instructional strategies in each given subject area which special attention to foundational mathematics

instruction. We will collaborate with the schools, districts, and the Illinois Board of Education to design a

customized plan of professional development and coaching, delivered by our unparalleled team in-

person and online, to improve teacher effectiveness <u>across</u> the curriculum. Plans will ensure that

teachers have time to collaborate, plan, and engage in professional development within and across grades and subjects.

SAP professional development focuses on instructional training that will drive school improvement. Typically it is delivered and supported through a mix of these methods:

- Job-embedded coaching

- On-site courses

- Classroom observation and review of practices used in instruction

- Debriefing with school leadership following school-based coaching and other school-based services

- Assisting with the curriculum selection process as well as maximizing the benefits of adopted curriculum

- Developing and facilitating Professional Learning Communities (PLCs)

- Webinars and other online instructional tools

- Lesson-planning support

- Technology integration and implementation

- Building internal capacity for continued staff development with district personnel

- Books and resources including videos, manipulatives, and newsletters

Professional Development is comprehensively discussed in that section which follows.

<u>Lever #4 College and Career Ready Curriculum</u>

To achieve school improvement, it's important to focus on *what's being taught* as well as in how teaching takes place. Illinois has joined a majority of the nation's governors and chief state school officers, in conjunction with groups from education and business, have agreed to adopt the Common Core State Standards—new, internationally benchmarked standards in English language arts and mathematics designed to prepare American students to succeed in college and career in an increasingly

competitive global economy. Our partners have developed comprehensive services for leaders and teachers to facilitate a successful transitioning to the Common Core and new assessments for vision, planning, and increased instructional capacity.

Working collaboratively with a school leadership team, we can help:

- Build awareness, understanding, and ownership of the Common Core State Standards and new assessments

- Assess how previous Illinois standards align with the Common Core and create a plan to fill any significant gaps

- Formulate a practical plan to get the school and district ready for the new assessments expected in 2014

- Adjust current curriculum and instructional practices against new requirements for college and career readiness and increase rigor in a systematic way

- Build capacity to support teachers in planning instruction aligned to Common Core State Standards and new assessments.

Scholastic Achievement Partners can provide schools and districts with a focused program of transition planning, professional development, and implementation of the Common Core State Standards—customized, as needed. All services are delivered by senior consultants, all of whom are former school and district leaders with proven records of success in their areas of expertise.

Lever #5 Culture, Community and Family Engagement is discussed above in a separate section beginning on page 19.

ii. Explain the organization's approach for working with district superintendents and central office staff to improve district policies and practices; include, if available, actual examples of successful engagements with central office.

The district and school leaders who possess the knowledge, abilities, and attitudes to bring about action rather than defend the status quo will be the ones who create the most successful schools in this century. School leaders need to know how to build awareness and support for change in institutions that are often steeped in tradition and inherently resistant to change. Leaders must also work with the staff and community at large to develop a consensus on what to change and how change will be implemented.

SAP believes that effective leadership does not reside in a single position, but encompasses the diversified skills of many. It is this distributed leadership that defines successful schools. And for schools to achieve high levels of student performance, coherence throughout the system is required. All parts of the system must be in alignment in support of the core functions of teaching and learning. Therefore, leaders in all areas and levels of the system need to work collaboratively and productively together, ever cognizant of how their decisions will affect the work of others and the realization of their goal — improved student learning. Their work must be aligned to a clearly defined and communicated vision and a focused and sustained strategy.

Our Leadership Framework gives Leadership Teams a structure to guide their daily actions and reflect on the growth of the organization's leadership in sustaining school improvement and long-term student achievement. Built on the foundation of rigor, relevance, and relationships for all staff and students, ICLE's leadership coaching initiatives provide a practical, hands-on approach to district and school leadership. Leadership Teams work directly with SAP job-embedded leadership coaches to understand and embrace three fundamental components of leadership:

- Coherent Vision
- Instructional Leadership
- Empowerment

All of SAP's job-embedded leadership coaches are experienced, credentialed education leaders who

provide guidance and support to help identify priorities and to develop and grow district and school

Leadership Teams.

Please see information about actual examples of successful work with school districts found in the Prior

Experience section citations found above beginning on page 15.

iii. Briefly describe your organization's proposed activities in the school and district during the first six months of the school year.
Please see the chart the follows.

Chart Describing the First 6 Months Work

Phase 1: Assess Needs and Build Consensus	Date(s)	People/ Locations
Initial *Needs Assessment* meetings held with Districts and Schools	August/September	SAP, Districts & Schools
School Improvement Managers (SIMs) assigned	August/September	SAP
Turnaround Specialists paired with school leaders	August/September	SAP
School-based coaches assigned	August/September	SAP
Data collection tools deployed	August/September	SAP
Conduct Curriculum Alignment Reviews (CARs)	August/September	SAP
Administer *WE* Surveys to assess beliefs and attitudes of stakeholders	August/September	SAP
Gather data on *Five Key* Levers for School Improvement	August/September	SAP, Districts & Schools
Initial Teacher Implementation Training (Program Specific)	August/September	SAP
Initial Leadership Training(Program Specific)	August/September	SAP
Setup Classrooms for program implementation	August/September	Scholastic consultants & teachers
Identify Key Performance Indicators (KPIs) for implementation Success	August/September	SAP, Districts & Schools
Phase 2: School Improvement Planning	Date(s)	People/ Locations
Baseline Testing Window (2-3 weeks)	September	All Schools
Initiate customized professional development planning and goal setting (teachers and leaders)	September/October	SAP, Districts & Schools
Initiate Job-Embedded Coaching Plan (teachers and leaders)	September/October	SAP
Round one Classroom Fidelity Checks and Coaching Completed	October	SAP
Check-in for Classroom Set-up (program specific)	October	SAP
All teachers registered for Online Course (program specific)	October	Teachers
Implementation Training: Day 2 Program Specific	October	SAP, Districts & Schools
Quarterly Data Checkpoint and Reporting	October	SAP, Districts & Schools
Initiate Data Dashboards for Progress Monitoring	October	SAP, Districts & Schools
Monitor Key Performance Indicators(KPIs) for implementation Success	November	SAP, Districts & Schools

Phase 3 Implementation	Date(s)	People/ Locations
Ongoing Professional Development: Program Specific Seminars	October	SAP
Check-in for Implementation Levels	October	SAP, Districts & Schools
Quarter 2 SRI Test Window (2-3 weeks)	December	All Buildings
Ongoing Professional Development: Program Seminars	November	SAP
Round two Classroom Fidelity Checks and Coaching Completed	December	SAP
Check-in for Implementation Levels	December	SAP, Districts & Schools
Quarterly Data Checkpoint and Reporting	December	SAP, Districts & Schools
Ongoing Professional Development: Program Seminars	December	SAP
Monitor Key Performance Indicators(KPIs) for implementation Success	December	SAP, Districts & Schools
Quarter 3 SRI Test Window (2-3 weeks)	March	All Buildings
Ongoing Professional Development: Program Seminars	February	SAP
Round three Classroom Fidelity Checks and Coaching Completed	February	SAP
Quarterly Data Checkpoint and Reporting	March	SAP, Districts & Schools

C. Education Program

i. Describe the proposed curriculum and assessment program, detailing clear expectations for student learning. Description should address grade span and how the applicant will ensure equity and access for all students, including, but not limited to, students with disabilities, ELL, and students in at risk situations.

SAP will work with each school to develop and implement a set of Comprehensive Instructional Reform Strategies designed to enable transformational school improvement to take place. We will do this in two key ways.

First, via our Curriculum Alignment Review process and ongoing consultation with school leadership we will work to evaluate the curriculum, instructional programs, and Professional Development programs in place in the school. Using our Efficiency and Effectiveness Framework™ for decision making we will use a data-driven approach to determine the effectiveness (and cost-effectiveness) of each program and make recommendations as to whether a program should be kept in place or whether usage should be discontinued relative to the goals of the transformation and turnaround plan and the guidelines of the Transformation/Turnaround Criteria. In evaluating programs we will work to ensure that there is vertical alignment across programs in use from a grade to grade basis, that they promote differentiation to meet the needs of all learners and that they are integrated and reinforce one another in a thoughtful way so that there is maximum impact on instruction. We will make recommendations on the

implementation of academic and non-academic supports to help struggling learners get the assistance they need.

Second, we will implement a Comprehensive Tiered Intervention Protocol to help build a solid literacy foundation in every school. As indicated in Lever #1 of the SAP Five Key Levers™ school improvement framework, we believe that literacy is a gateway to all further reform strategies. In most struggling schools large numbers of students struggle with foundational reading skills, which serves to hinder all additional school improvement efforts. Some core beliefs that guide our Tiered Intervention Literacy Intervention Plan are the following:

- Literacy Intervention is grounded in data-driven analytics;

- Literacy Intervention requires a focused and tiered intervention plan that serves all students below proficient level;

- Teacher and literacy coach professional development must support the tier intervention plan;

- Professional development in a common set of literacy support skills for should be provided for all content area teachers;

- Rigorous accountability measures of both student reading achievement and fidelity of program implementation should be coupled with regular accountability reports.

<u>Data-Driven Analytics</u>

A single management system, the *Scholastic Achievement Manager* (SAM)*,* provides rapid time analysis, immediate feedback, and targeted instruction for personalized academic support. SAM uses technology to measure over 250 data points relative to student reading achievement and works with all of the Scholastic programs featured in this response. The software generates detailed reports that identify and measure skills students have mastered, as well as areas where they require further instruction and practice. SAM facilitates differentiated instruction for all students by providing over 40 detailed reports on student achievement. Reports link student performance data to specific lessons for instruction.

Because data is so quickly obtained and shared, homeless students and students with high mobility or other special needs can be quickly placed in intervention programs if appropriate.

📖 To learn more about the *Scholastic Achievement Manager*, please visit

   http://teacher.scholastic.com/products/sam/

Initial Assessment and Progress Monitoring

Two easy to administer, quick, reliable technology based assessments place and monitor student progress, the *Scholastic Phonics Inventory* (SPI) and the *Scholastic Reading Inventory* (SRI). We recommend the SRI for all students and the SPI for those who are the most severely struggling students, those scoring near or below the "Below Basic" performance range on the SRI. Because these assessments can be administered by those with little training and provide immediate scoring and reporting features, they are particularly useful with struggling students, those more motivated by technology, homeless and highly mobile students, and other students for whom a quick placement is desired.

Scholastic Reading Inventory (SRI)

SRI can be administered independently to students in 20 minutes. A computer-adaptive algorithm continually adjusts the difficulty of passages based on student responses, allowing SRI to produce highly accurate measures of text comprehension. SRI passages are derived from authentic text, sampled from "real world" media such as best-selling literature, curriculum texts, and familiar periodicals. Producing a natively-generated Lexile® score, the SRI can be administered at any time during the school year. The tests are intended to be non-timed and typically take students 20–30 minutes to complete. Scholastic recommends that SRI be administered three to four times a year: at the beginning, middle, and end of the school year. Spacing the assessments in this way allows time between tests for students to make gains through instruction and practice and for teachers to make informed instructional decisions. There should be at least four weeks of elapsed time between administrations to allow for growth, and as such,

SRI will support up to 9 assessments per school year. In the context of their SRI session, the student receives positive, immediate feedback.

SRI Scoring and Reporting Features

SRI provides continuous assessment and immediate feedback for teachers, parents, and administrators. The most powerful feature of SRI is its ability to organize and analyze data based on student test results. In a series of reports, SRI provides concrete reliable feedback that is used to differentiate instruction and help all students achieve their goals. These clear, meaningful reports are available immediately and provide actionable data to evaluate progress toward proficiency goals, identify situation that call for intervention, and track reading growth over time.

- Progress Monitoring Reports let teachers and administrators detect trends in reading growth for individuals, groups, and classes.

- Instructional Planning Reports help teachers plan targeted data-driven instruction, place students into flexible groups, and assign materials.

- Management Reports make it easy to administer the program effectively across schools and districts.

- School-to-Home Letters, available in English and Spanish, include student-specific progress information as well as suggestions to help students at home.

Classroom-level data allows for differentiated instruction, supporting students working at all three Tiers. Teachers use SRI data to set growth goals, inform and differentiate instruction, and monitor performance over time. Accurate Lexile® measures enable students to be properly placed in appropriate instructional groupings and give teachers the ability to provide reading materials at the appropriate levels to each student.

One of the effective features of SRI that teachers or administrators have is the ability to customize the number, name, and Lexile® range of the performance standards that are used for reporting SRI scores. The ability to adjust the performance standard proficiency bans allows educators to customize the reporting of SRI scores to specific district or state expectations. The default SRI performance standards are summarized below:

- <u>Advanced</u>—Students scoring in this range exhibit superior performance when reading grade-level appropriate text and can be considered as reading "above grade level."

- <u>Proficient</u>—Students scoring in this range exhibit competent performance when reading grade-level appropriate text and can be considered as reading "on grade level."

- <u>Basic</u>—Students scoring in this range exhibit minimally competent performance when reading grade-level appropriate text and can be considered as reading "below grade level."

- <u>Below Basic</u>—Students scoring in this range do not exhibit minimally competent performance when reading grade-level appropriate text and can be considered as reading significantly "below grade level."

Educators are able to adjust Lexile® ranges, to confirm to state assessment criteria, for each performance standard at each grade, and also change the actual number of performance standards. Results are reported as both criterion-referenced and norm-referenced terms, indicating students' reading ability on the Lexile® scale and how their test results compare to those of other students.

📖 To learn more about the Lexile Framework ™ or *Scholastic Reading Inventory* and supporting research, please see the following three websites:

http://lexile.com/

http://teacher.scholastic.com/products/sri_reading_assessment/index.htm

http://teacher.scholastic.com/products/sri_reading_assessment/pdfs/SRI_ProfPaper_ImprovePerformance.pdf

Scholastic Phonics Inventory (SPI)

SPI provides a validated measure of decoding and sight word fluency. It can be administered independently to students in 10 minutes. Like the SRI, SPI can be administered anywhere there is a computer- no need for one-to-one administration and no need for pull out. Hundreds of students can be tested simultaneously. No extensive staff training is required. Like SRI, SPI results are immediately available at the individual, classroom, school, and district level.

The SPI is appropriate for students who fall near or in the "Below Basic" performance range on the *Scholastic Reading Inventory* described above. Students are assessed in three equivalent test forms. Students' accuracy and fluency are measured in four areas of reading:

- Practice tests evaluate students' ability to use the mouse.

- Letter recognition tests assess students' recognition of lower-case letters.

- Sight-word recognition tests assess students' knowledge of high-frequency sight-words.

- Non-word decoding assesses students' decoding skills using non-words that follow the conventions of the English language. They are decodable but cannot be read from memory.

Scoring and Reporting Features

SPI provides continuous assessment and immediate feedback for teachers, parents, and administrators. Like the SRI, SPI provides clear, meaningful reports immediately and provides actionable data to evaluate progress toward proficiency goals, identify situation that call for intervention, and track reading growth over time. Reports provided by SPI include these:

- The Screening and Placement Report provides teachers with baseline performance and specific placement guidelines. This report shows a student Lexile ® levels when available.

- The Summary Progress Report shows the decoding skill levels for all students on the three tests of SPI.

- ▪ The Student Progress Report features SPI data specific to a single student and is useful

    for child-study meetings and parent conferences.

- ▪ The District/School Status Reports are scalable leadership management reports that provide a

    snapshot view of reading proficiency on the school or classroom level.

- ▪ District/School Growth Report is a progress monitoring leadership report that depicts

    the growth over time by school or classroom.

📖 To learn more about the *Scholastic Phonics Inventory* and supporting research, please see these two

websites:

http://teacher.scholastic.com/products/readingassessment_spi/pdfs/SPI_Learning_to_Read_Wagner.pdf

http://teacher.scholastic.com/products/readingassessment_spi/pdfs/SPI_Technical_guide.pdf

Tiered Literacy Intervention Programs

It is not enough to know change is needed and identify concerns and deficiencies. It is not enough to

offer general ideas to apply to non-related curricula and assessments. A unique, powerful approach

offered by this proposal is the recommendation of specific literacy programs that interface with other

assessment, literacy professional development, and overall philosophy about school reform and student

improvement. The importance of their inter-connectedness cannot be understated. This comprehensive

approach helps ease discomfort with change and more quickly builds a new school community.

Instructional models are available for programs to be used independently or together.

The SAP tiered intervention treatment solution is delivered via the Scholastic hosting model.

Scholastic's hosting services are provided subject to terms and conditions that can be found here:

http://education.scholastic.com/hostingterms.pdf . Our web-hosted environment allows for easy set

up, maintenance, and quick actionable, disaggregated data reports, provided in real- time and accessible

to teachers, building administrators, district administrators, and state monitoring teams.

Ensuring Equity and Access for All Students

Programs recommended for Tier 2 and 3 students, *System 44* and *READ 180,* can be used effectively in diverse instructional settings in both General and Special Education classrooms in secondary settings, ELL classes, Resource or pull-out classes, after-school, or summer school. Specific instructional strategies and methodologies for meeting the diverse needs of all students including but not limited to students with disabilities, ELL, and students in at risk situations are discussed below by specific program.

Recommended High School Tier 3 below Proficient Students

System 44

System 44, correlated to Common Core Standards, is a foundational reading program designed for the most challenged struggling readers in Grades 3-12. A combination of software-based and teacher-led instruction provides the student with adaptive, individualized learning as well as teacher-mediated direct instruction. The *System 44* student is guided along a systematic path from phonemic awareness to fluent reading.   *System 44* includes the following research-based features designed for the most challenged older readers:

- Computer-Based Screening and Placement—The *Scholastic Phonics Inventory* (SPI) collects data on students' decoding accuracy as well as fluency. This helps to identify students whose lack of decoding proficiency impedes comprehension. The SPI uses real, as well as nonsense words, which assess students' ability to apply decoding skills to unfamiliar words.

- Adaptive Software—The *System 44* adaptive software delivers, direct, systematic, research-based phonics instruction to students. Multiple points of entry allow students to work at the appropriate level based on their performance on the SPI.

- Independent Reading—Beginning readers will always have something to read with the *System 44* program. The Decodable Digest includes two passages for every sound-spelling correspondence taught in the program. The *44Book* reinforces skills from the software and

teacher-led instruction as activities guide students to read, write, and think. The *System 44*

Library features high-interest, age-appropriate topics and offers students a choice of books

ranging from a 130 to 450 Lexile® level.

- Teacher Support—The *System 44* Teaching Guide provides teacher-led phonics instruction

  building on phonemic awareness and moving to letter-sound correspondence, blending, word

  building, dictation, and spelling. Decoding and word strategies lessons present explicit,

  systematic instruction on the most high-utility spellings or the 44 sounds of English, S.M.A.R.T.

  lessons present essential concepts, teach academic vocabulary, and build background for

  learning. Differentiated support lessons offer alternate strategies for Special Education students

  and English-Language learners.

- Data-driven Instruction—The *Scholastic Achievement Manager* (SAM) is a computer-based

  management and reporting system that gathers usage and performance data for the *System 44*

  software, Scholastic Reading Inventory (SRI), Scholastic Phonics Inventory (SPI), and other

  Scholastic programs including *READ 180*. Teachers use SAM as a dashboard for supporting data-

  driven instruction, AYP accountability requirements, and district-wide data aggregation.

- Multisensory Instruction—*System 44* includes a Sound and Articulation DVD, manipulatives, and

  teaching aids to help engage students in multisensory instruction. The Sound & Articulation

  DVD provides audio and visual articulation models to help students identify and accurately

  produce sounds. Teachers use the Word Building Kit to engage students in building words and

  applying skills and strategies in small groups. The Flip Chart provides patterned lists and

  decodable sentences to focus students' attention as teachers model skills and guide their

  practice.

System 44 Ensures Equity and Access for All Students

In *System 44* differentiated and individualized instruction are achieved by the integration of multiple assessments, multiple entry points, adaptive computer technology, and targeted instructional materials and strategies. Teachers can thus create learning environments for multiple purposes to meet the needs of individual students. Two distinct tracks in the software—Standard and Fast-Track—further individualize instruction with adaptive pacing, allowing students to skip content for which they already show mastery and focus more closely on their specific areas of need. Additionally, the software's supportive coaching and immediate, corrective feedback help ensure that struggling or challenged students do not feel uncomfortable about their pace for not mastering specific skills – even when that pace is slower than that of their classmates.

System 44 helps teachers meet the needs of Special Education students by addressing *Response to Intervention* criteria, providing materials to differentiate instruction and pacing, and facilitating the development of strong Individual Education Programs (IEPs). *System 44* was designed specifically to meet the needs of older, struggling readers with learning disabilities. Students with reading and language disabilities may struggle with foundational literacy skills, including phonemic awareness, phonics, and decoding fluency. *System 44* addresses those skill weaknesses and provides differentiated support to these students.

The Center for Applied Special Technology (CAST) pioneered the Universal Design for Learning (UDL) principles that are embedded in *System 44*. The *System 44* software adjusts content delivery and pace of instruction to meet each student's needs. Images and context sentences build mental models for each target word. Guided practice with animation and repeated modeling highlights targeted sound-spelling patterns to help students increase automaticity in blending. Interactive word building tasks actively engage students in manipulating words to focus on recognizing phonemes in all positions. Images, definitions, and translations help students connect words to meaning.

Multiple means of representation focus students' attention on instructional content with animations and images. Multiple means of expression allow students to practice oral reading fluency by reading and recording Success Passages on the software. The Sight Word Check-Up determines which words students have already mastered and which remain to be learned. Curriculum-embedded Fast-Tracks promote adaptive pacing by ensuring that students do no spend instructional time on content they have already mastered. Students who pass the Fast-Track word discrimination task will skip the series of instruction for that skill.

System 44 provides numerous opportunities for multisensory teaching. Teachers can use the Sound and Articulation DVD to model correct articulation of the 44 sounds of English. The Success Videos build background knowledge of nonfiction content. The Word Building Kit helps teaches to promote hand-on learning. The *System 44* library provides multiple means of engagement with nonfiction content through print and audiobook format.

System 44 has strong origins in Special Education. The program applies what research and best practices have long revealed to be the most successful approaches for teaching students with special needs. The Special Education section of the *System 44 Teaching Guide* is divided into the three parts to support teachers. The *Research Into Practice* section focuses on Special Education research and its practical implications in the classroom, including types of disability classifications, *Response to Intervention*, formative research conducted by the Language and Cognition Group at Vanderbilt University, Universal Design for Learning (UDL) principles, 508-compliant software and equitable access, as well as, research on how and why to individualize instructional pacing in the classroom. The *Best Practices* part outlines some of the most important best practices in the field of Special Education and demonstrates how to use *System 44* features to apply them in an actionable way to meet the needs of students. These best practices include optimizing the classroom environment, multisensory teaching, progress monitoring, data-driven instruction, motivating and engaging Special Education students, and writing effective IEPs.

Finally, the *Resources for Management* part provides practice resources to support teachers while using *System 44*, including fulfilling IEP requirements, monitoring *System 44* implementation, evaluating students for intervention, and reading about Special Education.

System 44 has been designed to draw students into reading and increase their intrinsic motivation to read. *System 44* Library books and videos are high-interest, age-appropriate, relevant to students' lives, and able to generate and sustain student interest. All library books help students set a purpose for reading, making the reading activity more meaningful. In the software, on-screen mentors sustain the learner's engagement and interest by scaffolding, encouraging, and reinforcing his or her efforts. Throughout, reading materials are carefully matched to students' current reading levels as they progress through the program, ensuring that they experience success while being appropriately challenged.

System 44 is a comprehensive program for teaching language and literacy that was built, *from the ground up*, to ensure success for English Language Learners. The program was reviewed by Dr. Margarita Calderon and Maria Elena Arguelles to ensure maximum access. *System 44* is particularly suited to address the needs of English Language Learners who are in levels one and two of English language proficiency. It can also address decoding gaps that level three students may have and help more advanced students master standard classroom English.

Literacy skills are key to the academic success of English Language Learners. *System 44* is a research-based solution that includes technology and supports the development of literacy skills by engaging students and providing instruction for English Language Learners that includes phonemic awareness, word recognition and spelling, vocabulary development, word analysis, and morphology.

The *System 44* software provides direct instruction and individualized practice for English Language Learners based on a systematic scope and sequence. Features include:

- Illustrated Vocabulary—Pictures and animations provide visual representations of word to help students connect meaning while building decoding skills.

- Pronunciation Modeling and Self-Monitoring—Instruction presents clear models of pronunciation and gives students the opportunity to compare their articulation with a model.

- The Mouth Position Video provides visual and audio models of accurate phoneme articulation.

- Word Repetition—Repeated reading of words presented recursively within and across lessons builds automaticity with high-utility spelling patterns while building student vocabulary.

- Repeated readings—Program activities require repeated readings of words, sentences, and connected text passages, helping ELL students build word recognition and fluency.

- Repeated exposure to high-utility words—Frequent and repeated exposure to high utility words, including words from the most common academic word families, helps prepare ELLs for participation in content-area learning.

Teachers can use the *Scholastic Achievement Manager* (SAM) to activate first-language support features. The Vocabulary Word Translation feature allows students to hear Spanish translations and/or cognates for target words. The Spanish Pronunciation Tips feature allows students to hear explanations of commonly confused sounds and receive helpful pronunciation suggestions in Spanish. The Success videos begin with Spanish Summaries to help students access content. Disaggregated data is presented through SAM reports, according to demographics, so teachers can monitor the progress of students with limited English proficiency.

The *System 44 Teaching Guide* provides comprehensive and explicit instructional planning and supports instructing English Language Learners. S.M.A.R.T. lessons (Strategies for Metacognition, Academic Language, Reading, and Thinking) build academic language and essential concepts that help prepare

students for instruction.   The Oral Language Development Guide provides sentence starters to help students speak in complete, accurate sentences and reinforce common syntactical patterns. Suggestions to Modify Instruction identifies alternate ways to present instruction using varied modalities to help students who still do not understand or continue to struggle after the initial instruction.

The *System 44* Library features age-appropriate, high-interest fiction and nonfiction texts that include multicultural topics, characters, and areas of interest.   The books focus on building content-area vocabulary and the audio recordings model fluent reading and accurate pronunciation.   Instructional support is included that focuses on critical academic word lists developed by Dr. Elfrieda Hiebert to build academic vocabulary.   Further instructional support focuses on phonics, vocabulary, fluency, and comprehension.

System 44 Demonstrates an Appreciation of Diversity

System 44 is designed to challenge and meet the needs of each student through adaptive technology. The Software offers consistent and targeted support to students through individualized coaching, corrective feedback, data to inform instruction, and engaging medium. *System 44* involves students in monitoring their own progress toward clearly defined goals. The Software gives students control over how fast or slowly they proceed through the systematic, scaffolded lessons.   The technology rewards students' efforts as they complete each series of lessons.   In addition, as the smart technology tracks individual students' progress, students are able to view their progress on on-screen charts and printed reports, making success a visible and measurable experience.

The multicultural content found across all components of *System 44* reflects ethnic, cultural, and linguistic diversity, helping all students find a sense of belonging in their new environment.   Readings in *System 44* are age-appropriate and focus on engaging topics such as careers, music, heroes, relationships, health, and family, so all students feel that they are reading about their interests and what

motivates them. Multicultural topics and images of diverse people provide students from all cultural and language backgrounds the ability to see themselves reflected in text.

System 44 Motivates Students

System 44 was designed for our most challenged older, struggling readers. Many of these students are unmotivated and disenfranchised from school as a result of years of academic failure. The program helps students to understand that the English Language is a finite system of 44 sounds and 26 letters that can be mastered. Structured engagement routines used throughout the program encourage participation and accountability.

System 44 employs the power of technology to motivate students and to provide for structured engagement. Students who are not drawn to print media but voluntarily spend hours on the computer will use a tool they value to master skills they need. The on-screen host provides feedback and encouragement that is private, nonjudgmental, and respectful of students, and the endless patience of the computer cannot be overemphasized as student have opportunities to try, try again. In order to keep track of their progress, students can access on-screen charts and printed reports, encouraging them to celebrate their successes and keep working toward their goals.

System 44 Supports Student Transitions

At the heart of *System 44* is state-of-the-art adaptive software that delivers research-based instruction and practice based on the proven FASTT—Fluency and Automaticity through Systematic Teaching with Technology—algorithm. Designed to carefully manage cognitive load, the FASTT algorithm helps students systematically move information from working to long-term memory in the brain.

The FASTT technology expands recall by interspersing new elements with gradually increasing number of known elements during practice. This adaptive pacing of practice in the FASTT model moves students to automaticity. The multi-sensory approach in *System 44* further improves recall by combining audio and

visual supports. For example, every new word in the technology is linked with a picture and context sentence, both of which help learners commit the word meaning and underlying concept to memory.

System 44 uses the FASTT model and other research-based methods of instruction that have been shown to enhance students' ability to absorb new information, retain it, and transfer learning to new situations. Furthermore, *System 44* builds students' metacognitive understanding, helping them to tap into thinking in ways that will help them become better thinkers as well as readers. When all students have the skills to be proficient readers, they grow in confidence, their attitude toward school improves and their resilience increases. Students' improved reading skills translate to improved grades in all classes and a belief in their ability to learn.

🕮 To learn more about *System 44* and supporting research, please see these two websites:

http://teacher.scholastic.com/products/foundational_reading_phonics/system44/index.htm

http://teacher.scholastic.com/products/foundational_reading_phonics/system44/authorshipresearch/research.htm

Recommended for High School Tier 2 below Proficient Students

READ 180 Stages A, B or C

READ 180, correlated to Common Core Standards, is a scientifically research-based, intensive reading intervention program with a proven track record of delivering measurable learning gains to the older, struggling reader, including ELL, non-ELL, and Special Education students. The program is designed to accelerate reading achievement with students in upper elementary through high school who are seriously below level. *READ 180* directly addresses individual needs through adaptive and instructional software, high-interest literature, and direct instruction in reading and writing skills.

READ 180 delivers its reading achievement gains through:

- Individualized Software—*READ 180* contains "intelligent software" that collects data based on individual responses and adjusts instruction to meet each student's needs. The software provides individualized reading instruction plus continuous assessment of student progress. Reading passages are leveled using the Lexile Framework for Reading™ and are matched to the individual student's achievement level. The software supports for the older struggling reader include anchor videos to build background knowledge for reading passages, vocabulary support with phonics tips, closed captioning and Spanish language support for ELLs, and universal access features for Special Education students.

- Data-driven, teacher-led instruction in whole or small groups—*READ 180* provides teachers with a curriculum that supports the direct instruction of reading, writing, and grammar. The program includes a wide range of direct instructional materials to teach phonemic awareness, phonics, fluency, vocabulary development, and text comprehension plus specialized instructional strategies for writing, test-taking, and English-Language Learners. The Teaching System offers a clear instructional path for whole- and small-group instruction, as well as guidance and resources for differentiating instruction. Through SAM (described above), comprehensive, actionable reports and teacher alerts provide detailed and immediate feedback to identify student needs and to inform small-group instruction.

- Modeled and independent reading—*READ 180* provides students with an independent reading library of high-interest and leveled paperbacks, plus grade-level audiobooks where a Reading Coach models successful reading and comprehension strategies. Students build fluency, critical thinking, vocabulary, and comprehension skills through independent reading

of age-appropriate, carefully leveled Paperbacks, using the Lexile Framework for Reading™,

and through the modeled reading and coaching in the audiobooks.

- ▪ Professional Development—*READ 180* integrates professional development into the

  rBook™ Teacher's Edition, provides teachers with comprehensive implementation training

  and ongoing professional development, and includes enrollment in an online professional

  development course, *READ 180: Best Practices for Reading Intervention*.

READ 180 materials show respect for the struggling reader by presenting age appropriate materials at

multiple reading levels. The *READ 180* Software features an on-screen host who provides private, non-

judgmental feedback and continuous encouragement. *READ 180* technology also provides a snapshot of

where students are every day, so teachers can adjust instruction and keep students motivated and on

track. High-interest text in the Software, audiobooks, Paperbacks, and other components captures

student interest and provides support to promote reading success.

READ 180 Ensures Equity and Access for All Students

READ 180's multimedia approach accommodates students with different learning preferences and

needs. The Software contains universal access provisions, such as closed captioning of videotext, color

and contrast settings, voice-over descriptions of images, and adjustable speed of certain activities.

Leveled Paperbacks are provided, so students can read with success. Audiobooks provide struggling

readers with opportunities to appreciate quality literature that would otherwise be above their

independent reading level.

READ 180 enables success in the special education population because its research design and unique

features support a wide range of learning abilities. It is uniquely positioned to meet the needs of special

and regular education teachers facing increasing special education populations in their classrooms. The

program focuses targeted attention on essential reading skills—phonemic awareness, phonics, fluency,

vocabulary, and comprehension. Universal access allows students and teachers to customize the

Software to meet individual needs without implementing separate or complex adaptations. *READ 180* offers a multitude of universal access features including:

- Activating closed captioning of video text to accommodate students with hearing impairment

- Altering the color scheme and to increase text font size to accommodate students with vision impairment

- Activating Spanish-language support features

- Adjusting the speed of certain activities.

READ 180's multimodal features allow students who might have a disability to learn and experience text through a broader range of senses and abilities compared to traditional classroom activities. Thus, the program ensures that all students, regardless of learning modality preference, are able to benefit.

READ 180 materials show respect for the struggling reader by presenting age appropriate materials at multiple reading levels. The *READ 180* Software features an on-screen host who provides private, non-judgmental feedback and continuous encouragement. *READ 180* technology also provides a snapshot of where students are every day, so teachers can adjust instruction and keep students motivated and on track. High-interest text in the Software, Audiobooks, Paperbacks, and other components captures student interest and provides support to promote reading success.

READ 180 supports ELL students who are learning to read in English while they are continuing to develop oral language and build content knowledge. The program directly provides these students with the foundational experience needed while presenting age-appropriate and engaging materials.

The computer-assisted instruction offers English-language students the opportunity to receive customized support, learn at a comfortable pace, encourage the active processing of appropriately leveled text, and receive immediate feedback. English-Language Learners, in particular, who are often uncomfortable having their struggle with language exposed, benefit from the private assistance that

technology offers. Computers can also increase the interest level for older students, while keeping the text simple and easy to read, by offering immediate feedback on performance.

The software offers unparalleled support to English-Language Learners through nonjudgmental and individualized coaching, data to inform instruction, and an engaging medium that students enjoy. In addition, the multimedia technology is easy to use for both students and teachers and includes features that are specifically designed for English-Language Learners to provide support in their first language.

- Video Translation- Students will hear a short, one- or two-sentence preview of the video in their first language. The preview provides a conceptual framework for what students will see in the Topic Software video.

- Vocabulary Word Translation- Students hear translations of passage vocabulary words highlighted within Reading Zone passages. This translation of key words helps students make important connections between new vocabulary and words they know in their first language. Five languages are supported in the program, including Spanish, Cantonese, Vietnamese, Hmong, and Haitian Creole.

- Spanish Pronunciation Tips- Students hear explanations of commonly confused sounds and receive helpful pronunciation suggestions in Spanish. These pronunciation tips help Spanish-speaking students decode and recognize English sounds.

- Demographic Reporting Data- SAM reports offer reporting data according to demographics so that teachers can disaggregate and analyze the progress of students with limited-English proficiency.

Each language has different phonological characteristics, and English-Language Learners may encounter specific challenges related to their home language, especially during the initial learning phases.

READ 180 develops skills in phonemic awareness both in the context of decoding (word identification) and encoding (spelling). Experience is also provided in segmentation and blending, with instruction in letter-sound relationships. Extensive phonics instruction is provided through modeled practice in structural analysis and correct pronunciation. Optional mini-lessons for English-language development appear at the end of each *rBook* Workshop and can be used flexibly throughout the Workshop during Small-Group Instruction. Parent letters are translated into Spanish, Cantonese, Vietnamese, Hmong, and Haitian Creole for a better school-to-home connection and provide detailed information on each child's progress.

The *READ 180 LBook*, authored by two of the nation's leading researchers in English-Language Learners, Dr. Kate Kinsella and Tonya Ward-Singer, supports teachers with strategies proven effective with ELL students. The *LBook* is an interactive worktext designed for use in whole and small group to ensure that all *READ 180* students—especially English-Language Learners—are able to access academic language, word learning strategies, and grammar required to participate in accelerated instruction toward grade-level standards. The *LBook* provides explicit, sequential, linguistically logical, and systematic instruction and practice for all *READ 180* students, especially English-Language Learners.

The *READ 180 LBook* prepares English-Language Learners with academic and oral language development, comprehension, writing, and grammar skills required for *rBook* content. It supports ELL students by addressing skills that are transferrable from their primary language to English, including grammar, sound-spellings, and the use of cognates. The *LBook* scaffolds ELL students' access to text through multiple readings and by providing opportunities to practice and apply newly acquired vocabulary and comprehension skills. Instructional routines provide explicit systematic methods for teaching different levels of English-Language Learners who have not yet attained full proficiency in English.

READ 180 Demonstrates an Appreciation of Diversity

READ 180 is designed to challenge and meet the needs of each student through adaptive technology. The Software offers consistent and targeted support to students through individualized coaching, corrective feedback, data to inform instruction, and engaging medium. *READ 180* involves students in monitoring their own progress toward clearly defined goals. The Software gives students control over how fast or slowly they proceed through the systematic, scaffolded lessons. The technology rewards students' efforts as they complete each series of lessons. In addition, as the smart technology tracks individual students' progress, students are able to view their progress on on-screen charts and printed reports, making success a visible and measurable experience.

The content found in the READ 180 Software, Audiobooks, Paperbacks, and teacher materials is multicultural and relevant to all students. Promoting ethnic, cultural, and linguistic diversity helps all students find a sense of belonging in their new environment. Additionally, as students relate what they are reading to their personal experiences, they become better connected with the characters and content of the materials they read, and therefore, are more motivated to read. In addition to providing multicultural subject matter, the READ 180 literature, vocabulary, and activities are age-appropriate, primarily nonfiction, and content-based, so students feel they are reading about their interests and what motivates them. The authentic literature in the Paperback and Audiobooks, the *rBook* workshops include Functional Literacy lessons that highlight authentic role models in careers such as a Police Officer, Author, Track Coach, EMT Technician, Marine Biologist, and Criminology Researcher.

READ 180 Motivates Students

Educators know that reading is the key that unlocks success in school, but students who have experienced failure after failure for many years often become frustrated and angry, disengaged and disillusioned about themselves and their abilities. Success with reading can turn around negative

attitudes, and self-esteem, and help students see success in all other academic areas including math, science, and social studies.

READ 180 is an intensive reading intervention program designed to meet the needs of students whose reading achievement is below the proficient level. The program directly addresses individual needs through adaptive and instructional software, high-interest literature, and direct instruction in reading and writing skills. The adaptive technology customizes instruction and practice according to the student's levels, providing continual opportunities for students to experience success and demonstrate progress, motivating them to excel.

READ 180 Supports Student Transitions

At the heart of *READ 180* is state-of-the-art adaptive software that delivers research-based instruction and practice based on the proven FASTT—Fluency and Automaticity through Systematic Teaching with Technology—algorithm. Designed to carefully manage cognitive load, the FASTT algorithm helps students systematically move information from working to long-term memory in the brain.

The FASTT technology expands recall by interspersing new elements with gradually increasing number of known elements during practice. This adaptive pacing of practice in the FASTT model moves students to automaticity.   *READ 180* uses the FASTT model and other research-based methods of instruction that have been shown to enhance students' ability to absorb new information, retain it, and transfer learning to new situations. When all students have the skills to be proficient readers, they grow in confidence, their attitude toward school improves and their resilience increases. Students' improved reading skills translate to improved grades in all classes and a belief in their ability to learn.

📖 To learn more about *Read 180* and supporting research, please see these two websites:

http://teacher.scholastic.com/products/read180/

http://teacher.scholastic.com/products/read180/research/

<u>Recommended for High School Tier 3 Students Transitioning to Tier 2 Intervention</u>

Combined Instructional Plan: *System 44* and *READ 180*

For borderline students and to support students transitioning from Tier 3 to Tier 2 intervention, *READ 180* and *System 44* are designed to work seamlessly within the same instructional model in an integrated classroom. Based on the data from the *Scholastic Reading Inventory* (SRI) and the *Scholastic Phonics Inventory* (SPI), students in need of foundational skills are identified and grouped together to form a group (or two groups) that rotate together. Students who require more foundational reading skills remain as one group, while students with intermediate reading intervention needs remain as another group as they rotate through the instructional model.

<u>Recommended for High School Students Transitioning from Basic Proficiency to Beyond</u>

Expert 21 with *Expert Space*

Expert 21 is a new kind of core English Language Arts curriculum designed to help students transition from *READ 180* or to accelerate students from basic to proficient skill levels- an beyond- by preparing them with literacy expertise to thrive in the 21st century. *Expert 21* was designed for students in Grades 6–9 who are reading too well to qualify for intervention, but still struggle with some material in their content-area textbooks; students who with the right kind of help, could show additional gains on state tests; students who are bored in school, yet actively seeking knowledge and engagement on the Internet, on television, and in video games. As measured by the National Assessment of Educational Progress (NAEP), these students are among the majority of middle and high school students currently reading at a BASIC level.

As a brand new English Language Arts program, *Expert 21* is in full alignment with the Common Core Standards for Grades 6-9.

Built on the best practices of *READ 180*, this comprehensive program engages students with modern, relevant, and on-level English Language Arts content in daily lessons that can be delivered in 50-90 minute class periods. Tiered instructional support is provided in the Teacher Guide to facilitate learning for transitional students. Supporting teacher-led instruction, students work in *Expert Space,* a web-based digital curriculum and tool kit accessible anywhere students have internet access. In *Expert Space* students built content area knowledge in science and social studies, plan and complete projects and assignments.

Reflecting the realities of the country's middle and high school classrooms, *Expert 21* is designed to meet the needs of all learners. Whole-group, small-group, and computer-based setting provide a variety of opportunities for teachers to assess students' needs and tailor instruction accordingly. Each *Expert 21* workshop follows a "model, mentor, monitor" structure scaffolding new skills, strategies, and concepts for students so they can experience success.

Expert 21 Ensures Equity and Access for All Students

Expert 21 includes embedded support for differentiated instruction. Through the Teacher's Edition, teachers are guided on how to differentiate for varying levels of proficiency in the classroom. In addition, teachers are provided with explicit guidance on how to make instruction accessible to English-Language Learners. Prompts throughout the Teacher's Edition are aligned to *Response to Intervention* (RTI). Instruction is included for all three RTI tiers, English Language Learners and Students in Special Education,   Teachers are also directed to the *Scholastic Achievement Manager* (SAM) for additional resources for differentiating instruction.

Students can explore each workshop in depth and get the scaffolding they need to be successful within *Expert Space*. Leveraging the principals of Universal Design for Learning (UDL), *Expert Space* can help make text accessible to all students. *Expert Space*, a comprehensive digital curriculum, includes more

than 100 topics and 125,000 articles, aligned to the most commonly taught subjects in Science and

Social Studies. *Expert Space* includes several supports for students, including:

- Read Aloud—Reluctant readers and English Language Learners can have the text read aloud

- Leveled Text—Articles are written at three reading levels, which students can adjust themselves.

  These levels are based on the Lexile Framework for Reading.

- Spanish Language Support—Many of the articles are available in Spanish.

- Dictionaries—An embedded dictionary allows students to build their vocabulary by looking up

  any word in an article.

- Anchor Videos—Each *Expert Space* includes an anchor video which helps students build

  background knowledge and create a mental model of text.

The Center for Applied Special Technology (CAST) reviewed *Expert Space* to ensure that it aligns with the

principals for Universal Design for Learning (UDL), which was created to provide equal access to

technology for all students.

Expert 21 Motivates Students

Expert 21's inquiry-based design draws students in and sets a purpose for reading by structuring each

workshop around compelling Expert Questions, such as "How do we protect our rights?" and "How are

we changing the Earth?" *Inquiry-based instruction* engages students in activities and discussion around

an organizing question or problem important in the world. In *Expert 21,* each Workshop begins with an

Expert, or essential, *Question.* During the inquiry process, students explore and address the problem

articulated by the question. Everything taught in an inquiry unit--including all attitudes, strategies, and

concepts—is in the service of investigating the question, and understanding and doing things related to

the question. Through inquiry, students learn how to use accepted problem-solving tools to construct

understandings. Students engage in the same kind of processes and dialogues that practitioners do, and

make use of the same tools, as well.

Expert Space Supports Accessibility to Content Area Text

Expert Space can help make text accessible to all students. *Expert Space*, a comprehensive digital curriculum, includes more than 100 topics and 125,000 articles, aligned to the most commonly taught subjects in Science and Social Studies. *Expert Space* includes several supports for students, including:

- Read Aloud—Reluctant readers and English Language Learners can have the text read aloud

- Leveled Text—Articles are written at three reading levels, which students can adjust themselves. These levels are based on the Lexile Framework for Reading.

- Spanish Language Support—Many of the articles are available in Spanish.

- Dictionaries—An embedded dictionary allows students to build their vocabulary by looking up any word in an article.

- Anchor Videos—Each *Expert Space* includes an anchor video which helps students build background knowledge and create a mental model of text.

Expert 21 helps students deepen their content knowledge online, develop nonfiction research and writing skills, and strengthen executive function through *Expert Space*, a online digital curriculum and toolkit. *Expert Space* includes over 125,000 articles and 100,000 vetted Web sites, aligned to the most commonly taught subjects in science and social studies. Students use *Expert Space* to extend their exploration of Expert Questions through longer assignments and projects, gather resources related to the Expert Projects, and further build knowledge about a wide variety of topics. As they conduct research in *Expert Space*, students gain valuable practice with reading nonfiction, evaluating and analyzing sources, organizing information, and writing research reports.

Expert 21 Supports Student Transitions

The goal of *Expert 21* is to accelerate students from Basic to Proficient with the first contemporary, interactive 21st Century English-Language Arts Curriculum. The program is designed for students from basic to above, students exiting *READ 180*, or Early/Advanced English-Language learners. The three courses span a wide range of abilities in the classroom—from 650 to 1200 Lexiles®.

Expert 21 teaches reading, writing, and thinking for the 21st Century by carefully weaving a comprehensive set of skills strands throughout the program.   Reading selections emphasize development of interdisciplinary knowledge in English, Reading, Language Arts, History, Science, Geography, and the Arts. The *21 Book* emphasizes themes in Health Literacy, Civic Literacy, Financial Literacy, and Global Awareness.

Expert 21 includes research-based features designed to accelerate students in transition including:

- Workshop Lesson Model- 24 workshops follow a "model, mentor, monitor" structure that moves from teacher-directed instruction, to teacher-mentored activities to monitoring of independent activities. Additionally, the type of reading students do in class has been carefully constructed to move from the most highly scaffolded type of reading to independent reading. Scaffolds include leveled text, Spanish translations, and a read-aloud tool.

- The Arc of Inquiry Design Incorporating an Essential Question – Each workshop is a motivating inquiry built around a central "Expert (essential) Question" and drives toward a culminating real world case study project. Students address real-world problems in a deep way following a 4 part process:

  - Explore the Expert Question

  - Read and synthesize

  - Write and communicate

  - Apply expert skills

- ▪ Web-based Learning Environment- Leveraging the principles of Universal Design for Learning (UDL), Expert Space can help make text accessible to all students. Scaffolded content and learning tools to help students, plan, organize, and cite references. Web-based lessons are taught in short videos.

- ▪ Emphasis on 21st Century Skills- Each workshop builds English language arts skills competency while engaging students in 21st Century learning and application. Student learn new academic and non-academic skills and strategies to increase their marketability, employability, and readiness for citizenship including these:

  - Thinking critically and making judgments

  - Solving complex, multidisciplinary, open-ended problems

  - Creativity and entrepreneurial thinking

  - Communicating and collaborating

  - Making innovative use of knowledge, information, and opportunities

  - Taking charge of financial, health, and civic responsibilities

Expert 21 includes program-specific assessment and interfaces with the *Scholastic Reading Inventory* (SRI), and the *Scholastic Achievement Manager* (SAM).

📖 To learn more about *Expert21* and supporting research, please see these two sites:

http://teacher.scholastic.com/products/digital_curriculum/expertspace/ES_Research_Ppr_FINAL.pdf

http://teacher.scholastic.com/products/expert21/

ii. Describe how the applicant will coordinate and ensure ready access to instructional technology, information and media services, and materials necessary for effective instruction.

As a part of the initial needs assessment, SAP staff will conduct a technology audit to determine school readiness for implementing the above technology-based literacy intervention programs. A Technical Support Manager will provide support to ensure optimized results. Minimum server requirements are a function of the product(s) being run, the number of expected concurrent users and available bandwidth. In general, servers hosted by the district should be installed with a Server OS (e.g., Win2003 or Mac OS X 10.4 Server), 2GB memory, 80GB disk drive and some type of backup capability. Student workstations (Mac or Windows) require at minimum Windows XP SP3 or OS X 10.4.11 with 500MB memory, PIV/2.6GB or G5/2GB processor.

 We recommend that the technology components of the tiered intervention treatment solution be delivered via our Scholastic hosting model. Our web-hosted environment allows for easy set up, maintenance, and quick actionable, disaggregated data reports, provided in real- time and accessible to teachers, building administrators, district administrators, and state monitoring teams. Scholastic's hosting services are provided subject to terms and conditions that can be found at:

http://education.scholastic.com/hostingterms.pdf.

iii. Describe the specific tactics and activities that will support attainment of a school culture and climate conductive to high expectations and student learning, including school wide student discipline policies integral to the intervention model.

The obstacle that prevents many schools from attaining a culture and climate conducive to high expectations and providing all students with a rigorous and relevant education is a low level of student engagement. The intense focus on meeting state testing requirements coupled with a lack of active learning opportunities for students is resulting in an increasing number of disengaged students.

Experienced educators know that increasing student engagement is not easy. Solutions are individual and complex, and they require persistent effort and staff collaboration. If we can be successful in engaging students in rigorous and relevant learning, their futures and the future of this nation, will be

much brighter. Engagement encompasses a student's individual and social needs and requires a stimulating environment that is motivating and stretches the learning process. Academic achievement is not just about test scores. It is about helping each student develop his or her abilities and acquire the cognitive, emotional, and behavioral characteristics of an engaged learner.

Engagement and a positive climate also require respect. In recent years, discipline has focused on disrespect rather than on respect itself.   SAP believes that focusing on disrespect will not help to create positive climate conducive to high expectations. Rather, schools must work to build respect as a means to improve schools and student engagement.

SAP will assist school leaders and teachers in the complex task of increasing student engagement. In addition to explaining the psychological underpinnings of disengagement, SAP will provide teachers with practical suggestions on how to do the following:

1. Make engagement a data-driven process

2. Improve the school climate

3. Support teachers in developing engagement-based teaching and learning.

4. Create school wide discipline policies through a positive respectful environment

Some specific tactics and activities are described below.

Use of High Quality Technology-Based Instruction

Through the use of the recommended technology-based programs described above, each with built-in features to engage and motivate struggling students, experience has shown that school climate and culture is impacted, particularly as students attain success and their literacy improves literally opening a gateway to success in other academic and life pursuits. As an example, please see information related to improving drop-out rates found beginning on page 24.

Use of the Rigor/Relevance framework ™

In addition, job-embedded coaching will support development of customized tactics, activities, and policies to support successful implementation of the intervention plan. All of SAP's teacher coaching and view on instructional excellence are influenced by the Rigor/Relevance Framework® described beginning on page 8. A key aspect of our approach is giving leaders and teachers the skills they need to foster high expectations, including guidance to leaders to help determine what to change in schools, and guidance to teachers on how to organize curriculum and instruction to prepare all students for the future.   We also believe that to promote rigor, strong relationships are key. Students are more likely to make a personal commitment to engage in rigorous learning when they know that teachers, parents, and other students actually care about how well they do.

Academic *rigor* refers to developing in-depth mastery of challenging tasks, reflective thought, analysis, problem solving, evaluation, and creativity. *Relevance* refers to interdisciplinary and contextual learning in which students apply core knowledge, concepts, and skills to solve real-world problems.

The Rigor/Relevance Framework® helps leaders and teachers to define what to change in schools and how to organize curriculum and instruction to prepare all students for the future. It is based on the two dimensions of higher standards and student achievement: knowledge and application. For students to become lifelong learners, problem solvers, and decision makers, Quadrant B and D skills are required.

Strong relationships are critical to completing rigorous work. Students are more likely to make a personal commitment to engage in rigorous learning when they know that teachers, parents, and other students actually care about how well they do. Relationships are the foundation upon which rigor and relevance are built.

Culturally Responsive Practices

The Scholastic Achievement Partners program design is built on a foundational belief that practices and program components need to be culturally responsive. This includes

- A rigorous needs assessment component of our model, which is geared towards understanding each school's unique DNA and the underlying cultural factors

- A deep reliance on the importance of rigor and relevance in instruction, including key steps to make learning tangible and meaningful to students

- Coaching, professional development and plan that are grounded in building relationships with students and the creation of high levels of learning engagement

- Instructional materials that represent a broad base of cultures and viewpoints

Meeting Social and Emotional Needs of Students

SAP addresses the needs of homeless students specifically through the Community and Family Engagement portion of our solution. As part of the customized Community and Family Engagement plan that we create for every school, we will evaluate the needs of homeless and other students in the community and include as part of our recommendations before school/after school wrap-around support ideas based on student need and community availability, specific outreach tactics to homeless families, and other strategies specific to the community. The recommended literacy intervention programs contain software supports described in the Work Plan designed to minimize social stigma for all struggling readers and provide quick placement and reporting features to streamline management of new and highly mobile students.

To address the social and emotional needs of students, SAP utilizes the Relationship Framework as part of our Needs Assessment process. As part of this process we will determine the presence of key Learning Relationships Supports for students, identify any gaps, and make recommendations for improvement.

The Relationship Framework breaks down Learning Relationship Supports as follows.

Relationship Framework	
Learning Relationships Support for Students	
0. Isolated	Students feel significant isolation from teachers, peers, or even parents. Students lack any emotional, social connection to peers and teachers.
1. Known	Students are known by others, frequently called by name. Teachers know students and their families, interests, aspirations, and challenges. Students are known by peers that they interact with in school.
2. Receptive	Students have contact with peers, parents, and teachers in multiple settings. Teachers exhibit positive behaviors of "being there" that show genuine interest and concern.
3. Reactive	Teachers, parents, and peers provide help to students when requested, but support may be sporadic and inconsistent among support groups.
4. Proactive	Others take an active interest in a student's success. Teachers take initiative to show interest and provide support. Students and others express verbal commitment for ongoing support and validate this commitment with their actions.
5. Sustained	There is extensive, ongoing, pervasive, and balanced support from teachers, parents, and peers that is consistent and sustained over time.
6. Mutually Beneficial	Positive relationships are everywhere and commonplace among the way that teachers and parents interact and support the student as learner.

School Safety

As part of our Needs Assessment process, SAP will conduct a School Safety Review, identifying potential

areas for improvement in the creation of a safe and orderly environment for students. In addition, as a

part of job-embedded training and coaching for school administrators, plans will be made towards

establishing policies that enable teaching, learning, volunteering, and school-wide events in a safe

environment. Methods will be determined to successfully engage families and the community in ways

that enhance understanding of the school's mission, including the school's desire to include these

stakeholders in decision-making and implementing policies that help maintain a safe school environment.

iv. Describe how the applicant will address student transitions through the P-20 continuum. Discuss how intervention models in elementary and middle schools will be integrated with high school interventions, and vice versa. For HS, discuss the partnerships that will be formed with community colleges, districts, and colleges and universities to address barriers to postsecondary areas.

The literacy intervention programs and assessments described above were created to serve students in grades 3-12 and above and have been used with great success with students at these levels. Programs are structured to be used across grade spans supporting growth and successful transitions in a natural, unbroken way. Specific transition supports are discussed above in the descriptions of each program.

The initial needs assessment will provide valuable information about the present state of partnerships with postsecondary institutions. The SAP Turnaround Specialist will work with the school leadership team to determine the viability of each and investigate improving and initiating potential partnerships. SAP may also use their proprietary resource kit, Career and Technical Education for College and Career Readiness - Convergence of Academics and CTE to determine where gaps exist in providing a CTE classroom that is rich in rigorous academic content, profile career clusters and pathways, and determine how organizing a career pathway system can make classroom instruction more rigorous and relevant. The coach will then offer guidelines for the effective use of testing, data collection, and analysis in the alignment of curriculum and assessment, and work with the school leadership to determine ways to develop partnerships and to update CTE programs as appropriate.

📖 For more information about the use of Scholastic literacy intervention programs with struggling readers below and above high school grades, please see *Compendium of Research for READ 180: Ten Years of Proven Results for America's Struggling Readers* at this website:

http://teacher.scholastic.com/products/read180/research/pdfs/R180_Research_compendium.pdf

D. Staffing

i. Describe the applicant's plan 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.

The SAP improvement team will provide recommendations and assistance in designing and implementing a rigorous, transparent, and equitable performance evaluation system for teachers. As part of this we will facilitate discussions with key stakeholders in the district; take into account state and local mandates for performance evaluation; and provide an overview of best practices we have observed around the country. Once this exploration phase is complete we will make recommendations on how to craft and effectively implement and evaluation system that will support school improvement goals.

If appropriate, SAP will seek outside subcontractors such as SAS® EVASS® to employ a value-added analysis system that takes the gains each student makes from year to year and compares it to the gains made by a normative sample for that same subject between those same grades. As the most comprehensive reporting package of value-added metrics available in the educational market, EVAAS for K-12 provides valuable diagnostic information about past practices and reports on students' predicted success probabilities at numerous academic milestones. By identifying which students are at risk, educators can be proactive, making sound instructional choices and using their resources more strategically to ensure that every student has the chance to succeed. Tools can help identify relative levels of teacher proficiency and could be further used to customize and focus professional development offerings.

SAS EVAAS for K-12 builds on the Tennessee Value-Added Assessment System (TVAAS) methodology developed by Dr. William L. Sanders and his colleagues at the University of Tennessee at Knoxville. Value-added assessment eliminates the possibility of a distorted view of effective schooling by following the progress of individual students. Additionally, SAS EVAAS for K-12 offers a rich environment for

educational research. Effectively implemented, SAS EVAAS for K-12 allows educators to recognize progress and growth over time, and provides a clear path to achieve the US goal to lead the world in college completion by the year 2020. EVAAS is used statewide in Tennessee, Ohio, North Carolina, and Pennsylvania as well as extensively in several other states including Georgia, Mississippi, and New Mexico along with several major districts across the country, including Houston Independent School District.   Founded in 1976 and now with clients in 127 countries, SAS is a recognized leader in business analytics software and services, and the largest independent vendor in the business intelligence market.

For more information about SAS® EVASS®, please see this site:

http://www.sas.com/govedu/edu/k12/evaas/index.html

ii. Explain the applicant's plan to determine the effectiveness of the existing principal and whether the principal can serve as the instructional leader for the intervention.

The Leadership Gap Analysis process described earlier in this document will be used as a method to determine the effectiveness of the existing principal. This gap analysis will specifically address instructional leadership competencies.

iii. Provide info about the applicant's plan for recruiting, hiring, and developing leaders (i.e., principals, administrators, and teaches) for all schools in which the intervention model will be implemented.

The SAP improvement team will partner with district/school leadership to put a plan in place for recruiting, hiring, and developing leaders. From a recruiting standpoint, we will assess what methods of recruiting talent have been used in the past and will typically recommend a combination of traditional recruiting methods and reliance on our vast network of professional contacts.

From a hiring standpoint, our personnel are available to participate in and facilitate the interview process in conjunction with district personnel. Our leadership development and executive coaching approach provides a strong foundation of support for leaders, and is our principal means of leader development.

iv. Describe how the applicant will work with the LEA, the teacher's union, and as applicable, other organizations to design and implement a fair and consistent method to evaluate staff members' ability to effectively participate in the intervention model.

SAP is available to advise and recommend best practices for the creation of a fair and consistent method to evaluate staff members and their ability to effective participate in the implementation model. As part of this we will facilitate discussions and planning among key stakeholders (LEA, teacher's union) to review best practices, understand successes and challenges and teacher/performance evaluation initiatives to date, take into account local and state mandates, and create a range of options for potential performance evaluation options.

E. Professional Development

i. Explain how the applicant will assess and plan for the training and professional development needs of the staff. Include info about standard components of the PD design and the areas that will be customized to fit the school and district.

As a part of the initial needs assessment, SAP will gather data about ongoing and recent training and professional development. The Turnaround Specialist will work with school leadership to determine the continuing needs of staff and what resources may be available from the district, state, and regional institutions of higher learning.

SAP professional development is focused on improving instruction and therefore we offer four kinds of instructional professional development and training opportunities including the following:

1. General Instructional Development Topics

2. Program Specific Implementation Training for *READ 180* and *System 44* Literacy Intervention Teachers

3. Program Independent Literacy Training

4. Program Independent Mathematics Training

General Instructional Development Topics- As a part of a customized plan of PD, SAP offers the following general instructional development for teachers, specialists, coaches, leaders, and appropriate support staff:

- Support transition from State Standards to Common Core Standards and next Generation Assessments

- Alignment to NCLB and/or Common Core Standards

- Refine and perfect key teaching skills in each content area (ELA, Math, Science, Social Studies)

- Develop teacher effectiveness based on the Rigor/Relevance Framework®

- Understand and apply the Rigor/Relevance Framework®

- Implement the Collaborative Instructional Review ® process

- Identify and train according to effective instructional practices and strategies

- Correlate to current/ help develop a School Improvement Plan

- Identify cost-effective strategies, services, and products that address school goals

- Integrate literacy strategies into all grade levels and content areas

- Focus mathematics professional development on the deep mathematical content that teachers need for instruction

- Improve student engagement by:

  - Creating a safe and secure learning environment

  - Addressing student poverty-driven deficits

  - Creating positive relationships for students

- Developing comprehensive instructional programs based on student achievement data

- Developing shared responsibility for student achievement

- Implementing effective use of common planning time

- Developing plans to provide professional growth and recognition/rewards opportunities

Program Specific Implementation Training for *READ 180, System 44,and Expert 21* Literacy Intervention teachers—SAP offers Literacy Intervention program specific implementation training for *READ 180* , *System 44,* and *Expert 21* teachers. Modeling and coaching for teachers and literacy specialists focuses on how to implement the instructional models and employ best practices can be provided. This plan will be differentiated according to need, refresher and new-to-program, provided in a variety of delivery methods, and may include:

- Access to online tools designed to support implementation with a focus on the latest research-based teaching techniques, guidelines for effective use of the software, and how to use assessment tools to guide instruction

- Small group and whole staff in-person training lead by skilled program specialists

- Interactive webinars

- Coaching focused on structure, management and using reports to track software usage for individuals, groups and classes

- Coaching focused on progress monitoring with reports show reading performance over time for individuals, groups and classes

- Coaching focused on diagnostic reports detail students' strengths and weaknesses and help teachers differentiate instruction to meet individual needs

- Coaching focused on instructional planning and using data to drive and differentiate instruction for Whole and Small Groups

Online Program Independent Literacy Training- SAP offers Literacy intervention training that is program independent. *Scholastic U* online courses provide every PreK-12 educator in a school with access to comprehensive, research-based courses that focus on key areas of literacy instruction and assessment. *Scholastic U*'s flexible implementation model enables teachers to engage in ongoing professional development with a balance of online and in-person learning and collaborative discussion that

emphasizes practical application in the classroom.   Graduate credit is available from accredited university partners.

Available through annual subscription, *Scholastic U* tools and resources for administrators help leaders manage professional learning school- and district-wide:

- District Usage reports enable leaders to track Learners' progress and ensure accountability.

- Just-In-Time Learning Library and Online Courses provide practical resources and research-based content specifically for leaders.

- District Message allows leaders to post customized messages and links that only teachers in specific schools or the district can see.

- Customizable Professional Calendar helps leaders schedule and organize professional learning.

Scholastic U also makes a QuickStart Training Webinar, *Scholastic U* Implementation Training, and an Implementation and Evaluations Services Package available at additional cost.

The following are two examples of *Scholastic U* courses for high school teachers:

- Building Foundational Skills: Phonics, Word Study, and Comprehension (Grades 3-12) The course focuses on deepening knowledge of effective decoding instruction and the benefits of suing System 44 and other intervention programs to improve the skills of older, struggling readers. Course Faculty: Francie Alexander, Dr. Marilyn J. Adams, Dr. Maria Elena Argüelles, Dr. Ted Hasselbring, Dr. Julie A. Washington

- High School Literacy: Comprehension Through Active, Strategic Reading This course focuses on techniques for teaching reading comprehension across the high school content areas. Course Faculty: Francine Alexander, Carol Jago, Dr. Jeffrey Wilhelm

A current comprehensive *Scholastic U* course listing is found at the end of Part 1.

<u>Mathematics Intervention</u>- Based on what research shows to be essential goals for improving the teaching of mathematics Math Solutions courses help teachers and math specialists to increase their understanding of the math they teach, understand how children best learn math, and develop effective strategies for teaching mathematics. The plan will be customized according to need and may include:

- The message that professional learning about mathematics instruction is a priority.

- A vertical perspective on math content through mixed-grade-level experiences.

- Support for educators with grade-level sessions featuring essential content and instructional strategies appropriate for their students.

- Stimulating learning with multiple instructors who offer a range of experiences, perspectives, and teaching styles.

- Courses focused on the topics most critical to the district or school.

- Providing opportunities to implement new learning and reflect with colleagues about progress.

- Encouraging immediate implementation of new strategies and allow opportunities to revisit and improve technique during subsequent days in the series.

- Defining and refining effective instructional practices through lesson observations and collegial conversations.

- Establish and support ongoing learning for a community of teachers and leaders.

- Support for implementing effective teaching practices.

- Demonstration lessons, including pre- and post-conversations, to illustrate instructional techniques.

- Collegial planning and observation of lessons to refine instruction.

- Collaborative instructional planning for grade levels.

- Development and deepening of teachers' content knowledge.

- Analysis of student work samples to assess learning and determine instructional next steps.

As an example, the following describes "Teaching Math Through Problem Solving", a course that introduces teachers to the current guidelines for mathematics instruction. The course presents teachers with the rationale for teaching mathematics through problem solving and gives them hands-on experiences with instructional strategies and ideas that promote thinking and reasoning. Samples of student work connect session experiences to classroom instruction.

This course helps participants:

- Strengthen math content knowledge for the purpose of making math accessible for students

- Understand how students learn mathematics

- Implement instructional strategies that promote thinking, reasoning, and making sense of mathematics

Participants will:

- Examine problem-solving activities and investigations that develop understanding

- Focus on problem solving in all areas of the math curriculum, including number and operations, geometry, measurement, algebra, data analysis and probability

- Experience a variety of ways to organize the classroom—whole-class, small-group, and individual learning

- Identify and analyze strategies to develop number sense that enhance computational efficiency

- Understand how manipulative materials can be used to support learning

Additional sample course descriptions are provided at the end of Part 1.

ii. Describe how the applicant will evaluate the fidelity of implementation, quality, relevance, and utility of the PD.

Fostering continuous improvement requires a clear understanding of the effectiveness and impact of the professional development plan being implemented. SAP provides the survey tools and data needed to evaluate and report on the progress made. Standard reporting includes:

- Analysis of how the professional development experiences met the goals outlined

- Overview of participation data

- Summary of participant learning

- Recommendations for continued improvement

Additional assessment and reporting may also include an impact study of teacher content knowledge and observation of classroom instruction to evaluate implementation. Finally, we can provide advice and recommendations to assist with the recruitment, placement, and retention of high quality teachers, including the creation of a separate training and PD path for new and beginning teachers. SAP professional development standards align strongly with the National Staff Development Context Standards. The chart below indicates how the online, in-person, and program-embedded professional development offerings align with all of the Context, Process, and Content Standards.

National Council on Staff Development Standards (edited for length only)	Program Embedded/			Online				In-Person			
	PARG/SARG	RDI	Leadership Guide	Online Courses	WebRes.	Int. TE/SAM	Teacher Comm'ty	Training	Coaching	Cadre Mtgs	Summer Inst.
CONTEXT STANDARDS											
Organizes adults into *learning communities* whose goals are aligned with those of the school and district.				✓			✓		✓	✓	✓
Requires skillful *leaders* who guide continuous improvement.				✓		✓	✓		✓	✓	
Requires *resources* to support adult learning and collaboration.				✓		✓	✓	✓	✓	✓	✓
PROCESS STANDARDS											
Uses disaggregated student *data* to determine adult learning priorities, monitor progress, and help sustain improvement	✓						✓		✓		✓
Uses multiple sources of information to guide improvement/demonstrate impact.	✓	✓	✓	✓	✓	✓		✓	✓		✓
Prepares educators to apply *research* to decision making.		✓	✓	✓		✓		✓	✓		✓
Uses learning strategies appropriate to the intended goal.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Applies knowledge about human *learning* and change.				✓		✓					✓
Provides educators with the knowledge/skills to *collaborate*.				✓	✓		✓		✓	✓	✓
CONTENT STANDARDS											
Prepares educators to understand/appreciate *all* students, create safe, orderly, supportive learning environments & hold high expectations for achievement	✓	✓	✓	✓		✓	✓	✓	✓		✓
Deepens educator content knowledge, provides *research-based* instructional strategies and prepares to use classroom assessments				✓	✓	✓		✓	✓		✓
Provides knowledge/skills to *involve families* and stakeholders appropriately.	✓		✓			✓		✓			

F. Organizational Capacity

i. Describe the applicant's organizational structure, financial stability, and the organizational capacity. Please include the type and number of schools that applicant can serve.

Scholastic Corporation (NASDAQ: SCHL) is the world's largest publisher and distributor of children's books and a leader in educational technology and children's media.　Scholastic creates quality educational and entertaining materials and products for use in school and at home, including children's books, magazines, technology-based products, teacher materials, television programming, film, videos and toys.

Scholastic distributes its products and services through a variety of channels, including proprietary school-based book clubs and school-based book fairs, retail stores, schools, libraries, television networks and www.scholastic.com.　Corporate headquarters are located at 557 Broadway, New York, NY 10012.

Scholastic categorizes its businesses in four operating segments: Children's book publishing and distribution; educational publishing; media, licensing and advertising; and international.

- Children's Book Publishing and Distribution (49.4% of fiscal 2009 revenues) includes the publication and distribution of children's books in the United States through school-based book clubs and book fairs and the retail channel. Scholastic is the world's largest publisher and distributor of children's books and is the largest operator of school-based clubs and school-based book fairs in the United States. In fiscal year 2007, the company published or distributed approximately 400 million children's books in the United States.

- Educational Publishing (20.8% of fiscal 2009 revenues) includes the production and distribution to schools and libraries of educational technology products, curriculum materials, children's books, classroom magazines and print and online reference and non-fiction products for grades pre-K–12 in the United States. The company is a leading provider of educational technology products and reading materials for schools and libraries.

- Media, Licensing and Advertising (8.2% of fiscal 2009 revenues) includes the production and

  distribution of children's media and electronic products and programs — children's television

  programming, videos, DVDs, software, feature films, interactive and audio products,

  promotional activities and non-book merchandise.

- International (21.6% of fiscal 2009 revenues) includes the publication and distribution of

  products and services outside the United States by the company's international operations, and

  its exports and foreign rights businesses. Scholastic has operations in Canada, the U.K.,

  Australia, New Zealand, Asia, Mexico, Argentina and Puerto Rico.

Educational Publishing Segment

Scholastic Educational Publishing includes the production and/or publication and distribution to schools

and libraries of educational technology products, curriculum materials, children's books, classroom

magazines, and print and online reference and non-fiction products for grades pre-K to 12 in the United

States.   There are three divisions: Scholastic Education; Scholastic Classroom and Library Group;

Scholastic Classroom Magazines.

Scholastic Education Division

Margery W. Mayer serves as Executive Vice President and President, Scholastic Education. Scholastic

Education offices are located at 557 Broadway, Ninth Floor, New York, NY 10012. Approximately 1,470

individuals are employed in the Education Division.

As a partner to America's public schools for over 90 years, Scholastic is the most trusted name in

learning with a brand that is synonymous with quality. Scholastic's Education division, a leader in the

education marketplace, provides research-based technology programs, supplemental instructional

materials and high-quality literature that support student achievement in grades pre-K through high

school.

Grounded in the most current scientific research, Scholastic Education develops technology products and services that include intervention, instruction, assessment and data management and professional development. The division also includes Classroom Magazines, Classroom Books, Teaching Resources, Library Publishing and Tom Snyder Productions.

Duncan Young is Senior Vice President, Scholastic Achievement Partners for Scholastic Education. In this role, Duncan leads the professional services areas of Scholastic Education, overseeing a team that offers consultation, needs assessment, project management, training, coaching, advisory, and post-sales support for Scholastic's solutions, helping to ensure that the programs are implemented effectively and achieve results for the struggling readers they serve. Young is involved in planning the Illinois project in a lead role with our partner, the International Center for Leadership in Education (ICLE) and **Joe Shannon**, Deputy Chief Academic Officer**.**

Scholastic Achievement Partners (SAP) bring together Scholastic Education, the International Center for Leadership in Education (ICLE), and Math Solutions to offer a powerful team capable of working across a broad range of needs to impact student achievement and improve low-performing schools. The result is school turnaround and transformation that is research-based, proven effective, and designed for scale and sustainability.

Our team of partners has deep experience in helping to positively impact student achievement. For over 90 years, Scholastic's mission has been to make every student a better reader, learner, and citizen. For the last 10 years, Scholastic Education has partnered with 1,500+ districts of all sizes and 18,000+ classrooms to enable scalable, sustainable literacy improvement for struggling low income, minority, special education, limited English proficient, and low achieving students. ICLE, founded by leading school improvement expert **Willard R. "Bill" Daggett,** has 20 years of experience in helping to improve schools, strengthen instructional culture, and bolster teaching practices. Math Solutions, founded by renowned math educator **Marilyn Burns**, has been improving mathematics teacher effectiveness since

1984. Together as partners, we can bring the skill and expertise or over 300 seasoned turnaround specialists to serve schools and districts.

ICLE has developed an extraordinary reservoir of resources and relationships to advance school improvement. Our Rigor/Relevance Framework® is used in schools across the country and around the world to make instruction and assessment more rigorous and more relevant for all students. Our Learning Criteria to Support 21st Century Learners™ can help a school better define how well it is meeting the needs of all learners by looking at the whole school and the whole student.

Willard R. Daggett, Ed.D., CEO of ICLE, is recognized worldwide for his proven ability to move education systems towards more rigorous and relevant skills and knowledge for all students. He has assisted a number of states and hundreds of school districts with their school improvement initiatives, many in response to No Child Left Behind and its demanding Adequate Yearly Progress (AYP) provisions. Dr. Daggett has also collaborated with education ministries in several countries and with the Council of Chief State School Officers, the Bill & Melinda Gates Foundation, the National Governors Association, and many other national organizations.

SAP has over 500 consultants/coaches around the country and well-defined processes and procedures for identifying, training, and deploying new consultants quickly and with high quality. Within Illinois we feel confident we can provide comprehensive services to 10-20 schools of all types (elementary, middle, high) with existing staff though we also have the capabilities to serve more schools with sufficient lead time to balance resources from other geographies and scale the team in other ways.

ii. Describe the non-negotiable commitments and decision-making authority the applicant requires to successfully manage the school turnaround model.

In order for the school improvement initiative to be successful, a true partnership between SAP and school/district personnel must be put in place. We will work to develop a collaborative, customized plan for school improvement and ask that the leadership of the school commit to implementing with fidelity all key components of the plan.

iii. Provide a summary of the qualifications of the staff who would be involved in the project and list their specific experience and success with school intervention efforts. Describe to what degree these staff will be involved in the day-to-day work with the district and school(s). In an appendix, include one-page resumes for all individuals involved with the turnaround efforts.

SAP has an incredibly skilled implementation team of accomplished educators that works daily in hundreds of districts around the country, to project manage, to train, to coach, and to provide technical support. All members of the SAP staff are highly educated and trained to deliver school improvement services- in short, this is a team that knows how to form deep partnerships and to "move the needle" when it comes to raising student achievement.

Numerous experiences with large scale literacy and school improvement projects across the United States have provided our staff with extensive qualifications in the following areas:

Collaboration with State, District, and Building Leadership Teams

- Creating and monitoring a comprehensive plan for successful implementation

- Scheduling and facilitating implementation stakeholder meetings

- Developing and sharing implementation fidelity reports and recommendations

- Providing training in monitoring and supporting classroom instruction

- Assisting with running, analyzing and reporting data to support decision-making

- Overseeing testing windows and developing a comprehensive testing plan

- Collaborating with leaders to develop individualize professional development plans and deliver job-embedded coaching to give leaders the skills they need for success

- Providing advice and coaching from a proven Turnaround Specialist with successful district experience

Supporting Literacy and Mathematics Leaders

- Providing training in supporting classroom instruction

- Modeling collaborative coaching techniques

- Assisting with running and analyzing data to support instructional decision-making

- Providing support in establishing department protocols for implementation

- Jointly facilitating district and site-based professional development to build capacity and expertise

- Understanding and experience with standards-based curricula

- Planning and facilitating demonstration lessons, peer observations, and providing feedback in support of standards-based curricula

- Leading collaborative learning communities for the purpose of supporting standards-based curricula

- Assisting classroom teachers as they integrate research-based methodologies

- Collaborating with site leadership as they provide feedback and direction as it relates to implementation efforts

- Developing and administering pre- and post coaching assessment to teachers and other school staff

Supporting Technology Specialists

- Beginning relationship with a technology audit

- Providing training in supporting classroom instruction

- Assisting with troubleshooting

- Providing support with on-site visits, by phone, internet, and web site

Supporting Classroom Teachers

- Providing coaching on effective teaching practices

- Co-teaching and modeling best practice instructional techniques

- Developing and managing an in-classroom support schedule

- Moderating district web-based bulletin boards for participating teachers to facilitate discussions and share classroom resources

- Providing ongoing training to develop strong instructional practices

- Collaborating with teachers to develop individualize professional development plans and deliver job-embedded coaching to improve teaching quality.

- Structuring and supporting professional learning communities

<u>Supporting Overall Implementation Health</u>

- Coordinating with technical staff regarding technical planning, installation, maintenance, and responding to technical questions

- Conducting site visits to monitor implementation health

- Customizing training to meet specific district needs

- Communicating curriculum updates to the district

<u>Analyzing and Reporting Data</u>

- Providing Implementation Effectiveness Reports: A comprehensive overview of implementation status in fall, at mid-year, and in spring

- Providing Student Gains Analysis: A detailed, bi-annual analysis of student gains. Analyses include data insights and recommendations for implementation improvement

- Facilitating the Scholastic Online Collaboration Portal: A unique portal that facilitates district-wide communication and sharing of data and best practices during the implementation

The charts on pages 119-125 indicate the experiences and responsibilities of key SAP staff who would be involved in this project. Resumes are provided in an appendix. Additional staff members would be provided as needed drawn from the SAP team of experts, each member possessing deep knowledge and capability to impact school reform.

G. Subcontractors

i. Identify the subcontractors and partnership organizations that the applicant will use in the implementation of its program. Information on each proposed subcontractor must be provided in accordance with #5 of the Contractual Terms and Provisions (Appendix A) of this RFP.

It is anticipated that SAP would work with and possibly subcontract the financial audit to the following

Illinois-based business:

> Jonathan Hart, President
> American Business Financial Services, Inc.
> 2401 Evergreen Circle
> McHenry, IL 60050

America Business Financial Services, Inc. provides management advisory services to clients. These

services include preparation of business plans, the defining of problem areas in accounting structures

combined with solutions for the implementing of corrective accounting procedures and policies, and

well rounded knowledge of tax research, planning, and preparation of returns.

ii. If the applicant proposes subcontractors, provide evidence that the applicant has carefully vetted the providers and programs and obtained reasonable assurance of their efficacy.

SAP subcontracts work only to financial sound, well established businesses which are in full compliance

with policies of the school, district, and state in which they would work. Our vetting process includes an

examination of any subcontractor's work experience and reference checks.

H. Sustained Improvement

i. Identify how the applicant intends to phase out the need for its services so that full management of the school can be returned to the school district after the three-year grant period with adequate capacity to sustain the improvements and growth made over the course of the intervention.

Scholastic Achievement Partners defines the successful completion of any of our engagements as the

development of sufficient capacity in the school to ensure that gains in student achievement results are

sustainable and that a culture for high achievement is created that will propel a school into the future.

To help ensure that capacity is built we employ a general philosophy of "gradual release" and will use

the following specific tactics:

- Creation of an agreed upon transition and hand-off plan: When SAP creates the customized

  implementation plan for each school, we will detail out those responsibilities taken on by SAP

  and those taken on by the school. Over the three-year period responsibilities will gradually shift

  from SAP to the school, ensuring a gradual transfer of responsibility. We will meet with district

  and school leadership annually as part of the implementation planning process to help ensure

  successful adherence to this gradual release model.

- Adjustment of PD intensity: While monthly coaching is our standard, we develop individualized

  growth and professional development plans for teachers and thus can ratchet the intensity and

  frequency of professional up or down on a teacher by teacher basis. The goal is to gradually

  decrease the intensity over the 3-year period.

- Board liaison: We will schedule quarterly progress update meetings with the school board to

  help keep them apprised of process and to give them a status update on the progress of the

  transition and hand-off plan described previously.

I. Outcomes-Based Measurement Plan

i. Define the realistic and attainable outcomes that will be achieved at the end of a three-year grant period as the result of an intervention.

As part of every engagement Scholastic Achievement Partners will engage with district stakeholders to determine desired outcomes for each project. While these will vary based on the unique needs and starting point of each district/school with whom we work, key outcomes will typically consist of some combination of the following:

- Accelerated gains in student achievement in literacy, math and content areas

- Improvement in instructional quality

- Improvement in leadership effectiveness and depth of instructional leadership

- Improvements in school climate and culture

ii. Describe the measurable indicators of progress that will be used against those outcomes. Applicants are advised to refer to the Scope of Work section of this RFSP for a list of required accountability indicators.

A key element of our approach is an intensively data-driven engagement model that relies intently on the ongoing measurement of Key Performance Indicators (KPIs) to make sure all key project outcomes are being met. As part of our definition of KPIs we will ensure that include all state-required accountability indicators:

Desired outcome	Illinois Associated Accountability Indicators	SAP Key Performance Indicators that Will Be Measured Over Time
Accelerated improvement in student academic performance	- Student participation rate on ISAT or PSAE in reading/language arts and in mathematics, by student subgroup - Dropout rate - Number of minutes within the school year - Number and percentage of students completing advanced coursework (e.g., Advanced Placement (AP), International Baccalaureate (IB), early-college high schools, or dual enrollment classes	- ISAT Scale Scores - Formative Assessment Data from Scholastic Reading Inventory (SRI) and Scholastic Math Inventory (SMI) - Dropout Rate - Number of Instructional Minutes in School Year - Number and percentage of students completing advanced coursework

Improvement in instructional quality	- Distribution of teachers by performance level on the LEA's teacher evaluation system; - Teacher attendance rate; - Teacher and principal effectiveness.	- Distribution of teachers by performance level on the LEA's teacher evaluation system - WE Teach and WE Learn proprietary survey data - Proprietary teacher performance rubrics created by SAP and aligned to specific program objectives - Scholastic Implementation Fidelity Reporting System (IFRS) data for teachers using associated intervention programs
Improvement in leadership effectiveness and depth of instructional leadership	Teacher and principal effectiveness	- SAP proprietary rubrics of leadership skills - WE Lead, WE Teach, WE Learn suite of proprietary surveys
Improvements in school climate and culture	- Student attendance rate; - Discipline incidents; - Truants; - School climate and culture	- Student attendance rate; - Number of discipline incidents; Truancy rate WE ™suite of surveys

E—REFERENCES

Provide the names and contact information for three (3) references in schools and/or LEAs in which the bidder has operated in a similar capacity. These references must include administrators with which ISBE staff can speak.

Columbus City Schools, OH	Mickie Sebenoler, Director of Staff Development	
270 East State Street Columbus, OH 43215	614-365-5000 E-mail: msebenoler8120@columbus.k12.oh.us	
	Beginning Date of Project 9/2009	Ending Date of Project Current
SAP began work with Columbus City Schools with a three-day practitioner-led Leadership Training Summit in the summer of 2009 designed to provide Columbus City School leadership teams with resources and support to be effective leaders in the 21st century. Similar to ICLE's national Leadership Academy, this program featured sessions aligned to the skills central to being a successful leader: coherent vision, empowerment, instructional leadership, and personal/social/emotional. The program also included Facilitated Action Planning for leadership teams. However, instead of being aimed at a national audience, this program was designed and delivered to ensure the program was customized and specifically aligned with the goals and objectives of the district. The partnership between Columbus City Schools and SAP continued in the 2009-2010 school year with three one-day professional development programs on 7 different topics, with one of the topic strands being Leading Change in Schools. In addition, SAP and the district collaborated on another Leadership Training Summit in the summer of 2010.		

Brockton High School, Brockton, MA	Susan Szachowicz, Ed.D., Principal	
470 Forest Avenue Brockton, MA 02301	(508)-580-7633 E-Mail Address: susanszachowicz@brocktonpublicschools.com	
	Beginning Date of Project: 10/2005	Ending Date of Project: Current

By utilizing ICLE consultants and the Learning Criteria to Support 21st Century Learners™, Brockton High School defied its challenging demographics and became a model of student achievement. Led by ICLE and its own School Restructuring Committee, Brockton focused on a few key initiatives: increasing student achievement on the Massachusetts state test through a comprehensive school-wide literacy initiative; reversing the culture of low achievement by raising expectations for all students; identifying essential academic skills and knowledge and making instruction relevant to students' lives; and fostering positive relationships between and among students and teachers

By 2009, Brockton had dramatically increased the number of students passing the MCAS. The pass rate for ELA went from 55% to above 90% and for math from 22% to above 80%.

School District of Philadelphia	Marlene Owens, Coordinator of Special Projects	
440 North Broad Street Office of Teaching and Learning, Suite 251 Philadelphia, PA 19130	(215) 400-5710 E-Mail Address: mowens@philasd.org	
	Beginning Date of Project: 9/2008	Ending Date of Project: Current

The overall purpose of the initiative was to transform these large, presently low-performing high schools into more nurturing, disciplined, and effective education facilities. It has been designed as an intensive, multi-faceted capacity-building enterprise that will build on momentum gained over the past years of implementing systemic reforms in the District and bring an array of strategic resources, training and technical assistance to the schools.

Based on the successes realized from previous collaborations with ICLE on other high school improvement projects, the School District of Philadelphia extended its partnership with ICLE. The objectives and project deliverables for this initiative have included:

- Improve school climate and remove barriers to learning
- Reduce student misbehavior and incidents of violence
- Increase attendance rate, promotion, and graduation rates
- Improve academic rigor in the classroom
- Increase proficient and advanced levels on PSSA exams
- Increase numbers of students taking College Board exams and average scores
- Increase the rate at which graduating seniors enter postsecondary education

F—CONTRACTOR'S QUALIFICATIONS

1. A description of the contractor's organization

Scholastic Corporation (NASDAQ: SCHL) is the world's largest publisher and distributor of children's books and a leader in educational technology and children's media. Scholastic creates quality educational and entertaining materials and products for use in school and at home, including children's books, magazines, technology-based products, teacher materials, television programming, film, videos and toys.

Scholastic distributes its products and services through a variety of channels, including proprietary school-based book clubs and school-based book fairs, retail stores, schools, libraries, television networks and www.scholastic.com. Corporate headquarters are located at 557 Broadway, New York, NY 10012.

Scholastic categorizes its businesses in four operating segments: Children's book publishing and distribution; educational publishing; media, licensing and advertising; and international.

- Children's Book Publishing and Distribution (49.4% of fiscal 2009 revenues) includes the publication and distribution of children's books in the United States through school-based book clubs and book fairs and the retail channel. Scholastic is the world's largest publisher and distributor of children's books and is the largest operator of school-based clubs and school-based book fairs in the United States. In fiscal year 2007, the company published or distributed approximately 400 million children's books in the United States.

- Educational Publishing (20.8% of fiscal 2009 revenues) includes the production and distribution to schools and libraries of educational technology products, curriculum materials, children's books, classroom magazines and print and online reference and non-fiction products for grades pre-K–12 in the United States. The company is a leading provider of educational technology products and reading materials for schools and libraries.

- **▪** <u>Media, Licensing and Advertising</u> (8.2% of fiscal 2009 revenues) includes the production and

  distribution of children's media and electronic products and programs — children's television

  programming, videos, DVDs, software, feature films, interactive and audio products,

  promotional activities and non-book merchandise.

- **▪** <u>International</u> (21.6% of fiscal 2009 revenues) includes the publication and distribution of

  products and services outside the United States by the company's international operations, and

  its exports and foreign rights businesses. Scholastic has operations in Canada, the U.K.,

  Australia, New Zealand, Asia, Mexico, Argentina and Puerto Rico.

<u>Educational Publishing Segment</u>

Scholastic Educational Publishing includes the production and/or publication and distribution to schools

and libraries of educational technology products, curriculum materials, children's books, classroom

magazines, and print and online reference and non-fiction products for grades pre-K to 12 in the United

States.   There are three divisions: Scholastic Education; Scholastic Classroom and Library Group;

Scholastic Classroom Magazines.

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

Position	Candidate	Experience and Responsibilities

Project Manager	Joe Shannon	Preparing for Implementation
		Finalized project timeline
		1. Determine resource materials for district/school personnel and consultants
		2. Coordinate pre project activities i.e. development of DAR, We Survey administration, questionnaires, assignments
		3. Develop project website (if applicable)
		4. Distribute information to district/school personnel
		
		Project Implementation
		1. Attend "Direct Report" meeting with implementation lead to:
		   a. Provide project update
		   b. Identify challenges and potential solutions
		   c. Determine if additional support is needed from ICLE
		   d. Maintain project timeline
		2. Submit bi-weekly 5-15 Project Report
		3. Host "Direct Report" meeting with project consultants to:
		   a. Receive project update
		   b. Identify challenges and potential solutions
		4. Host "Project" meeting with district/school contact and key personnel to:
		   a. Provide project update
		   b. Troubleshoot issues
		   c. Identify challenges and potential problems
		   d. Identify solutions if issues or challenges exist
		   e. Review timeline and major events/activities
		   f. Ensure school personnel is completing quality assurances for each phase of the project
		5. Manage Deliverables:
		   a. Ensure that consultants are submitting monthly project reports
		   b. Review reports and provide feedback to consultants
		   c. Work with ICLE to ensure all written work has received a technical edit
		   d. Send final reports to district and school contact
		
		Post Project
		1. Coordinate/Write Project Report that includes:
		   a. Executive Summary
		   b. Key Findings
		   c. Recommendations
		   d. Next Steps
		2. Attend post project meeting with district/school contact to:
		   a. Present report and findings
		   b. Determine next steps
		   c. Develop Year 2 scope of work

Position	Candidate	Experience and Responsibilities

Instructional Lead Coach	Irving Jones	Provide high quality, job-embedded professional development focused on content-specific knowledge expertise and improved instructional capacity based on student data:
		▪ Develop teacher and leader effectiveness based on the Rigor/Relevance Framework.
		▪ Understand and apply the Rigor/Relevance Framework®.
		▪ Implement the Collaborative Instructional Review process.
		▪ Identify and train according to effective instructional practices and strategies.
		▪ Integrate literacy strategies into all grade levels and content areas.
		▪ Improve student engagement by:
		  - Creating a safe and secure learning environment.
		  - Addressing student poverty-driven deficits.
		  - Creating positive relationships for students.
		▪ Develop comprehensive instructional programs based on student achievement data.
		▪ Develop shared responsibility for student achievement.
		▪ Implement effective use of common planning time.
		▪ Develop plans to provide professional growth and recognition/rewards opportunities.

Vice President, Central Region	Joe Welty	▪ Direct all business operations and field sales operations ▪ Work directly with key district and school leaders to provide curriculum solutions, intervention treatment programs, and other supplemental materials ▪ Work with the field sales team to ensure intervention treatment programs are implemented with fidelity
Program Implementation Oversight Director	Jeanette Thomas	▪ Oversee/monitor effectiveness of all project staff ▪ Oversee development of project implementation plan ▪ Coordinate and partner with all project stakeholders ▪ Monitor implementation effectiveness and timelines ▪ Ensure timely data collection, analysis, and reporting of project implementation and student achievement ▪ Participate in project leadership activities
Sr. Program Implementation Manager	Joan Johnson	▪ Liaise with Program Implementation Oversight Director and Program Project Manager ▪ Monitor quality training and support ▪ Observe, coach, and provide support to assigned consultants, as needed ▪ Participate in project leadership activities

Position	Candidate	Experience and Responsibilities
Program Project Manager	Jennifer Plitzuweit	▪ Coordinate needs assessment for program implementation ▪ Ensure the delivery of high-quality services and management of programs, including all deliverables ▪ Schedule strategic planning meetings with project staff ▪ Ensure standard protocols and procedures are used by assigned project personnel ▪ Participate in project leadership activities ▪ Support teachers and project leadership with daily operations ▪ Schedule and facilitate regular implementation check-in meetings ▪ Develop and share implementation fidelity reports and recommendations ▪ Provide training in monitoring and supporting classroom instruction ▪ Assist with data collection, analysis, and reporting ▪ Collaborate with project and site-level administrators for effective implementation ▪ Oversee testing windows to analyze student achievement ▪ Provide in-classroom coaching ▪ Facilitate site-based cadre meetings ▪ Develop and manage in-classroom support schedules ▪ Moderate district Web-based bulletin boards for participating teachers and leaders ▪ Coordinate with technical staff regarding technical planning, installation, and maintenance ▪ Conduct site visits to monitor implementation success ▪ Customize training for specific project needs ▪ Communicate regular updates to project leadership ▪ Develop Project Website (if applicable)

Position	Candidate	Experience and Responsibilities
Implementation Consultants	Patricia Davis Paula Hirschorn Michelle Miller Jeannette Moody Kristen Painter Mark Reinsbach Keri Travis Karen Krey Jackie Lipscomb	▪ Provide ongoing training and in-classroom support to ensure implementation fidelity ▪ Consult with site-level leadership regarding success, challenges, action steps ▪ Model, demonstrate, and support on-model practices ▪ Track service delivery ▪ Maintain training and in-classroom support calendar; share with Program Manager and project leadership ▪ Ensure regular use of assessment and report data to individualize and differentiate instruction ▪ Complete Coaching Action Plans with teachers to facilitate continuous improvement ▪ Submit training summary reports to Program manager and project leadership ▪ Participate in cadre meetings and administrative meetings as appropriate ▪ Collaborate with site-based and Scholastic technical services staff as needed to ensure maximum technical implementation ▪ In collaboration with Program Manager, facilitate appropriate data collection procedures to monitor implementation effectiveness and student achievement ▪ Document instructional successes and challenges; share with Program Manager and work toward solutions. ▪ Participate in discussions via Web-based bulletin board; share relevant documents, as appropriate

Position	Candidate	Experience and Responsibilities
Regional Consultants	Allyson Del Debbio Megan Gleason Mary Ann Hidding Kathy Hurni-Dove Denise Kaleciak Marsha Mahan Laura Schwartz Kiran Shah Dee Wiecher Kathy Wimer	- Provide ongoing training and in-classroom support - Track service delivery - Model, demonstrate, and support on-model practices - Maintain training and in-classroom support calendar; share with Program Manager and project leadership - Ensure Regular use of assessment and report data to individualize and differentiate instruction - Complete Coaching Action Plans with teachers to facilitate continuous improvement - Submit training summary reports to Program manager and project leadership - Participate in cadre meetings as appropriate - Collaborate with site-based and Scholastic technical services staff as needed to ensure maximum technical implementation - In collaboration with Program Manager, facilitate appropriate data collection procedures to monitor implementation effectiveness and student achievement - Document instructional successes and challenges; share with Program Manager and work toward solutions - Participate in discussions via Web-based bulletin board; share relevant documents, as appropriate
Technical Support Manager	Eric Kallus	- Evaluate school sites for pre-requisite technical requirements for technology based portions of the model - Provide technical assistance and troubleshooting as necessary - Maintain ongoing relationship with school-based technical personnel to ensure resolution of technical questions
Director of Mathematics Professional Development, Project Director	Marji Freeman	- Oversee/monitor effectiveness of all project staff - Oversee development of Mathematics Improvement Plan - Monitor implementation effectiveness and timelines - Ensure timely data collection, analysis, and reporting of project implementation - Participate in project leadership activities

Position	Candidate	Experience and Responsibilities

Associate Director(s) of Mathematics
 	
Professional Development,
 	
Project Manager(s)
	Patty Clark
	
	Nickie Rizzo
		▪ Assessment
		  ▪ Oversee design and development for courses and workshops
		  ▪ Facilitate collaborative needs assessment meeting
		  ▪ Determine resource materials for district/school personnel and consultants
		  ▪ Participate in pre-project leadership activities
		  ▪ Prepare education notes in preparation for sessions and courses
		
		▪ Development
		  ▪ Recruit and train Education Specialists to help design, develop, and deliver mathematics professional development
		  ▪ Create customized schedule and agenda for all professional development courses and trainings
		  ▪ Consult with site-level leadership to confirm and finalize project plans and logistics details
		  ▪ Develop customized courses and trainings
		
		▪ Delivery
		  ▪ Ensure Education Specialists/Instructors facilitate and deliver professional development courses and trainings
		  ▪ Communicate with Education Specialists/Instructors throughout duration of project to receive project updates
		  ▪ Determine if additional support is needed from Math Solutions
		  ▪ Ensure school personnel is completing quality assurances for each phase of the project
		
		▪ Reporting
		  ▪ Ensure that Education Specialists/Instructors are submitting post-project course reports
		  ▪ Review reports and provide feedback to Education Specialists/Instructors
		  ▪ Evaluate participant reports that include:
		  ▪ Executive Summary
		  ▪ Key Findings
		  ▪ Recommendations
		  ▪ Next Steps
		  ▪ Attend post project meeting with district/school contact to:
		  ▪ Present report and findings
		  ▪ Determine next steps
		  ▪ Develop Year 2 scope of work

Position	Candidate	Experience and Responsibilities
Mathematics Education Specialists/Instructors	TBD	▪ Provide ongoing training and in-classroom support ▪ Consult with site-level leadership regarding daily professional development activities ▪ Facilitate training and in-classroom support ▪ Ensure regular use of assessment and report data to individualize and differentiate instruction ▪ Submit course summary reports to Program manager and project leadership ▪ Participate in cadre meetings and administrative meetings as appropriate ▪ In collaboration with Program Manager, facilitate appropriate data collection procedures to monitor implementation effectiveness and student achievement

3. A list of contracts including contact numbers that the contractor has had with ISBE during the past five (5) years.

Scholastic Achievement Partners have had no contracts with ISBE in the past 5 years.

G—EXCEPTIONS TO THE RFSP

If ISBE contracts directly with a pre-qualified Lead Partner, then the Lead Partner is subject to the contractual terms and provisions as set forth in Appendix A. Clearly identify suggested exceptions, if any, to the Contractual Terms and Provisions.

1. Scholastic takes exception to the following: Page 12: Insurance – letter d), second paragraph:

> *"…..and shall incorporate a provision requiring the giving of notice to ISBE at least thirty (30) days prior to the cancellation, non-renewal, or material modification of any such policies."*

Scholastic notes the following:

Scholastic can not state on the Acord certificate of insurance that the policy will not be cancelled, reduced or limited without 30 day written notice. The current policy holder has recently updated their certificate of liability insurance form to be in compliance with various State Insurance Departments (Acord 25) from the 01/2009 edition to the 09/2009 edition. This form went into effect on 10/1/10. The cancellation section at the bottom of the 01/2009 edition has been removed and replaced with the following: "*Should any of the above described polices be cancelled before the expiration thereof, notice will be delivered in accordance with the policy provisions.*"

2. Scholastic notes the following addition to Page 20, Item #7: Rights to Work Product:

Contractor retains all right, title and interest in and to its software, documentation, training and

implementation materials and other materials provided in connection with Contractor's services.

ADDITIONAL INFORMATION

Scholastic U™

ONLINE PROFESSIONAL DEVELOPMENT
for PreK–12 Educators

PRE-K and PRIMARY courses
▶ Developing Foundations for Early Childhood Success, Pre–K
▶ Building Fluency, K–2
▶ Putting Reading First in Your Classroom, K–2
▶ 6 Traits: Building a Foundation for Writing, K–2
▶ Building Vocabulary for Reading Success, K–3
▶ Reading Success for English Language Learners, K–3
▶ Guided Reading: Making It Work in Your Classroom, K–6

ELEMENTARY courses
▶ Guided Reading: Making It Work in Your Classroom, K–6
▶ Building Decoding Skills and Strategies, 3–5
▶ Improving Reading Comprehension, 3–5
▶ Improving Fluency, 3–8
▶ 6 Traits: Assessing and Teaching Writing, 3–8
▶ Building Foundational Skills: Phonics, Word Study, and Comprehension, 3–12
▶ Exploring the Lexile Framework® for Reading, 3–12

SECONDARY courses
▶ Building Foundational Skills: Phonics, Word Study, and Comprehension, 3–12
▶ Exploring the Lexile Framework® for Reading, 3–12
▶ Improving Fluency, 3–8
▶ 6 Traits: Assessing and Teaching Writing, 3–8
▶ Improving Decoding Skills and Strategies, 6–8
▶ Middle School Literacy: Improving Text Comprehension, 6–8
▶ Leading a Literacy-Focused School, 6–12 (For Literacy Coaches)
▶ Strategies for Teaching Striving Readers, 6–12
▶ Supporting Secondary Teachers in Literacy Instruction, 6–12 (For Principals)
▶ English: A Universal Tool, 9–12
▶ High School Literacy: Comprehension Through Active, Strategic Reading, 9–12

Math Solutions.
FOUNDED BY MARILYN BURNS

Sample Course Description

Our course descriptions provide general course information. All Math Solutions programs are tailored to your goals, your standards, your curriculum, and your schedule.

Differentiation—Meeting the Needs of All Learners

Overview
All teachers of mathematics face the challenge of meeting the instructional needs of a wide range of students. This course helps teachers understand what it means to support all students by differentiating three aspects of the math curriculum—content, process, and product. Teachers examine a variety of approaches that help them make instructional adjustments to content, provide activities that address how different students learn, and offer a variety of ways for students to demonstrate what they've learned.

Goals
This course helps participants:
- Strengthen math content knowledge for the purpose of making math accessible for students;
- understand how students learn mathematics; and
- implement instructional strategies that support the needs of the wide range of learners in classrooms.

Course Experiences:
Participants will:
- experience and analyze strategies to adapt classroom practices that address the wide range of learners in their classrooms and make learning accessible for all students;
- gather and use information about what students already know, what interests them, and how they best learn;
- choose, analyze, and adjust tasks to accommodate students' varying levels of readiness; and
- experience a classroom atmosphere that stimulates and supports students' learning of mathematics.

Note: In collaboration with the site host, course experiences will be adjusted based on the length of the course.

Audience
This course is designed for classroom teachers, Title I teachers, resource teachers, and math coaches. Principals, mathematics coordinators, and other district level administrators will also benefit from attending the course.

Math Solutions.
FOUNDED BY MARILYN BURNS

Sample Course Description

Our course descriptions provide general course information. All Math Solutions programs are tailored to your goals, your standards, your curriculum, and your schedule.

School-Based Coaching

Overview

School-based coaching is offered in areas where schools, districts, or consortia are engaged in on-going professional development support from Math Solutions. The coaching days occur in schools to provide a context for refining teaching and learning. Active involvement of the principal in supporting teachers in these school-based learning experiences is key.
All coaching days are focused on providing specific support to schools to help meet instructional goals for improved math instruction. Experiences can include but are not limited to:

Student Lessons

The purpose of student lessons is to illustrate instructional strategies that support student learning. The Math Solutions instructor teaches a lesson to a class of students in the school. A team of teachers who have attended Math Solutions courses and sessions, along with their principal, observe the lesson. Each lesson includes a pre-conference and/or a post-conference with those who observe the lesson. To prepare, the instructor talks with the principal to plan the purpose and focus for the observation lesson so that it follows up on learning from previous professional development sessions. The instructor also plans with the teacher of the class in which the lesson will take place. The instructor prepares a lesson guide to help those observing focus on important aspects of the lesson.

NOTE: An instructor may present up to two demonstration lessons in a day in one or two schools. Comprehensive processing of the lessons is key to teachers' learning.

Meeting with Small Groups of Teachers

The instructor meets with small groups of teachers (e.g., in grade-level groupings) for a variety of purposes such as instructional planning, content development, analysis of assessment information, and examination of student work.

Observation of Lessons

The instructor and a team of teachers, along with the principal, observe a teacher teaching a lesson. Then, through a collegial coaching conversation, the instructor facilitates a discussion about what was observed.

Math Solutions
FOUNDED BY MARILYN BURNS

Sample Course Description

Our course descriptions provide general course information. All Math Solutions programs are tailored to your goals, your standards, your curriculum, and your schedule.

Supporting English Language Learners in Math Class

Overview

Language plays an important role in learning mathematics. We use language to explain mathematical concepts and carry out math procedures. Students can deepen their understanding of mathematics by using language to communicate and reflect on their ideas. And language enables students to think about new concepts, experiment with their knowledge, and solidify their understanding.

Communication in mathematics has the potential to facilitate understanding, but the practice of discussing ideas in English may place children who are learning English as a second language at a distinct disadvantage. This is especially true if they do not fully understand key vocabulary words, or if they have an incomplete understanding of syntax and grammar.

Experiences in this course amplify rather than simplify the role of language in math class. Teachers will learn how they can structure experiences so that all students, especially English language learners, can accomplish two goals: develop their proficiency in English and develop their mathematical understanding.

Goals

This course helps participants:

- strengthen math content knowledge for the purpose of making math accessible for students;
- understand how students learn mathematics;
- implement instructional strategies that promote thinking, reasoning, and making sense of mathematics; and
- identify lessons and instructional strategies that build proficiency with English, math concepts, and skills.

Course Experiences

Participants will:

- identify instructional strategies that support English language learners at varying levels of English language proficiency;
- experience and analyze lessons that build proficiency with English, math concepts, and skills;
- determine math and related language goals for lessons;
- prepare to use explicit vocabulary instruction with their students; and
- experience and analyze the role of sentence frames in helping students produce language.

Audience

This course is designed for classroom teachers, Title I teachers, resource teachers, and math coaches. Principals, mathematics coordinators, and other district level administrators will also benefit from attending the course.

M Math Solutions.
FOUNDED BY MARILYN BURNS

Sample Course Description

Our course descriptions provide general course information. All Math Solutions programs are tailored to your goals, your standards, your curriculum, and your schedule.

Teaching Math Through Problem Solving

Overview

Based on the approach of the five-day immersion course, *About Teaching Mathematics, Part 1*, this course introduces teachers to the current guidelines for mathematics instruction. The course presents teachers with the rationale for teaching mathematics through problem solving and gives them hands-on experiences with instructional strategies and ideas that promote thinking and reasoning. Samples of student work connect session experiences to classroom instruction.

Goals

This course helps participants:

- strengthen math content knowledge for the purpose of making math accessible for students;
- understand how students learn mathematics; and
- implement instructional strategies that promote thinking, reasoning, and making sense of mathematics.

Course Experiences

Participants will:

- examine problem-solving activities and investigations that develop understanding;
- focus on problem solving in all areas of the math curriculum, including number and operations, geometry, measurement, algebra, data analysis and probability;
- experience a variety of ways to organize the classroom—whole-class, small-group, and individual learning;
- identify and analyze strategies to develop number sense that enhance computational efficiency; and
- understand how manipulative materials can be used to support learning.

Note: In collaboration with the site host, course experiences will be adjusted based on the length of the course.

Audience

This course is designed for classroom teachers, Title I teachers, resource teachers, and math coaches. Principals, mathematics coordinators, and other district level administrators will also benefit from attending the course.

150 Gate 5 Road • Sausalito, CA 94965 • Phone: 800.868.9092 • Fax: 877.942.8837 • mathsolutions.com

APPENDIX

The following are one page resumes for Scholastic Achievement Partners staff. Full resumes are available upon request.

Joseph P. Shannon

PROFESSIONAL EXPERIENCE

2006 – Present   International Center for Leadership in Education
Executive Director of Implementation

- Managing Director of the Models, Networks, and Policies to Support and Sustain Rigor and Relevance for ALL Students initiative funded by the Bill & Melinda Gates Foundation
- Work collaboratively with a dynamic Education Team to explore current education issues and to set the course for educational affairs for ICLE
- Collaborate with schools and districts across the nation to develop and implement professional development programs designed to address school leadership, improvement, curriculum and instruction, and how to use data to drive academic decisions
- Provide consulting services to schools based on ICLE's Rigor/Relevance Framework ™ and the Learning Criteria to Support Rigor, Relevance and Relationships. Also shares expertise in the developing brain of the adolescent and youth transitional issues
- Assist in the development and implementation of the educational program for two national Symposiums and the Model Schools Conference that includes selection of education topics and identification of model schools

2002 – 2006   Broadalbin-Perth Middle School, Principal – Tenured

- Responsible for the daily administration and operation of the school
- Effectively communicate, through a variety of measures, with the school community
- Establish and maintain a high level of professional expectations for faculty, staff and student
- Provide instructional leadership to the faculty
- Supervise and evaluate faculty and staff
- Organize and administer the NYS Intermediate Level Assessments
- Analyze test data, disseminate information, and collaboratively work with faculty and staff to strengthen and improve curriculum and instruction
- Develop a master teaching schedule and individual student schedules
- Work with committees to address issues such as needs assessment, school improvement and character education

2002 – 2005   Statewide Network of Middle-Level Education Liaison for the Hamilton-
Fulton-Montgomery BOCES

- Represented the HFM BOCES component schools at statewide meetings on Middle-Level Education
- Assisted in the development and review of the following:

  o   Regents Policy Statement on Middle-Level Education
  o   The Essential Elements of Middle-Level Education
  o   Protocols for the Essential Elements Rubric

EDUCATION

May 2001 SUNY Cortland — Certificate of Advanced Study

January 1991 University at Albany — Masters of Science/Educational Psychology

September 1999 Professional Certification — School District Administrator – Permanent

September 1992 New York State Public School Teacher Certification – Permanent

Irving C. Jones, Sr., Ed.D.

PROFESSIONAL EXPERIENCE

Executive Director of High Schools		2008-2009
Roanoke City Public Schools, Roanoke, VA		
Executive Director of Secondary Education		2002-2008
Richmond City Public Schools, Richmond, VA		
Principal	Monticello High School, Charlottesville, VA	1997-2002
Principal	Proctor Senior High School, Utica, NY	1993-1997
Subschool Principal	Lake Braddock Secondary School	1992-1993
	Fairfax County Public Schools, Fairfax County, VA	
Assistant Principal II	J.E.B. Stuart High School	1989-1992
	Fairfax County Public Schools, Fairfax County, VA	
Assistant Principal II	Washington Irving Intermediate School	1988-1989
	Fairfax County Public Schools, Fairfax County, VA	
Assistant Principal II	Edgar Allen Poe Intermediate School	1987-1988
	Fairfax County Public Schools, Fairfax County, VA	
English Teacher and Athletic Coach	Fairfax County Public Schools, Fairfax County, VA	1982-1987

PUBLICATIONS

- Dissertation: <u>Case Studies of Students Transitioning from an Alternative School Back into High School</u>. Virginia Polytechnic Institute and State University, August 1999.
- Scholastic Administrator: "In My Opinion", October 2003.
- Principals Leading the Learning. The Educational Video Journal, Vol. 12. No. 3, 2003.

EDUCATION

Doctor of Education, Virginia Polytechnic Institute and State University	1992-1999
Master of Education, University of Virginia	1986-1987
Graduate Study, James Madison University	1977-1979
Bachelor of Arts, William Penn College	1971-1974

JOE WELTY

Over twenty three years educational sales experience, fifteen of it as a Regional Vice President, in K-12 textbooks, in both adoption and open territories, selling supplemental materials, computer hardware, software, networks, internet courseware, laser disc hardware, and courseware. Significant accomplishments in building business through strategic sales leadership and building effective sales teams. Results driven, goal oriented, highly motivated, organized, able to multi-task, with strong communication skills.

WORK EXPERIENCE

SCHOLASTIC, INC, New York, NY   2004-2010
Vice President of Sales Midwest Region
Responsible for all business operations, field sales operations, and works directly with key district and school leaders to provide curriculum solutions, intervention treatment programs, and other supplemental materials. Our partnership consists of on-going program specific professional development and assessment of the intervention treatment implementation. The Central Region serves the states of Texas, Louisiana, Mississippi, New Mexico, Oklahoma, Arkansas, Kansas, Illinois, Indiana, Kentucky, Nebraska, North Dakota, Ohio, Michigan, Minnesota, Missouri, South Dakota, Wisconsin, and Iowa

SRA/McGRAW-HILL, Columbus, OH   1999-2004
Vice President of Sales Midwest Region

Responsible for fifteen direct reports and thirty plus per diems in a seven state region with 2004 revenue in excess of $19 million. Supervised eight sales representatives, a consultant manager, four consultants, two office administrators and $4 million dollar expense budget while reporting to the National Sales Manager of Open Territories.

Corporate Transition & District Sales Manager

Managed the integration of the Optical Data laserdisc science and math courseware into the offerings of the new owner and assisted the southern state adoption regions with their state adoption submissions in Kentucky, Tennessee, West Virginia, and South Carolina.

OPTICAL DATA SCHOOL MEDIA, Atlanta, GA   1992-98
Vice President of Sales North Region

Responsible for sixteen direct reports in a twenty-five state region with revenue in excess of $9 million. Supervised employee sales representatives, independent sales representatives, and consultants while reporting to the President of Optical Data School Media.

Vice President of East Region

Responsible for $6 million in revenue, ten direct reports covering fifteen states. Supervised employee sales representatives, independent sales representatives, and consultants while reporting to the National Sales Manager.

Sales Representative Kentucky, Tennessee, West Virginia

NEW CENTURY EDUCATION CORPORATION, Piscataway, NJ   1990-92
Sales Representative Kentucky

TANDY COMPUTERS, Lexington, KY   1987-90
Educational Sales Representative

EDUCATION

B.S. (Econ. and Mgt./Comp. Sc.)   Centre College   1987

JEANETTE THOMAS

PROFESSIONAL EXPERIENCE

Executive Director of Implementation, Scholastic Implementation Services, 2010-Present

Senior Director of Implementation, Scholastic Education, 2008-2010

Director of Implementation, Scholastic Education, 2006-2008

Educational Service Consultant, Scholastic Education, July, 2005 – 2006

Communication Arts Facilitator, Kirkwood School District, Kirkwood, MO, 1989-2005

Adjunct Professor, Missouri Baptist University, St. Louis, MO; University of Missouri, St. Louis; Webster University, St. Louis, MO, 1997-2000

Learning First Alliance Reading Advisory Committee, National Learning First Alliance, Spring, 1998

Literacy Consultant, Network for Educational Development, St. Louis, MO, 1990-1998

Literacy Curriculum Writer, K-12, Missouri Department of Elementary and Secondary Ed, 1994-1995

Gifted Education Teacher, Kirkwood School District, Kirkwood, MO, 1986-1987

Consultant and Teacher Trainer, Regional Consortium for Education and Technology, 1990-1992

Teacher (Grades 1 and 5; Reading Specialist 1-6), Ladue School District, St. Louis, MO, 1990-1992

Reading Specialist (Grades 1-8), Toledo Public Schools, Toledo, OH, 1997-1983

Intern Teacher Supervisor, Toledo Public Schools, Toledo, OH, 1981-1983

Classroom Teacher (Grades 4-6), St. Clement School, Sheboygan, WI, 1974-1976

EDUCATION

SOUTHWEST BAPTIST UNIVERSITY, BOLIVAR, MISSOURI, 1998-2000: EDUCATIONAL ADMINISTRATION CERTIFICATION

UNIVERSITY OF TOLEDO, TOLEDO, OH 1979-1982: MASTER OF SCIENCE, ELEMENTARY EDUCATION, READING TEACHER AND READING SUPERVISOR CERTIFICATION

LAKELAND COLLEGE, SHEBOYGAN, WISCONSIN, 1973-1974: BACHELOR OF SCIENCE, ELEMENTARY EDUCATION

SOUTHERN ILLINOIS UNIVERSITY, EDWARDSVILLE, IL 1968-1970: MAJOR: ELEMENTARY EDUCATION

Dr. Joan B. Johnson

- Education Doctorate (Ed.D.). in Educational Leadership/Administration, University of St. Thomas, (1997)
- Master of Education (M.Ed.), University of Minnesota (1983) Second Languages and Cultures/French
- B.S. in English Education 7-12 (1969) French Education (1973)

Scholastic Inc.- Senior Manager of Implementation for North Central Region (2009- Present)
- Supervise educational consultants who train and coach teachers using Scholastic's programs in the areas of reading and math intervention
- Develop and present professional development workshops and training for educational consultants and district educators in areas of literacy and reading
- Serve as implementation manager helping districts set up effective reading intervention plans for Scholastic's programs

Implementation Manager and Educational Consultant for state of Minnesota (2006-2009)
- Trained teachers using Scholastic's reading, literacy and math programs
- Assisted school district leaders across the state of Minnesota set up reading intervention programs for students in elementary, middle, and high schools
- Developed and presented supplemental professional development workshops for teachers in the areas of literacy with a focus on reading and writing
- Coached classroom teachers implementing Scholastic's reading intervention programs to incorporate educational strategies to support students' reading growth

Hamline University- Assistant Professor in Master's of Arts in Teaching (MAT) Program (2005-Present)
- Served as instructor of core MAT courses including Teaching Literacy 5-12, Teaching in the Secondary School, Schools and Society, and Student Teaching Seminar
- Supervised student teachers
- Served as adjunct instructor for Master's of Arts in Education (MAEd) learning communities

Adjunct Professor (1999-2005)

Served as instructor of MAEd core courses, elective reading and writing courses (Six traits of writing K-6 and 7-12, strategic teaching of reading 3-12, reading and writing across the curriculum 5-12, and Literature and Reading Strategies 7-12 (required course in Reading Licensure Program)

Consultant and Staff Development Trainer of Teachers K-12 (1997-Present)

Contracted to provide customized professional development sessions as a consultant and trainer in the areas of language arts and reading and curriculum and instruction (including Six Traits of Writing, Strategic Teaching and Reading Project (STRP), reading and writing across the curriculum, interactive learning strategies, curriculum integration/interdisciplinary instruction, teaching thinking skills, cognitive coaching, performance assessment)

Osseo Public School District, Maple Grove, MN- **Curriculum Specialist** (1991-1998, 1999-2005)
- Managed the district's program improvement process for English/language arts, reading, and world languages
- Facilitated curricular teams of teachers through the assessment, development, implementation, and evaluation cycles of English/language arts, reading, and world languages
- Facilitated the implementation of READ 180 program across junior and senior highs
- Facilitated preparation for Minnesota State Reading and Writing Tests and curriculum adaptations to meet state standards
- Provided staff development/training for teachers on a wide range of language arts/reading curricular and instructional topics
- Coordinated a collaborative school district and community grant focused on literacy where I worked with community members to establish community-based literacy offerings
- Facilitated the design and implementation of literacy centers and after-school programming in 4 junior highs and 2 community sites

Supervisor of Curricular Programs (One year contract, 1998-1999)
- Managed district's program improvement and curriculum processes
- Facilitated district-wide teacher committees related to curriculum and implementation of the Minnesota Graduation Rule
- Hired/supervised/coached staff for literacy centers in 4 junior highs
- Hired/supervised/coached staff for Talented and Gifted K-12 program
- Facilitated assessment process as part of district's Talented and Gifted program K-12
- Facilitated district parent advisory committee monthly meetings on curriculum and talented and gifted programming

Teacher (1969-1991)
- Taught English/language arts 10, 11, 12 and French I-V, at Park Center Senior High, Brooklyn Park, MN
- Taught English/language arts 10, 11 and French I, at Osseo Senior High, Osseo, MN

Minnesota Educational Licenses: Secondary English/language arts 7-12; Secondary French Teacher 7-12' Secondary Principal

JENNIFER J. PLITZUWEIT

EDUCATION

June 2006 – March 2009   Capella University ▪ Minneapolis, MN, *Masters of Science, Instructional Design for Online Learning*
December 2002   Winona State University ▪ Winona, MN, *Masters of Science, Education*
May 1997   Winona State University ▪ Winona, MN, *Bachelor of Science, English Education*

WORK EXPERIENCE

Winona State University Intern Coach ▪ Rochester, MN

- *John Marshall High School* 2007 – 2008
  I worked as an intern coach with the Teacher Licensure Collaborative Program to coach and mentor an intern teacher.

Rochester Public School District #535 ▪ Rochester, MN

- *John Marshall High School* 2005 – present
  I teach American literature, American literature honors, contemporary literature, reading for college, and a reading intervention course. During 1st semester of 2007, I co-taught one class with a special education teacher. I am also actively involved in district technology: Blackboard Advisory Committee, District-level technology committee, and John Marshall High School technology committee.
- *Friedell Middle School* 1999 – 2005
  I taught eighth grade English language arts concentrating on differentiation, multiple reading strategies, interdisciplinary units, and various aspects of how girls and boys learn differently. I was also a staff development co-chair for two school years. This school was a choice middle school.

Morongo Unified School District ▪ Twentynine Palms, CA

- *Yucca Valley High School* 1998 – 1999
  I taught 9th, 10th, & 12th grade English, creative writing poetry, and creative writing short story.
- *Twentynine Palms High School* 1997 – 1998
  I taught 9th and 12th grade English courses and children's literature.

PROFESSIONAL DEVELOPMENT

- National Association of Secondary School Principals Conference, San Diego, CA, February 2008 (session selections were focused on engaging the reluctant learner and technology)
- National Council Teachers of English Conference, San Antonio, TX, November 2008
- Blackboard World Conference in Las Vegas, NV, summer 2008
- Scholastic Read 180 Training & Implementation, summer 2008 – present (monthly)
- ACT test administrator 2006 – present
- Rochester Public School District interview teams for administration positions (2004, 2008) and English teachers (2008).
- The Best Young Adult Books of the Last Decade and How to Use Them in Your Program (Bureau of Education & Research), January 2008
- National Conference in Differentiated Instruction, Las Vegas, NV, summer 2007
- Professional Reading Groups based on the following: *Mosaic of Thought* by Ellin Oliver Keene & Susan Zimmerman (2001 – 2002), *Reading Strategies that Work* by Stephanie Harvey (2002 – 2003), *Subjects Matter* by Harvey Daniels & Steven Zemelman (2004 – 2005), *Building Reading Comprehension Habits in Grades 6 – 12* by Jeff Zwiers (2005 – 2006), Rochester Public Schools Best Practices (2006 – 2007), *Tools for Teaching Content Literacy* by Janet Allen (2007 – 2008), and *Summarization in Any Subject* by Rick Wormeli (2008 – 2009)
- Co-Teaching Training, spring 2007
- Mental Health Training, winter 2008 & spring 2005
- Six Traits of Writing Training, summer 2003
- Discipline with Love & Logic, 2002
- How Girls and Boys Learn Differently, Gurian Institute, Colorado Springs, CO, summer 2002

Patricia Davis

EDUCATION

Ph.D in Curriculum and Instruction; Northcentral University, 2009. Dissertation: A Comparison of High
and Low Performing Schools in Soroti Catholic Diocese, Uganda, East Africa

Master of Arts degrees in Special Education and Gifted Education, Augustana   College, 1987.
Thesis: Longitudinal Differences in I.Q. as a Reflection of Gender in High-Ability Adolescents

Bachelor of Arts degree with majors in English and Speech (Public Relations emphasis) and minors in
Journalism and French, University of Northern Iowa, 1980.

CERTIFICATIONS

National Board of Professional Teachers Certification (NBPT)   National Board Certified in Early
Adolescence/Middle School - Generalist, all areas and subjects

State of Iowa Permanent Professional teacher certificate with the following endorsements and approvals:
K-12 Talented and Gifted, Special Education Administration and Supervision, Secondary English, Speech,
Debate, Journalism, French and Mass Communications

State of Nebraska Professional Teaching Certificate with the following endorsements: K-12 Special
Education and Gifted Education, Multi-categorical, Learning Disabilities, Grades 7-12 English,
Journalism, Theatre/ Speech and Other

PAULA HIRSCHHORN

Maine Resident Services Coordinators Association (MRSCA)

CHICAGO, IL & LEWISTON, ME   MARCH 2009 – PRESENT

Educational Programming Initiatives

Situation: Took initiative to design programming for quarterly meetings for a diverse group of members from across the state. Programming included a wide range of professional development topics including: conflict resolution, team building, and diversity training.

Action:

- Selected topics and facilitated meetings.
- Identified and recruited speakers from government and community agencies as well as property management companies. Pioneered and implemented an interactive online communication tool for membership community.

Results: Successfully increased meeting attendance from 25 participants to as many as 45 per meeting through improved programming and member communication.

Preservation Management, Inc.

SOUTH PORTLAND, ME   JANUARY 2008 – OCTOBER 2009

Program Management Experience

Training & Development

Selected by Supervisor to train colleagues and new employees in successful program management.

George Washington Elementary School

DALY CITY, CA   SEPTEMBER 1999 – JUNE 2003

- Designed and implemented creative educational content for all subject areas in a diverse classroom environment.
- Differentiated instruction to meet the needs of ethnically and linguistically diverse students.
- Developed innovative hands-on curriculum to improve skills in all subject areas.

EDUCATION

SAN FRANCISCO STATE UNIVERSITY, SAN FRANCISCO, CA

- Master of Arts in Education – Concentration in Language and Literacy, May 2002
- Reading and Language Arts Specialist Credential, May 2002

MICHIGAN STATE UNIVERSITY – EAST LANSING, MI

- Bachelor of Arts in Humanities, 1994; Dean's List 1993, 1994
- Tel Aviv University – Tel Aviv, Israel
- Year Abroad Study, 1992-1993; Traveled extensively throughout the Middle East and Europe
- Intensive Spanish Language Immersion Program – Barcelona, Spain, Gained intermediate Spanish speaking, reading and writing skills, Summer 2001

Michelle O'Hara Miller

Education:

Literacy Collaborative Training: Purdue University: 2002-2003

Literacy Collaborative Team Training: Purdue University: Fall 2001

Guided Reading Course Training: Indiana University South Bend: Spring 1998

Masters of Arts in Elementary Education: Ball State University: May 1986

Bachelor of Science in Elementary Education: Ball State University: May 1979

Experience:

Adjunct Instructor at Holy Cross College, Notre Dame Indiana, 2007-2008

- o Coordinated, and supervised field placement for Holy Cross students at several Elkhart and South Bend schools.

- o Instructed Reading and Language Arts course Educ 300 which consisted of theory and practice of emergent learners and the Literacy Framework.

- o Also instructor of EDUC 330 Integrating the Arts which consisted of teaching basic elements of art, drama, music and theater.

Full day Kindergarten Teacher at Eastwood Elementary, Elkhart Community Schools: 2005-2006

- o Implemented the Literacy Collaborative Framework, Interactive read Aloud, Interactive Writing, Guided reading and Writer's Workshop.

- o Literacy Collaborative Coordinator half day and Kindergarten teacher half day

Beardsley Elementary, Elkhart Community Schools: 2003-2004

- o Taught 4 hour graduate course and coached K-2 teachers in the Literacy Collaborative framework.

- o Title 1 Reading Recovery Follow-Up Teacher at Beardsley Elementary, Elkhart Community Schools: 1996 – 2003

Certification: Literacy Collaborative Coordinator: Purdue University 2003

Licensure: Indiana State license teaching certificate K-6, 7& 8 non-departmentalized

Jeanette Kay Moody

SKILLS and ABILITIES

- Knowledge of No Child Left Behind legislation and implications for school and district improvement.
- Knowledge of curriculum, instruction and assessment as related to research-based school improvement models.
- Knowledge of best practices in literacy and mathematics education, specializing in early childhood.
- Knowledge of the school improvement process K-12 as it relates to skills necessary for collaboration between all stakeholders.
- Experience in development, implementation and evaluation of School Improvement Plans and Grants.
- Knowledge of grant writing skills.

ACADEMIC ACHIEVEMENTS

Columbia University	Teacher's College Reading and Writing Workshop
Purdue University	Reading Recovery Teacher Leader – 1994
Indiana State University	Reading Specialist K-12 (30 hours) – 1975
Indiana University	M.S. in Early Childhood Education – 1973
Anderson University	B. A. Music Education K-12

RECENT PROFESSIONAL EXPERIENCE

- Founder and Chief Executive Officer of Literacy for Life, LLC. LFL provides support for schools in literacy and mathematics education through professional development and/or technical assistance as related to continuous school improvement.
- Vice President of founding Governing Board of Indiana Math and Science Academy - 2006-present.
- Contracted with Indiana Department of Education, Office of Academic Support to support schools transitioning from Targeted Assistance to Schoolwide Title 1 status.
- Contracted with Indiana Department of Education, Office of Academic Support to support school districts with Curriculum Mapping as related to continuous school and district improvement.
- Contracted with Indiana Department of Education, Office of Academic Support to review Title 1, Comprehensive School Reform, Reading First and School Improvement Grants, 2001- present.
- Contracted with Indiana University's Center on Education and Lifelong Learning for Summer Institute 2000 and 2001.
- Adjunct assistant professor at Purdue University from 1993-2000.
- Consulted with school administrators, and school improvement teams to provide support in designing, implementing and evaluating professional development plans for schools and school districts.
- Presented at the Indiana Governor's Conference, 1999, 2000, and 2001.
- Presented at the National Title 1 Conference, 1999.
- Presented at RTI Academy, May, 2009

KRISTEN PAINTER

EDUCATION

M.A.   **Teacher's College, Columbia University – New York, 1999**

B.S. Ed.   **University of Missouri – Columbia, 1995**

PROFESSIONAL DEVELOPMENT/CONSULTING EXPERIENCE

- Independent Literacy Consultant   2005- 2010

- Staff Developer; Teachers College Reading and Writing Project, Columbia University   1997-1999

- Mathematics Instruction Research; Mathematics in the City - City College of New York   1997

- Literacy and Mathematics Facilitator; Project Construct National Center   1995-2008

PUBLICATIONS

- Living and Teaching the Writing Workshop; Heinemann Publishers   January 2006

- Response to Intervention and Constructivism: Strange Bedfellows?   Spring 2008

TEACHING AND ADMINISTRATIVE EXPERIENCE

- Director of Literacy; Jennings School District, St. Louis, Missouri   2000-2004

- Teacher, Fourth Grade; Robinson Elementary, Kirkwood, Missouri   1999-2000

- Teaching Assistant to Professor Lucy Calkins; Columbia University   1997-1998

- Teacher, Fourth Grade; Derby Ridge Elementary, Columbia, Missouri   1995-1997

WEBSITE

- www.**instructionmatters**.com
- a resource for schools with which I currently consult
- a resource for schools and districts searching for professional development

MARK REINSBACH

SUMMARY OF QUALIFICATIONS

Experienced Manager of complex professional service organizations, with multifunctional background in million dollar, medium sized business ventures, directing teams of employees and volunteers to optimal performance while working in cooperation with complex governances, including elected boards.

PROFESSIONAL EXPERIENCE

BENNETT ELEMENTARY SCHOOL, Bennett, CO   2002 – 2008

Principal (2004 –2008) ◆ **Music Teacher**, **Grades K-5** (2002 – 2004)

- Maintained and developed departmental budgets.
- Supervised and mentored teachers and staff; fostered open communications and a good rapport with colleagues, parents, and members of the community.
- Actively promoted student involvement by organizing enriching academic and extracurricular activities; consistently encouraged and recognized student achievement.
- Conducted interviews and assessed potential teachers; provided ongoing evaluations and professional training opportunities for teachers and staff.

Key Accomplishments

- ✓ Experience delivering professional development.
- ✓ Thorough knowledge of educational pedagogy, especially reading instruction.
- ✓ Understanding and experience with issues around adolescent literacy and striving readers.
- ✓ Exceptional speaking and writing skills

MADISON PUBLIC SCHOOLS, Madison, NE   1996 – 2002

Music Teacher, **Grades K-12 / PE Teacher / Gifted and Talented Coordinator**

MORRILL PUBLIC SCHOOLS, Morrill, NE   1993 – 1996

Music Teacher, **K-12 / Remedial Math Teacher**

EDUCATION / CERTIFICATION

UNIVERSITY OF PHOENIX, Lone Tree, CO   2004

Master of Arts in Education - Administration and Supervision

CHADRON STATE COLLEGE, Chadron, NE   1993

Bachelor of Science in Education

Colorado Principal Certification   2004

PROFESSIONAL AFFILIATIONS

Colorado Association of School Executives ◆ National Association of Elementary School Principals
Association for Supervision and Curriculum Development

Keri-Gae Travis

EDUCATION   **Bachelor of Science in English, S**outhern Illinois University at Edwardsville, Illinois, December 2000

Major: English, Teaching certifications: Illinois -K-5, 6-12 English; Missouri 1-6, 5-9 Language Arts and 9-12 English

EXPERIENCE   **Ethyl Hedgeman Lyle Academy,** St. Louis, Missouri

Teacher – 3rd grade   Summer 2009

- Taught summer school session for students leaving 2nd grade and beginning 3rd grade

Imagine Academy of Environmental Science and Math, St. Louis, Missouri

Teacher - Title Reading   2007-2008

- Instrumental in implementing Read 180 for middle school
- Provided academic support for reading teachers K-8
- Worked directly with Federal Programs Coordinator to develop the school's Title Program and oversee compliance

Dunbar Elementary , St. Louis Public Schools, St. Louis, Missouri

Teacher   2004-2007

- Taught Read 180 for students 3rd through 5th grades
- Trained in Reading First Program
- Member of School Improvement Team to increase MAP scores and student achievement and success

St. Elizabeth Catholic School, Granite City, IL

Teacher   2001-2004

- Responsible for all duties of 1st grade teacher

East St. Louis Senior High School/Edwardsville Senior High School

Student Teacher   January - December 2000

- Part of ELI Program which develops special curriculum and setting for urban schools and at-risk students

Karen Krey

WORK HISTORY

Read 180 Trainer, Scholastic, Inc.   June 2005 - Present

- Conduct training sessions for SRI, Read 180, and Reading Counts
- Facilitate reclamation process
- Assess program needs/provide guidance at building level
- Provide support through observation and written recommendation
- Serve as Scholastic representative at exhibit booths

Educator, **Kenosha (WI) Unified School District**   August 1990 - Present

- Initiate/teach Read 180 program - stage B
- Pilot Sprint, rBook, Enterprise
- Scholastic Read 180 advisory board participant
- Conduct district inservice training - Read 180
- Design/implement Title I program

Educational Diagnostician, Alvin (TX) Independent School District
                                                    August 1988 – June 1990

- Administer, score, and interpret assessments
- Complete eligibility reports
- Design and implement special education programs and IEPs
- Serve as liaison between district and parents

Educator, Alvin (TX) Independent School District   August 1986 - June 1988

- First grade teacher

Educator, Dickinson (TX) Independent School District   August 1985 -
                                                              June 1986

- Develop initial program for self-contained LD students
- Special education teacher - grades 1-3

EDUCATION

University of Houston, Clear Lake, TX   August 1988

GPA: 3.7, Master of Science, Certification: Educational Diagnostician

Carthage College, Kenosha, WI   May 1981

GPA: 3.5, Bachelor of Arts, Certifications: regular education 1-8; LD K-12

Jackie Lipscomb

Experience

Reading Specialist and Trainer, Scholastic, Inc.

Elementary and middle school Teacher and Reading Specialist, Iowa and Chicago

Trainer, Johns Hopkins University's cooperative learning method, *Teams, Games, and Tournaments*

Trainer and Facilitator, Dr. Gay Su Pinnell and Irene Fountas Guided Reading Workshops

Coordinator, *Teachers as Readers* groups in major cities in the Midwest

Education

B.A. in Urban Education

Masters of Education in Reading

National Writing Project professional development

Allyson Del Debbio

EDUCATION

Master of Arts in Education: Secondary (English) –Benedictine University, Lisle, IL
(Thesis Defense, December 2009)
Bachelor of Arts in English Literature – (2004) – Loras College, Dubuque, IA

CERTIFICATION

Illinois State Type 09 Teaching Certificate, Grades 6-12

PROFESSIONAL EXPERIENCE

Vista Health - Vista Medical Center West, Waukegan, IL   2007 - Present
TEACHER/EDUCATION COORDINATOR, PSYCHIATRY

- Coordinate and provide educational services serving as a liaison with patient, home, school, and district.

- Design and implement individual education program for patient's ages 3 to 18 years in behavioral health unit.

Club Z! In-home Tutoring, Skokie, IL   2008 - Present
TUTOR

- Tutor students one-on-one in various subjects including English/Language Arts, math, and handwriting.

- Create and develop individualized curriculum for tutoring sessions.

Provide study skills training and test taking skills to advanced students.

Community High School District 94, West Chicago, IL   August 2006 – January 2007
STUDENT TEACHER

- Taught English to junior classes at West Chicago High School, focusing on early American Literature.

- Worked equally well with Special Education, ESL, and Advanced Placement students.

- Presented teaching ideas to peers at department meetings; participated in IEP meetings.

Structured new curriculum for courses taught.

Megan Gleason

Regional Consultant, Scholastic Implementation Services

Experience

Consultant	Scholastic Education	11/06-present
SSR	Scholastic Education	7/05-11/06
Read 180 Teacher **Cross Country coach**	Raytown Middle School, Raytown, MO	8/02-Present
Paraprofessional	Center City School District, Kansas City, MO	8/01-7/02
Adult ESL/ABE Instructor	United Way Greeley, CO	8/99-7/01
Administrative/Instructor **Assistant**	Colorado Mountain College Breckenridge, CO	5/98-7/99

Education

M.A. Educational Technology	MidAmerica, Nazarene University Olathe, KS	2005
B.A. English/ **Special Education**	University of Northern Colorado Greeley, CO	2001
Special Ed/L.A. Certified		

MARY ANN HIDDING

Mary Ann Hidding has been a Scholastic RED reading consultant for the past five years. She has devoted most of the past decade to coaching, writing, editing, researching, studying, teaching, promoting, and developing professional development literacy materials and courses for educational publishing and professional development organizations. She also has worked in the Illinois community college system, and public elementary and secondary schools.

She has coached teachers and facilitators in schools across the country from Puerto Rico to California. She demonstrates strategies in K-12 classrooms across the curriculum in reading comprehension, writing, and literacy.

Hidding was a manager for a nationally known professional development organization where she participated in national conferences and worked with national professional organizations such as NAESP, IRA, ASCD, NSDC, and Title I. She also has been a member of a development team for new, research-based professional development offerings on struggling readers and writers. Hidding initiated and facilitated external evaluations with nationally known researchers OER Associates. Participating districts were able to provide evidence of effectiveness to meet the national requirements set by the Department of Education and No Child Left Behind Act.

A graduate of the University of Arizona, Hidding did her graduate work at the School of New Learning at DePaul University in Chicago.

Kathleen M. Hurni-Dove

Education:

3 hours IPFW and 6 hours Chapman University/Region 8	2008-2007
Administrative License in Administration and Supervision	2003-2001
Masters of Science Degree in Elementary Education	1979-1976
Bachelor of Arts Degree in Elementary Education, Sociology, & Creative Arts	1973-1969

Work Experience:

Presently   Fort Wayne Community Schools Professional Development Coordinator

2009-2008   Guidance Chief Academic Office (Special Assignment)/Fairfield Elementary
                 Differentiated Accountability Coach

2008-2007   Croninger Elementary Principal 2007-2008

2007-2006   Maplewood Elementary Principal

2006-2005   Administrative Internship Shambaugh Elementary
                 Interim Principal at Maplewood Elementary

2005-2004   Instructional Curriculum Facilitator for Fort Wayne Community
                 Schools

2004-2001   J.R. Watson Elementary Second Grade Teacher

2001-1999   ALL WRITE MENTOR DeKalb Central United School District

1999-1998   Writing Resource Teacher for DeKalb Central United School District

1998-1987   J.R. Watson Elementary Kindergarten/Kindergarten Plus Teacher

1987-1979   McKenney-Harrison Elementary Second Grade Teacher

1979-1973   Ashley Elementary School First, Second, Third Grade Teacher

Professional Memberships:

Association for Supervision and Curriculum Development
International Reading Association
National Council of Teachers of English
Choice Literacy
National Staff Development Council
Delta Kappa Gamma Teachers' Sorority

DENISE R. KALECIAK

PROFESSIONAL EXPERIENCES

Administrative

2004- 2006	Asst. Principal Homer Junior High
2001-2004	Principal Schilling Elem. School
1995-2001	Asst. Principal Schilling Elem. School

Teaching

♦ Grades 5, 6 - Read 180 Teacher

♦ Grades K, 3, 4, and 5- Self-contained classroom

♦ Grade 5- Religious Education Teacher

♦ Grade 4- Team Teaching

♦ Grade 3- Developing and implementing a remedial reading program

♦ Grade K-8- Substitute Teacher

EMPLOYMENT HISTORY

2004-2006	Adjunct Professor	Lewis University
2004-2006	Asst. Principal	Homer Junior High
2001-2004	Principal	Schilling School
1995-2001	Asst. Principal	Schilling School, Homer District 33C
1988-1995	4th grade teacher	Homer District 33-C, Lockport
1983-1988	3rd grade teacher	Homer District 33-C, Lockport
1981-1983	Kindergarten teacher	Homer District 33-C, Lockport
Summer/1986	3rd grade teacher	Ludwig/Walsh District 92, Lockport
1978-1981	Substitute teacher	Homer District 33-C, Lockport
1971-1972	4th grade teacher	Sinclair Elementary School, Manassas, VA
1970-1971	5th grade teacher	Haley School, Lyons, IL

EDUCATION & PROFESSIONAL ORGANIZATIONS

M.S.	Educational Administration with General Administrative Endorsement, Type 75, Certification, Illinois State University, Normal, IL
B.A.	Northeastern University, Chicago, IL, Type 03 (K-9) Certification

A.S.C.D.	Association for Supervision and Curriculum Development
I.P.A.	Illinois Principals Association
IASCD	Illinois Association of Supervision and Curriculum Development

MARSHA MAHAN-MCCALL

May 2007 – *Present*	**Implementation Consultant/Regional Consultant**, *Scholastic Education,* *Implementation Services*

August 2006-
May 2007

Reading First Coach, *Froebel Elementary School, St. Louis Public Schools*

- Served as building teacher-leader and professional development facilitator
- Provided professional development for classroom teachers and encouraged colleagues to participate in quality professional development experiences related to the five essential components of reading instruction
- Coordinated intervention plans with classroom instruction to increase student achievement
- Coordinated with Title I, preschool programs, Special Education, ESOL, and all federal , state, and local programs that address the literacy needs of students

March 2006 –
August 2006

Communication Arts Supervisor *(Central Office) St. Louis Public Schools*

- Ensured the alignment of reading curriculum and state standards
- Coordinated reading/communication activities with other instructional initiatives
- Assist with the development and facilitating of all SLPS reading activities, (Reading First, Open Court, DI, Voyager, SRA, etc.)
- Established strategies and resources for effectively assisting schools in involving parents in the literacy development of their children
- Coordinated, supervised, analyzed and monitored all SLPS reading activities
- Represented SLPS at meetings related to reading/communication arts

August 2005 -
March 2006

READ 180 Project Manager *(Central Office) St. Louis Public Schools*

- Provided overall administrative supervision for teachers assigned to the program
- Conducted on a regular basis/monthly staff meetings for staff development, identify strategies, activities, program goals and objectives, priorities as well as concerns and issues
- Provided constructive feedback to instructional staff to improve delivery of instruction
- Developed program evaluation instrument for program effectiveness, teacher implementation, and student responses and interactions
- Prepare d a budget for materials and technology support for READ 180 expansion and existing sites

2001 - 2005

Adams Elementary School, *St. Louis Public Schools*

- READ 180 teacher
- Title I math teacher
- Elementary mathematics teacher leader
- Second and third grade team leader
- Facilitated the purchase of software materials for Title I program

1996 - 2001

Compton-Drew ILC Middle School, *St. Louis Public Schools*

- Sixth grade Mathematics (Departmental)
- Science Fair Kick-Off presenter (local)
- Middle school conference presenter
- Curriculum design committee planner

EDUCATION   **Master of Science, Computer Education, Fontbonne University,** *Clayton, MO*
Bachelor of Arts, Elementary Education, Harris Stowe State University, *St. Louis*

Certifications: Elementary Education K – 8, Lifetime; Special Reading K – 12, Language Arts 5 – 9, and Social Studies 5 – 9, Provisional

Laura G. Schwartz, Ed.D.

2002 Ed.D. in Curriculum and Instruction, Loyola University, Chicago, Illinois.
1995 M.A. in Education Administration, Northeastern Illinois University, Chicago, Illinois.
1980 M.S. ED. in Special Education, Monmouth College, West Long Branch, New Jersey.
B.A. in French (minor in Biology), with Highest Honors, University of Illinois at Urbana.

Certificates held: Type 75 Endorsement; Illinois High School 6-12 French, Spanish; K-12 Learning Disabilities, Educable Mentally Handicapped, Trainable Mentally Handicapped, Social-Emotional Disorders and Physically Handicapped.

PROFESSIONAL EXPERIENCE

2000-2010 retired, Principal, Park Junior High School, La Grange Park, Illinois
Specific Accomplishments:

- Led School Improvement Plan to move school off AYP Watch List to over 90% of students meeting or exceeding ISAT standards in math and reading.
- Implemented accelerated reading/language arts program for high ability learners.
- Oversaw new language arts/reading curriculum based on Understanding by Design (UbD).
- Introduced Read 180 and Boost classes for at-risk readers.
- Wrote a variety of grants totaling $44, 000.
- Developed SPARK PLUG (Support Parents, Play, Learn, Unite, Grow) program for at-risk students and families.
- Instituted annual MLK celebration assemblies and cultural diversity program.

2002 Winter Semester, Adjunct Professor, Barat College of DePaul University

- Taught "Education in the Middle School".

1997-2000 Assistant Principal, Cooper Middle School, Buffalo Grove, Illinois

Responsibilities:

- Assisted grade level teams in the instructional planning process and communicated with parents.
- Recruited, interviewed, hired, supervised, and evaluated teachers.
- Member of the Administrative Leadership Team and coordinated the special education team.
- Facilitated peer mediation and co-chaired Building Council that focused on School Improvement.
- Organized school-wide standardized testing, coordinated articulations with sender schools and organized library media center after-school program.
- Resolved discipline problems and taught Tae Kwon Do to at-risk students**.**
- Presented District workshop on Differentiation of Instruction.

1985 -1997   French /Spanish Teacher, Coordinator, Sixth Grade Team, Nichols Middle School, Evanston, Illinois

Responsibilities: Taught French and Spanish classes to sixth graders and organized meetings, field trips and responsibilities for sixth grade team.

Accomplishments:

- Developed district foreign language assessment and thematic curriculum for foreign language in the middle school. Supervised peer mediation.
- Sponsored Student Council and won four "Honor Council" Awards from I.A.J.H.S.C.
- Developed and taught a Tae Kwon Do program for at-risk students.
- Nominated for a Golden Apple Award.

Kiran (Karen) M. Shah, M.S. Ed.

EDUCATION/QUALIFICATIONS:

- *Bachelor of Arts in Elementary Education (B. A.)*
  Purdue University, West Lafayette, IN (May 2003)

- *Master of Science in Literacy and Language Education (M.S. Ed.)*
  Purdue University, West Lafayette, IN (August 2006)

PROFESSIONAL EXPERIENCE:

- **Literacy Coordinator**   2006-2010
  Chicago Public Schools, Pilsen Academy

    - Developed productive relationships with teachers, principal, and Area 9 staff
    - Worked with educators to implement basal reading program and provided on-going support to ensure optimal literacy instruction
    - Led interactive presentations on a variety of topics including, but not limited to: differentiated instruction, curriculum mapping, & literacy across content areas
    - Maintained timely communication with Principal and was a member of the school's ILT (Instructional Leadership Team)

- **Reading Interventionist**   2004-2006
  Miller Elementary School, Lafayette, IN

    - Implemented research based reading programs/strategies with students reading well below grade level in an low income neighborhood
    - Met regularly with classroom teachers to collaborate and make instructional modifications as needed

Dee Wiecher

- Ed.D. University of Missouri--St. Louis, Administration and Curriculum, May 2002.
  Dissertation: *Techne* to Technology--A Critical Enquiry Into Education Technology, May 2002
- M.Ed. University of Missouri--St. Louis, Educational Administration, 1987
- B.A. Education, Cum Laude--Business Education Area Major, University of Evansville (IN), 1970

Experience in education:

1993-present	Technology Facilitator K-12, Kirkwood School District
1987-1993	Computer Coordinator and Business Education Department Chair, Kirkwood High School
Summer 1992	Summer School Principal, Kirkwood High School
Spring 1992	Administrative Internship (full time) at North Glendale Elementary School
1986-1987	Computer Science Teacher, Kirkwood High School
1983-1986	Business Education Teacher, Tower Grove Christian School
1980-1982	Elementary Sixth Grade Teacher, Tower Grove Christian School
1977-1980	Freelance Business Trainer, First National Bank of St. Louis, Emerson Electric, Metropolitan Sewer District, and others through Adult Continuing Education, St. Louis Public Schools
1970-1977	Vocational Business Education Teacher, O'Fallon Technical School, St. Louis, Missouri

Certification:

Principal	K-8	Admin II	Expires 7/18/2007
Principal	7-12	Admin II	Expires 7/18/2007
Elementary Education	K-8	Lifetime	
Business Education	7-12	Lifetime	

Post-secondary teaching experience:

1986-1994	Continuing Education for computer classes, Meramec Community College
1994-1998	Adjunct Faculty for in-service computer classes, Webster University
presently	Adjunct Faculty for Fontbonne University for partnership classes with Kirkwood School District

Grants written or co-written:

- Read to Be Ready--Reading Results (technology consult) $299,000, 2000-2002
- TLCF--Reading Turns Around $145,000, 1999-2001
- District Incentive Grant--Reading Roundabout $50,000, 1999-2000
- TLCF--All Aboard (partner with Meramec Valley) $140,000, 1997-1999
- District Incentive Grant--M4 Making Middle School Math Meaningful $49,000, 1997-1998
- Interactive Instructional Technology Project--Communication Skills Through Interactive Technology $49,000, 1996-1997
- Endeavor Project--Just In Time Alternative Assessment $24,000, 1995-96
- Perkins Grants--$14,000 and $15,000, 1991-92, 1992-93

KATHERINE E. WIMER

2004–2009   The Reading Group   Urbana, IL
Executive Director
- Chief Operating Officer in strategic and tactical planning with an emphasis in fundraising and grant writing.
- Recruited, supervised and evaluated staff, including bookkeeper/office manager, early childhood coordinator, diagnosticians, instructors and volunteers.
- Initiated budget for Board of Directors approval and monitored expenses.
- Directed the marketing, community relations, volunteer and all day-to-day activities.
- Evaluated and refined existing programs and developed new programs & services.
- Scheduled client intake screening and assessment services as well as individualized tutoring services and directed the development of workshops for teachers and parents.
- Participated in professional and community organizations.
- Liaison between Reading Group Staff and Board of Directors.

2003–2004   Piatt County Journal   Monticello, IL
Journalist
- News reporting as well as weekly feature writing covering the Piatt County area.

2002–2004   Monticello Christian Academy   Monticello, IL
Kindergarten Teacher/Afterschool Program Director
- Assisted Principal with administrative duties.

2001–2002   White Oak School   Monticello, IL
Kindergarten Teacher/Teacher Leader
- Attended University of Illinois "Project Approach" Training with Dr. Lillian Katz at Allerton Park.

2001   Westview Elementary School   Champaign, IL
After School Program Director/Tutoring Manager

1998–2000   Yankee Ridge School   Urbana, IL
First Grade Teacher / Third Grade Teacher

1985–1997   Prairie Elementary School   Urbana, IL
Kindergarten Teacher / First Grade Teacher /Second Grade Teacher / Third Grade Teacher / Reading Recovery

1986–1988   Thomas Paine Elementary School   Urbana, IL
Gifted Summer School Teacher K-3

EDUCATION

1985-1995   University of Illinois   Urbana-Champaign, IL
- Reading Recovery Certificate (1995)
- Master of Arts Degree: Curriculum and Instruction in Education (1993)
- Bachelors of Science Degree: Elementary Education (1985)

CERTIFICATION

- Illinois Standard Elementary Certification for grades K-9, #1224793
- Missouri Elementary Education Certification for grades 1-8, #0066819

Eric V. Kallus

Proven leader with ability to combine skills in educational/information technology, customer sales/support, and people development to contribute to the overall goals of a company.

WORK HISTORY:

Technical Services Manager-Central Region, Scholastic, Inc., Dec. 08-Present

- <u>Manager of Central Region Technical Services</u>: Serves as single point of contact for technical services delivery for the Central Region at Scholastic. Manages Field Engineer team that is responsible for installation, support/troubleshooting, and technical training of READ180 and various software applications on Apple, Windows, Novell, and SUSE Linux platforms.

Senior Sales Engineer, Tegrity, Inc., 2008-November 20, 2009

- <u>Management of the Technology Phase of the Sales Process</u>**:** Attended sales meetings and delivered technical presentations to potential customers. Communicated technical details and answered technical questions throughout the sales process.

Senior Field Technical Manager, Scholastic, Inc., 2006-2008

- <u>Manager of National Field Technical Services</u>: Served as single point of contact for Education division, supporting 300+ employees and over 7000 customers. Team responsible for installation, support/troubleshooting, and technical training of READ180 and various software applications on Apple, Windows, Novell, and SUSE Linux platforms.

- <u>Supervision of Field Technicians</u>: Leveraged skills of Field Technicians to ensure efficient and effective delivery of all field technical services. Established performance expectations, provided on-going feedback, fostered team mentality, and managed resources to align with business goals. Conducted hiring interviews, created orientation plans, and executed follow-up.

Field Engineer, Level 2, PLATO Learning, Inc., 1998-2006

- <u>Product Installation and Troubleshooting</u>: Conducted on-site installation of PLATO Learning products and implementation of various Wide Area Network (WAN)/Local Area Network (LAN) and Internet/Intranet deliverable systems. Provided technical support and troubleshooting for customers. Supported multi-million dollar contracts, including U.S. Navy and several large school districts throughout the nation. Participated in statewide implementations of Louisiana Technical College and the state of Idaho.

EDUCATION:
- <u>Bachelor of Arts</u>, Texas Lutheran University, Seguin, Texas, 1992   Major in English. Specialization: Secondary Education; Second Teaching Field: Psychology

- <u>Eighteen Hours toward Masters in Education</u>, Texas State University, San Marcos, Texas   Major in Educational Administration (postponed when started for PLATO Learning, Inc.)

- <u>Technical Certifications</u>: MCSE NT 4.0, Windows 2000, MCP+I, and CNA Novell 4.11

- <u>Specialized Training/Experience</u>: Project Management, Dimensions of Professional Selling, Insights Discovery Profile, VMware, Citrix, Network Observer, Windows (All Server and Workstation Operating Systems), Apple Workstations and Servers, Novell Servers, SUSE Linux Servers, Microsoft SQL, Internet Information Server, MySQL

Marjorie Ann Freeman

Professional Experience

Director of Professional Development   **2000-Present**
Math Solutions

Education Administrator   **1993-2000**
Marilyn Burns Education Associates

Curriculum Developer   **1990-1993**
Cooperative Mathematics Project Number Power materials
Funded by National Science Foundation

Instructor   **1990-1993**
Marilyn Burns Education Associates

Teachers of Mathematics   **1980-1989**
7th grade algebra, gifted algebra and 7th grade, "at-risk" program (6th, 7th, 8th grade)

Mathematics Consultant   **1978-1980**
Education Service Center Region XX, Basic Skills Project

Teacher of Mathematics   **1972-1978**
Ed White Middle School, NEISD, San Antonio, Texas

Education

Master of Arts in Guidance and Counseling   **1978**
University of Texas at San Antonio
Texas State Certified School Counselor

Bachelor of Arts in English (Honors), Minor in Mathematics   **1972**
University of Texas at Austin

Associate of Arts Degree   **1970**
Laredo Junior College

Professional Memberships

- 1972–1989 Texas State Teachers Association (Life Member)
- National Council of Teachers of Mathematics
- National Council of Supervisors of Mathematics
- Association for Supervision and Curriculum Development

Publications

Creative Graphing published by Cuisenaire Company, 1987

Co-author of *Number Power, A Cooperative Approach to Mathematics and Social Development* series, published by Addison Wesley, 1995

Nickie Rizzo

Professional Experience

Associate Director of Professional Development, Recruiting and Training   **2007-Present**
Math Solutions

Education Specialist   **2000-2007**
Marilyn Burns Education Associates

Independent Consultant   **1999-2000**
North East ISD, Theodore Roosevelt Cluster

Mathematics Instructional Specialist   **1995-2000**
North East Independent School District, San Antonio, TX

Teacher of Mathematics   **1982-2000**
Clara Driscoll Middle School, 1992-1995
Omar Bradley Middle School, 1983-1991
Ed White Middle School, 1982-1983

Education

Master of Arts-Curriculum and Instruction/Supervision   **1992**
University of Texas at San Antonio

Bachelor of Arts- Elementary Education/Mathematics Specialization   **1982**
University of Texas at San Antonio

Teacher Certification - State of Texas

CONFERENCE SPEAKING

NCTM Central Regional Conference, Kansas City, MO, "Real Data About Real People: A Context for Learning About Data Analysis" (October 26, 2007)

NCSM Annual Conference, Atlanta, GA, "School-Based Professional Development and Technical Support for Middle Schools"(March 19, 2007)

NCSM Annual Conference, Atlanta, GA, "Using District-Wide Study Groups to Differentiate Instruction and Build Teacher Capacity" (March 20, 2007)

Patty Kay Clark

Professional Experience

Associate Director of Professional Development and Consultant Support   **2007-Present**
Math Solutions

Education Specialist   **2006-2009**
Math Solutions

Adjunct Professor, Department of Education   **2004-2006**
George Mason University

Education Specialist, Elementary Mathematics, Instructional Support Team   **2003-2006**
Prince William County Schools, VA August

Fourth and Fifth Grade Teacher; Math Lead Teacher; CMS Test Revision Committee   **2001-2003**
Mountain View Elementary School

Second Grade Teacher; Math Coordinator   **1991-2001**
All Saints Catholic School, Manassas, VA

Third and Fourth Grade Math and Science Teacher;   **1998-1999**
Holy Ghost Catholic School, Albuquerque, NM

Teacher of Mathematics   **1980-1998**
Holy Ghost Catholic School (Gr. 4), Albuquerque, NM 1995-1998
St Therese Catholic School (Gr. 1), Albuquerque NM 1993-1995
Jackson Elementary School (Gr. 1), Lubbock TX 1990-1993
Kirtland Elementary School (Gr. K), Albuquerque NM 1980-1982

Education

Master of Art- Elementary Education; Math, Science, & Technology emphasis   **1998**
University of New Mexico

Mathematics education courses with Math Mentor Program   **1992**
Texas Tech University

Bachelor of Science- Elementary Education (Honors)   **1979**
University of Texas at El Paso

Professional Memberships

- National Council of Teachers of Mathematics
- National Council of Supervisors of Mathematics
- Association for Supervision and Curriculum Development
- Virginia Council of Teachers of Mathematics
- Northern Virginia Battlefields Council of Teachers of Mathematics

Scholastic U™

ONLINE PROFESSIONAL DEVELOPMENT
for PreK–12 Educators

PRE-K and PRIMARY courses

▶ Developing Foundations for Early Childhood Success, Pre–K

▶ Building Fluency, K–2

▶ Putting Reading First in Your Classroom, K–2

▶ 6 Traits: Building a Foundation for Writing, K–2

▶ Building Vocabulary for Reading Success, K–3

▶ Reading Success for English Language Learners, K–3

▶ Guided Reading: Making It Work in Your Classroom, K–6

ELEMENTARY courses

▶ Guided Reading: Making It Work in Your Classroom, K–6

▶ Building Decoding Skills and Strategies, 3–5

▶ Improving Reading Comprehension, 3–5

▶ Improving Fluency, 3–8

▶ 6 Traits: Assessing and Teaching Writing, 3–8

▶ Building Foundational Skills: Phonics, Word Study, and Comprehension, 3–12

▶ Exploring the Lexile Framework® for Reading, 3–12

SECONDARY courses

▶ Building Foundational Skills: Phonics, Word Study, and Comprehension, 3–12

▶ Exploring the Lexile Framework® for Reading, 3–12

▶ Improving Fluency, 3–8

▶ 6 Traits: Assessing and Teaching Writing, 3–8

▶ Improving Decoding Skills and Strategies, 6–8

▶ Middle School Literacy: Improving Text Comprehension, 6–8

▶ Leading a Literacy-Focused School, 6–12 (For Literacy Coaches)

▶ Strategies for Teaching Striving Readers, 6–12

▶ Supporting Secondary Teachers in Literacy Instruction, 6–12 (For Principals)

▶ English: A Universal Tool, 9–12

▶ High School Literacy: Comprehension Through Active, Strategic Reading, 9–12

Differentiation—Meeting the Needs of All Learners

Overview
All teachers of mathematics face the challenge of meeting the instructional needs of a wide range of students. This course helps teachers understand what it means to support all students by differentiating three aspects of the math curriculum—content, process, and product. Teachers examine a variety of approaches that help them make instructional adjustments to content, provide activities that address how different students learn, and offer a variety of ways for students to demonstrate what they've learned.

Goals
This course helps participants:
- Strengthen math content knowledge for the purpose of making math accessible for students;
- understand how students learn mathematics; and
- implement instructional strategies that support the needs of the wide range of learners in classrooms.

Course Experiences:
Participants will:
- experience and analyze strategies to adapt classroom practices that address the wide range of learners in their classrooms and make learning accessible for all students;
- gather and use information about what students already know, what interests them, and how they best learn;
- choose, analyze, and adjust tasks to accommodate students' varying levels of readiness; and
- experience a classroom atmosphere that stimulates and supports students' learning of mathematics.

Note: In collaboration with the site host, course experiences will be adjusted based on the length of the course.

Audience
This course is designed for classroom teachers, Title I teachers, resource teachers, and math coaches. Principals, mathematics coordinators, and other district level administrators will also benefit from attending the course.

School-Based Coaching

Overview

School-based coaching is offered in areas where schools, districts, or consortia are engaged in on-going professional development support from Math Solutions. The coaching days occur in schools to provide a context for refining teaching and learning. Active involvement of the principal in supporting teachers in these school-based learning experiences is key.
All coaching days are focused on providing specific support to schools to help meet instructional goals for improved math instruction. Experiences can include but are not limited to:

Student Lessons

The purpose of student lessons is to illustrate instructional strategies that support student learning. The Math Solutions instructor teaches a lesson to a class of students in the school. A team of teachers who have attended Math Solutions courses and sessions, along with their principal, observe the lesson. Each lesson includes a pre-conference and/or a post-conference with those who observe the lesson. To prepare, the instructor talks with the principal to plan the purpose and focus for the observation lesson so that it follows up on learning from previous professional development sessions. The instructor also plans with the teacher of the class in which the lesson will take place. The instructor prepares a lesson guide to help those observing focus on important aspects of the lesson.

NOTE: An instructor may present up to two demonstration lessons in a day in one or two schools. Comprehensive processing of the lessons is key to teachers' learning.

Meeting with Small Groups of Teachers

The instructor meets with small groups of teachers (e.g., in grade-level groupings) for a variety of purposes such as instructional planning, content development, analysis of assessment information, and examination of student work.

Observation of Lessons

The instructor and a team of teachers, along with the principal, observe a teacher teaching a lesson. Then, through a collegial coaching conversation, the instructor facilitates a discussion about what was observed.

Our course descriptions provide general course information. All Math Solutions programs are tailored to your goals, your standards, your curriculum, and your schedule.

Supporting English Language Learners in Math Class

Overview

Language plays an important role in learning mathematics. We use language to explain mathematical concepts and carry out math procedures. Students can deepen their understanding of mathematics by using language to communicate and reflect on their ideas. And language enables students to think about new concepts, experiment with their knowledge, and solidify their understanding.

Communication in mathematics has the potential to facilitate understanding, but the practice of discussing ideas in English may place children who are learning English as a second language at a distinct disadvantage. This is especially true if they do not fully understand key vocabulary words, or if they have an incomplete understanding of syntax and grammar.

Experiences in this course amplify rather than simplify the role of language in math class. Teachers will learn how they can structure experiences so that all students, especially English language learners, can accomplish two goals: develop their proficiency in English and develop their mathematical understanding.

Goals

This course helps participants:
- strengthen math content knowledge for the purpose of making math accessible for students;
- understand how students learn mathematics;
- implement instructional strategies that promote thinking, reasoning, and making sense of mathematics; and
- identify lessons and instructional strategies that build proficiency with English, math concepts, and skills.

Course Experiences

Participants will:
- identify instructional strategies that support English language learners at varying levels of English language proficiency;
- experience and analyze lessons that build proficiency with English, math concepts, and skills;
- determine math and related language goals for lessons;
- prepare to use explicit vocabulary instruction with their students; and
- experience and analyze the role of sentence frames in helping students produce language.

Audience

This course is designed for classroom teachers, Title I teachers, resource teachers, and math coaches. Principals, mathematics coordinators, and other district level administrators will also benefit from attending the course.

Teaching Math Through Problem Solving

Overview
Based on the approach of the five-day immersion course, *About Teaching Mathematics, Part 1*, this course introduces teachers to the current guidelines for mathematics instruction. The course presents teachers with the rationale for teaching mathematics through problem solving and gives them hands-on experiences with instructional strategies and ideas that promote thinking and reasoning. Samples of student work connect session experiences to classroom instruction.

Goals
This course helps participants:
- strengthen math content knowledge for the purpose of making math accessible for students;
- understand how students learn mathematics; and
- implement instructional strategies that promote thinking, reasoning, and making sense of mathematics.

Course Experiences
Participants will:
- examine problem-solving activities and investigations that develop understanding;
- focus on problem solving in all areas of the math curriculum, including number and operations, geometry, measurement, algebra, data analysis and probability;
- experience a variety of ways to organize the classroom—whole-class, small-group, and individual learning;
- identify and analyze strategies to develop number sense that enhance computational efficiency; and
- understand how manipulative materials can be used to support learning.

Note: In collaboration with the site host, course experiences will be adjusted based on the length of the course.

Audience
This course is designed for classroom teachers, Title I teachers, resource teachers, and math coaches. Principals, mathematics coordinators, and other district level administrators will also benefit from attending the course.

APPENDIX

The following are one page resumes for Scholastic Achievement Partners staff. Full resumes are available upon request.

Joseph P. Shannon

PROFESSIONAL EXPERIENCE

2006 – Present   International Center for Leadership in Education
Executive Director of Implementation

- Managing Director of the Models, Networks, and Policies to Support and Sustain Rigor and Relevance for ALL Students initiative funded by the Bill & Melinda Gates Foundation
- Work collaboratively with a dynamic Education Team to explore current education issues and to set the course for educational affairs for ICLE
- Collaborate with schools and districts across the nation to develop and implement professional development programs designed to address school leadership, improvement, curriculum and instruction, and how to use data to drive academic decisions
- Provide consulting services to schools based on ICLE's Rigor/Relevance Framework ™ and the Learning Criteria to Support Rigor, Relevance and Relationships. Also shares expertise in the developing brain of the adolescent and youth transitional issues
- Assist in the development and implementation of the educational program for two national Symposiums and the Model Schools Conference that includes selection of education topics and identification of model schools

2002 – 2006   Broadalbin-Perth Middle School, Principal – Tenured

- Responsible for the daily administration and operation of the school
- Effectively communicate, through a variety of measures, with the school community
- Establish and maintain a high level of professional expectations for faculty, staff and student
- Provide instructional leadership to the faculty
- Supervise and evaluate faculty and staff
- Organize and administer the NYS Intermediate Level Assessments
- Analyze test data, disseminate information, and collaboratively work with faculty and staff to strengthen and improve curriculum and instruction
- Develop a master teaching schedule and individual student schedules
- Work with committees to address issues such as needs assessment, school improvement and character education

2002 – 2005   Statewide Network of Middle-Level Education Liaison for the Hamilton-
Fulton-Montgomery BOCES

- Represented the HFM BOCES component schools at statewide meetings on Middle-Level Education
- Assisted in the development and review of the following:

  o   Regents Policy Statement on Middle-Level Education
  o   The Essential Elements of Middle-Level Education
  o   Protocols for the Essential Elements Rubric

EDUCATION

May 2001 SUNY Cortland — Certificate of Advanced Study

January 1991 University at Albany — Masters of Science/Educational Psychology

September 1999 Professional Certification — School District Administrator – Permanent

September 1992 New York State Public School Teacher Certification – Permanent

Irving C. Jones, Sr., Ed.D.

PROFESSIONAL EXPERIENCE

Executive Director of High Schools		2008-2009
Roanoke City Public Schools, Roanoke, VA		
Executive Director of Secondary Education		2002-2008
Richmond City Public Schools, Richmond, VA		
Principal	Monticello High School, Charlottesville, VA	1997-2002
Principal	Proctor Senior High School, Utica, NY	1993-1997
Subschool Principal	Lake Braddock Secondary School	1992-1993
	Fairfax County Public Schools, Fairfax County, VA	
Assistant Principal II	J.E.B. Stuart High School	1989-1992
	Fairfax County Public Schools, Fairfax County, VA	
Assistant Principal II	Washington Irving Intermediate School	1988-1989
	Fairfax County Public Schools, Fairfax County, VA	
Assistant Principal II	Edgar Allen Poe Intermediate School	1987-1988
	Fairfax County Public Schools, Fairfax County, VA	
English Teacher and Athletic Coach	Fairfax County Public Schools, Fairfax County, VA	1982-1987

PUBLICATIONS

- Dissertation: <u>Case Studies of Students Transitioning from an Alternative School Back into High School</u>. Virginia Polytechnic Institute and State University, August 1999.
- Scholastic Administrator: "In My Opinion", October 2003.
- Principals Leading the Learning. The Educational Video Journal, Vol. 12. No. 3, 2003.

EDUCATION

Doctor of Education, Virginia Polytechnic Institute and State University	1992-1999
Master of Education, University of Virginia	1986-1987
Graduate Study, James Madison University	1977-1979
Bachelor of Arts, William Penn College	1971-1974

JOE WELTY

Over twenty three years educational sales experience, fifteen of it as a Regional Vice President, in K-12 textbooks, in both adoption and open territories, selling supplemental materials, computer hardware, software, networks, internet courseware, laser disc hardware, and courseware. Significant accomplishments in building business through strategic sales leadership and building effective sales teams. Results driven, goal oriented, highly motivated, organized, able to multi-task, with strong communication skills.

WORK EXPERIENCE

SCHOLASTIC, INC, New York, NY   2004-2010
Vice President of Sales Midwest Region
Responsible for all business operations, field sales operations, and works directly with key district and school leaders to provide curriculum solutions, intervention treatment programs, and other supplemental materials. Our partnership consists of on-going program specific professional development and assessment of the intervention treatment implementation. The Central Region serves the states of Texas, Louisiana, Mississippi, New Mexico, Oklahoma, Arkansas, Kansas, Illinois, Indiana, Kentucky, Nebraska, North Dakota, Ohio, Michigan, Minnesota, Missouri, South Dakota, Wisconsin, and Iowa

SRA/McGRAW-HILL, Columbus, OH   1999-2004
Vice President of Sales Midwest Region

Responsible for fifteen direct reports and thirty plus per diems in a seven state region with 2004 revenue in excess of $19 million. Supervised eight sales representatives, a consultant manager, four consultants, two office administrators and $4 million dollar expense budget while reporting to the National Sales Manager of Open Territories.

Corporate Transition & District Sales Manager

Managed the integration of the Optical Data laserdisc science and math courseware into the offerings of the new owner and assisted the southern state adoption regions with their state adoption submissions in Kentucky, Tennessee, West Virginia, and South Carolina.

OPTICAL DATA SCHOOL MEDIA, Atlanta, GA   1992-98
Vice President of Sales North Region

Responsible for sixteen direct reports in a twenty-five state region with revenue in excess of $9 million. Supervised employee sales representatives, independent sales representatives, and consultants while reporting to the President of Optical Data School Media.

Vice President of East Region

Responsible for $6 million in revenue, ten direct reports covering fifteen states. Supervised employee sales representatives, independent sales representatives, and consultants while reporting to the National Sales Manager.

Sales Representative Kentucky, Tennessee, West Virginia

NEW CENTURY EDUCATION CORPORATION, Piscataway, NJ   1990-92
Sales Representative Kentucky

TANDY COMPUTERS, Lexington, KY   1987-90
Educational Sales Representative

EDUCATION

B.S. (Econ. and Mgt./Comp. Sc.)   Centre College   1987

JEANETTE THOMAS

PROFESSIONAL EXPERIENCE

Executive Director of Implementation, Scholastic Implementation Services, 2010-Present

Senior Director of Implementation, Scholastic Education, 2008-2010

Director of Implementation, Scholastic Education, 2006-2008

Educational Service Consultant, Scholastic Education, July, 2005 – 2006

Communication Arts Facilitator, Kirkwood School District, Kirkwood, MO, 1989-2005

Adjunct Professor, Missouri Baptist University, St. Louis, MO; University of Missouri, St. Louis; Webster University, St. Louis, MO, 1997-2000

Learning First Alliance Reading Advisory Committee, National Learning First Alliance, Spring, 1998

Literacy Consultant, Network for Educational Development, St. Louis, MO, 1990-1998

Literacy Curriculum Writer, K-12, Missouri Department of Elementary and Secondary Ed, 1994-1995

Gifted Education Teacher, Kirkwood School District, Kirkwood, MO, 1986-1987

Consultant and Teacher Trainer, Regional Consortium for Education and Technology, 1990-1992

Teacher (Grades 1 and 5; Reading Specialist 1-6), Ladue School District, St. Louis, MO, 1990-1992

Reading Specialist (Grades 1-8), Toledo Public Schools, Toledo, OH, 1997-1983

Intern Teacher Supervisor, Toledo Public Schools, Toledo, OH, 1981-1983

Classroom Teacher (Grades 4-6), St. Clement School, Sheboygan, WI, 1974-1976

EDUCATION

SOUTHWEST BAPTIST UNIVERSITY, BOLIVAR, MISSOURI, 1998-2000: EDUCATIONAL ADMINISTRATION CERTIFICATION

UNIVERSITY OF TOLEDO, TOLEDO, OH 1979-1982: MASTER OF SCIENCE, ELEMENTARY EDUCATION, READING TEACHER AND READING SUPERVISOR CERTIFICATION

LAKELAND COLLEGE, SHEBOYGAN, WISCONSIN, 1973-1974: BACHELOR OF SCIENCE, ELEMENTARY EDUCATION

SOUTHERN ILLINOIS UNIVERSITY, EDWARDSVILLE, IL 1968-1970: MAJOR: ELEMENTARY EDUCATION

Dr. Joan B. Johnson

- Education Doctorate (Ed.D.). in Educational Leadership/Administration, University of St. Thomas, (1997)
- Master of Education (M.Ed.), University of Minnesota (1983) Second Languages and Cultures/French
- B.S. in English Education 7-12 (1969) French Education (1973)

Scholastic Inc.- Senior Manager of Implementation for North Central Region (2009- Present)
- Supervise educational consultants who train and coach teachers using Scholastic's programs in the areas of reading and math intervention
- Develop and present professional development workshops and training for educational consultants and district educators in areas of literacy and reading
- Serve as implementation manager helping districts set up effective reading intervention plans for Scholastic's programs

Implementation Manager and Educational Consultant for state of Minnesota (2006-2009)
- Trained teachers using Scholastic's reading, literacy and math programs
- Assisted school district leaders across the state of Minnesota set up reading intervention programs for students in elementary, middle, and high schools
- Developed and presented supplemental professional development workshops for teachers in the areas of literacy with a focus on reading and writing
- Coached classroom teachers implementing Scholastic's reading intervention programs to incorporate educational strategies to support students' reading growth

Hamline University- Assistant Professor in Master's of Arts in Teaching (MAT) Program (2005-Present)
- Served as instructor of core MAT courses including Teaching Literacy 5-12, Teaching in the Secondary School, Schools and Society, and Student Teaching Seminar
- Supervised student teachers
- Served as adjunct instructor for Master's of Arts in Education (MAEd) learning communities

Adjunct Professor (1999-2005)

Served as instructor of MAEd core courses, elective reading and writing courses (Six traits of writing K-6 and 7-12, strategic teaching of reading 3-12, reading and writing across the curriculum 5-12, and Literature and Reading Strategies 7-12 (required course in Reading Licensure Program)

Consultant and Staff Development Trainer of Teachers K-12 (1997-Present)

Contracted to provide customized professional development sessions as a consultant and trainer in the areas of language arts and reading and curriculum and instruction (including Six Traits of Writing, Strategic Teaching and Reading Project (STRP), reading and writing across the curriculum, interactive learning strategies, curriculum integration/interdisciplinary instruction, teaching thinking skills, cognitive coaching, performance assessment)

Osseo Public School District, Maple Grove, MN- **Curriculum Specialist** (1991-1998, 1999-2005)
- Managed the district's program improvement process for English/language arts, reading, and world languages
- Facilitated curricular teams of teachers through the assessment, development, implementation, and evaluation cycles of English/language arts, reading, and world languages
- Facilitated the implementation of READ 180 program across junior and senior highs
- Facilitated preparation for Minnesota State Reading and Writing Tests and curriculum adaptations to meet state standards
- Provided staff development/training for teachers on a wide range of language arts/reading curricular and instructional topics
- Coordinated a collaborative school district and community grant focused on literacy where I worked with community members to establish community-based literacy offerings
- Facilitated the design and implementation of literacy centers and after-school programming in 4 junior highs and 2 community sites

Supervisor of Curricular Programs (One year contract, 1998-1999)
- Managed district's program improvement and curriculum processes
- Facilitated district-wide teacher committees related to curriculum and implementation of the Minnesota Graduation Rule
- Hired/supervised/coached staff for literacy centers in 4 junior highs
- Hired/supervised/coached staff for Talented and Gifted K-12 program
- Facilitated assessment process as part of district's Talented and Gifted program K-12
- Facilitated district parent advisory committee monthly meetings on curriculum and talented and gifted programming

Teacher (1969-1991)
- Taught English/language arts 10, 11, 12 and French I-V, at Park Center Senior High, Brooklyn Park, MN
- Taught English/language arts 10, 11 and French I, at Osseo Senior High, Osseo, MN

Minnesota Educational Licenses: Secondary English/language arts 7-12; Secondary French Teacher 7-12' Secondary Principal

JENNIFER J. PLITZUWEIT

EDUCATION

June 2006 – March 2009   Capella University ▪ Minneapolis, MN, *Masters of Science, Instructional Design for Online Learning*
December 2002   Winona State University ▪ Winona, MN, *Masters of Science, Education*
May 1997   Winona State University ▪ Winona, MN, *Bachelor of Science, English Education*

WORK EXPERIENCE

Winona State University Intern Coach ▪ Rochester, MN

- *John Marshall High School* 2007 – 2008
  I worked as an intern coach with the Teacher Licensure Collaborative Program to coach and mentor an intern teacher.

Rochester Public School District #535 ▪ Rochester, MN

- *John Marshall High School* 2005 – present
  I teach American literature, American literature honors, contemporary literature, reading for college, and a reading intervention course. During 1st semester of 2007, I co-taught one class with a special education teacher. I am also actively involved in district technology: Blackboard Advisory Committee, District-level technology committee, and John Marshall High School technology committee.
- *Friedell Middle School* 1999 – 2005
  I taught eighth grade English language arts concentrating on differentiation, multiple reading strategies, interdisciplinary units, and various aspects of how girls and boys learn differently. I was also a staff development co-chair for two school years. This school was a choice middle school.

Morongo Unified School District ▪ Twentynine Palms, CA

- *Yucca Valley High School* 1998 – 1999
  I taught 9th, 10th, & 12th grade English, creative writing poetry, and creative writing short story.
- *Twentynine Palms High School* 1997 – 1998
  I taught 9th and 12th grade English courses and children's literature.

PROFESSIONAL DEVELOPMENT

- National Association of Secondary School Principals Conference, San Diego, CA, February 2008 (session selections were focused on engaging the reluctant learner and technology)
- National Council Teachers of English Conference, San Antonio, TX, November 2008
- Blackboard World Conference in Las Vegas, NV, summer 2008
- Scholastic Read 180 Training & Implementation, summer 2008 – present (monthly)
- ACT test administrator 2006 – present
- Rochester Public School District interview teams for administration positions (2004, 2008) and English teachers (2008).
- The Best Young Adult Books of the Last Decade and How to Use Them in Your Program (Bureau of Education & Research), January 2008
- National Conference in Differentiated Instruction, Las Vegas, NV, summer 2007
- Professional Reading Groups based on the following: *Mosaic of Thought* by Ellin Oliver Keene & Susan Zimmerman (2001 – 2002), *Reading Strategies that Work* by Stephanie Harvey (2002 – 2003), *Subjects Matter* by Harvey Daniels & Steven Zemelman (2004 – 2005), *Building Reading Comprehension Habits in Grades 6 – 12* by Jeff Zwiers (2005 – 2006), Rochester Public Schools Best Practices (2006 – 2007), *Tools for Teaching Content Literacy* by Janet Allen (2007 – 2008), and *Summarization in Any Subject* by Rick Wormeli (2008 – 2009)
- Co-Teaching Training, spring 2007
- Mental Health Training, winter 2008 & spring 2005
- Six Traits of Writing Training, summer 2003
- Discipline with Love & Logic, 2002
- How Girls and Boys Learn Differently, Gurian Institute, Colorado Springs, CO, summer 2002

Patricia Davis

EDUCATION

Ph.D in Curriculum and Instruction; Northcentral University, 2009. Dissertation: A Comparison of High
and Low Performing Schools in Soroti Catholic Diocese, Uganda, East Africa

Master of Arts degrees in Special Education and Gifted Education, Augustana   College, 1987.
Thesis: Longitudinal Differences in I.Q. as a Reflection of Gender in High-Ability Adolescents

Bachelor of Arts degree with majors in English and Speech (Public Relations emphasis) and minors in
Journalism and French, University of Northern Iowa, 1980.

CERTIFICATIONS

National Board of Professional Teachers Certification (NBPT)   National Board Certified in Early
Adolescence/Middle School - Generalist, all areas and subjects

State of Iowa Permanent Professional teacher certificate with the following endorsements and approvals:
K-12 Talented and Gifted, Special Education Administration and Supervision, Secondary English, Speech,
Debate, Journalism, French and Mass Communications

State of Nebraska Professional Teaching Certificate with the following endorsements: K-12 Special
Education and Gifted Education, Multi-categorical, Learning Disabilities, Grades 7-12 English,
Journalism, Theatre/ Speech and Other

PAULA HIRSCHHORN

Maine Resident Services Coordinators Association (MRSCA)

CHICAGO, IL & LEWISTON, ME   MARCH 2009 – PRESENT

Educational Programming Initiatives

<u>Situation</u>: Took initiative to design programming for quarterly meetings for a diverse group of members from across the state. Programming included a wide range of professional development topics including: conflict resolution, team building, and diversity training.

<u>Action</u>:

- Selected topics and facilitated meetings.
- Identified and recruited speakers from government and community agencies as well as property management companies. Pioneered and implemented an interactive online communication tool for membership community.

<u>Results</u>: Successfully increased meeting attendance from 25 participants to as many as 45 per meeting through improved programming and member communication.

Preservation Management, Inc.

SOUTH PORTLAND, ME   JANUARY 2008 – OCTOBER 2009

Program Management Experience

Training & Development

Selected by Supervisor to train colleagues and new employees in successful program management.

George Washington Elementary School

DALY CITY, CA   SEPTEMBER 1999 – JUNE 2003

- Designed and implemented creative educational content for all subject areas in a diverse classroom environment.
- Differentiated instruction to meet the needs of ethnically and linguistically diverse students.
- Developed innovative hands-on curriculum to improve skills in all subject areas.

EDUCATION

SAN FRANCISCO STATE UNIVERSITY, SAN FRANCISCO, CA

- Master of Arts in Education – Concentration in Language and Literacy, May 2002
- Reading and Language Arts Specialist Credential, May 2002

MICHIGAN STATE UNIVERSITY – EAST LANSING, MI

- Bachelor of Arts in Humanities, 1994; Dean's List 1993, 1994
- Tel Aviv University – Tel Aviv, Israel
- Year Abroad Study, 1992-1993; Traveled extensively throughout the Middle East and Europe
- Intensive Spanish Language Immersion Program – Barcelona, Spain, Gained intermediate Spanish speaking, reading and writing skills, Summer 2001

Michelle O'Hara Miller

Education:

Literacy Collaborative Training: Purdue University: 2002-2003

Literacy Collaborative Team Training: Purdue University: Fall 2001

Guided Reading Course Training: Indiana University South Bend: Spring 1998

Masters of Arts in Elementary Education: Ball State University: May 1986

Bachelor of Science in Elementary Education: Ball State University: May 1979

Experience:

Adjunct Instructor at Holy Cross College, Notre Dame Indiana, 2007-2008

- o Coordinated, and supervised field placement for Holy Cross students at several Elkhart and South Bend schools.

- o Instructed Reading and Language Arts course Educ 300 which consisted of theory and practice of emergent learners and the Literacy Framework.

- o Also instructor of EDUC 330 Integrating the Arts which consisted of teaching basic elements of art, drama, music and theater.

Full day Kindergarten Teacher at Eastwood Elementary, Elkhart Community Schools: 2005-2006

- o Implemented the Literacy Collaborative Framework, Interactive read Aloud, Interactive Writing, Guided reading and Writer's Workshop.

- o Literacy Collaborative Coordinator half day and Kindergarten teacher half day

Beardsley Elementary, Elkhart Community Schools: 2003-2004

- o Taught 4 hour graduate course and coached K-2 teachers in the Literacy Collaborative framework.

- o Title 1 Reading Recovery Follow-Up Teacher at Beardsley Elementary, Elkhart Community Schools: 1996 – 2003

Certification: Literacy Collaborative Coordinator: Purdue University 2003

Licensure: Indiana State license teaching certificate K-6, 7& 8 non-departmentalized

Jeanette Kay Moody

SKILLS and ABILITIES

- Knowledge of No Child Left Behind legislation and implications for school and district improvement.
- Knowledge of curriculum, instruction and assessment as related to research-based school improvement models.
- Knowledge of best practices in literacy and mathematics education, specializing in early childhood.
- Knowledge of the school improvement process K-12 as it relates to skills necessary for collaboration between all stakeholders.
- Experience in development, implementation and evaluation of School Improvement Plans and Grants.
- Knowledge of grant writing skills.

ACADEMIC ACHIEVEMENTS

Columbia University	Teacher's College Reading and Writing Workshop
Purdue University	Reading Recovery Teacher Leader – 1994
Indiana State University	Reading Specialist K-12 (30 hours) – 1975
Indiana University	M.S. in Early Childhood Education – 1973
Anderson University	B. A. Music Education K-12

RECENT PROFESSIONAL EXPERIENCE

- Founder and Chief Executive Officer of Literacy for Life, LLC. LFL provides support for schools in literacy and mathematics education through professional development and/or technical assistance as related to continuous school improvement.
- Vice President of founding Governing Board of Indiana Math and Science Academy - 2006-present.
- Contracted with Indiana Department of Education, Office of Academic Support to support schools transitioning from Targeted Assistance to Schoolwide Title 1 status.
- Contracted with Indiana Department of Education, Office of Academic Support to support school districts with Curriculum Mapping as related to continuous school and district improvement.
- Contracted with Indiana Department of Education, Office of Academic Support to review Title 1, Comprehensive School Reform, Reading First and School Improvement Grants, 2001- present.
- Contracted with Indiana University's Center on Education and Lifelong Learning for Summer Institute 2000 and 2001.
- Adjunct assistant professor at Purdue University from 1993-2000.
- Consulted with school administrators, and school improvement teams to provide support in designing, implementing and evaluating professional development plans for schools and school districts.
- Presented at the Indiana Governor's Conference, 1999, 2000, and 2001.
- Presented at the National Title 1 Conference, 1999.
- Presented at RTI Academy, May, 2009

KRISTEN PAINTER

EDUCATION

M.A.   **Teacher's College, Columbia University – New York, 1999**

B.S. Ed.   **University of Missouri – Columbia, 1995**

PROFESSIONAL DEVELOPMENT/CONSULTING EXPERIENCE

- Independent Literacy Consultant   2005- 2010

- Staff Developer; Teachers College Reading and Writing Project, Columbia University   1997-1999

- Mathematics Instruction Research; Mathematics in the City - City College of New York   1997

- Literacy and Mathematics Facilitator; Project Construct National Center   1995-2008

PUBLICATIONS

- Living and Teaching the Writing Workshop; Heinemann Publishers   January 2006

- Response to Intervention and Constructivism: Strange Bedfellows?   Spring 2008

TEACHING AND ADMINISTRATIVE EXPERIENCE

- Director of Literacy; Jennings School District, St. Louis, Missouri   2000-2004

- Teacher, Fourth Grade; Robinson Elementary, Kirkwood, Missouri   1999-2000

- Teaching Assistant to Professor Lucy Calkins; Columbia University   1997-1998

- Teacher, Fourth Grade; Derby Ridge Elementary, Columbia, Missouri   1995-1997

WEBSITE

- www.**instructionmatters**.com

- a resource for schools with which I currently consult

- a resource for schools and districts searching for professional development

MARK REINSBACH

SUMMARY OF QUALIFICATIONS

Experienced Manager of complex professional service organizations, with multifunctional background in million dollar, medium sized business ventures, directing teams of employees and volunteers to optimal performance while working in cooperation with complex governances, including elected boards.

PROFESSIONAL EXPERIENCE

BENNETT ELEMENTARY SCHOOL, Bennett, CO   2002 – 2008

Principal (2004 –2008) ◆ **Music Teacher**, **Grades K-5** (2002 – 2004)

- Maintained and developed departmental budgets.
- Supervised and mentored teachers and staff; fostered open communications and a good rapport with colleagues, parents, and members of the community.
- Actively promoted student involvement by organizing enriching academic and extracurricular activities; consistently encouraged and recognized student achievement.
- Conducted interviews and assessed potential teachers; provided ongoing evaluations and professional training opportunities for teachers and staff.

Key Accomplishments

- ✓ Experience delivering professional development.
- ✓ Thorough knowledge of educational pedagogy, especially reading instruction.
- ✓ Understanding and experience with issues around adolescent literacy and striving readers.
- ✓ Exceptional speaking and writing skills

MADISON PUBLIC SCHOOLS, Madison, NE   1996 – 2002

Music Teacher, **Grades K-12 / PE Teacher / Gifted and Talented Coordinator**

MORRILL PUBLIC SCHOOLS, Morrill, NE   1993 – 1996

Music Teacher, **K-12 / Remedial Math Teacher**

EDUCATION / CERTIFICATION

UNIVERSITY OF PHOENIX, Lone Tree, CO   2004

Master of Arts in Education - Administration and Supervision

CHADRON STATE COLLEGE, Chadron, NE   1993

Bachelor of Science in Education

Colorado Principal Certification   2004

PROFESSIONAL AFFILIATIONS

Colorado Association of School Executives ◆ National Association of Elementary School Principals
Association for Supervision and Curriculum Development

Keri-Gae Travis

EDUCATION   **Bachelor of Science in English, S**outhern Illinois University at Edwardsville, Illinois, December 2000

Major: English, Teaching certifications: Illinois -K-5, 6-12 English; Missouri 1-6, 5-9 Language Arts and 9-12 English

EXPERIENCE   **Ethyl Hedgeman Lyle Academy,** St. Louis, Missouri

Teacher – 3rd grade   Summer 2009

- Taught summer school session for students leaving 2nd grade and beginning 3rd grade

Imagine Academy of Environmental Science and Math, St. Louis, Missouri

Teacher - Title Reading   2007-2008

- Instrumental in implementing Read 180 for middle school
- Provided academic support for reading teachers K-8
- Worked directly with Federal Programs Coordinator to develop the school's Title Program and oversee compliance

Dunbar Elementary , St. Louis Public Schools, St. Louis, Missouri

Teacher   2004-2007

- Taught Read 180 for students 3rd through 5th grades
- Trained in Reading First Program
- Member of School Improvement Team to increase MAP scores and student achievement and success

St. Elizabeth Catholic School, Granite City, IL

Teacher   2001-2004

- Responsible for all duties of 1st grade teacher

East St. Louis Senior High School/Edwardsville Senior High School

Student Teacher   January - December 2000

- Part of ELI Program which develops special curriculum and setting for urban schools and at-risk students

Karen Krey

WORK HISTORY

Read 180 Trainer, Scholastic, Inc.   June 2005 - Present

- Conduct training sessions for SRI, Read 180, and Reading Counts
- Facilitate reclamation process
- Assess program needs/provide guidance at building level
- Provide support through observation and written recommendation
- Serve as Scholastic representative at exhibit booths

Educator, **Kenosha (WI) Unified School District**   August 1990 - Present

- Initiate/teach Read 180 program - stage B
- Pilot Sprint, rBook, Enterprise
- Scholastic Read 180 advisory board participant
- Conduct district inservice training - Read 180
- Design/implement Title I program

Educational Diagnostician, Alvin (TX) Independent School District
August 1988 – June 1990

- Administer, score, and interpret assessments
- Complete eligibility reports
- Design and implement special education programs and IEPs
- Serve as liaison between district and parents

Educator, Alvin (TX) Independent School District   August 1986 - June 1988

- First grade teacher

Educator, Dickinson (TX) Independent School District   August 1985 -
June 1986

- Develop initial program for self-contained LD students
- Special education teacher - grades 1-3

EDUCATION

University of Houston, Clear Lake, TX   August 1988

GPA: 3.7, Master of Science, Certification: Educational Diagnostician

Carthage College, Kenosha, WI   May 1981

GPA: 3.5, Bachelor of Arts, Certifications: regular education 1-8; LD K-12

Jackie Lipscomb

Experience

Reading Specialist and Trainer, Scholastic, Inc.

Elementary and middle school Teacher and Reading Specialist, Iowa and Chicago

Trainer, Johns Hopkins University's cooperative learning method, *Teams, Games, and Tournaments*

Trainer and Facilitator, Dr. Gay Su Pinnell and Irene Fountas Guided Reading Workshops

Coordinator, *Teachers as Readers* groups in major cities in the Midwest

Education

B.A. in Urban Education

Masters of Education in Reading

National Writing Project professional development

Allyson Del Debbio

EDUCATION

Master of Arts in Education: Secondary (English) –Benedictine University, Lisle, IL
(Thesis Defense, December 2009)
Bachelor of Arts in English Literature – (2004) – Loras College, Dubuque, IA

CERTIFICATION

Illinois State Type 09 Teaching Certificate, Grades 6-12

PROFESSIONAL EXPERIENCE

Vista Health - Vista Medical Center West, Waukegan, IL   2007 - Present
TEACHER/EDUCATION COORDINATOR, PSYCHIATRY

- Coordinate and provide educational services serving as a liaison with patient, home, school, and district.

- Design and implement individual education program for patient's ages 3 to 18 years in behavioral health unit.

Club Z! In-home Tutoring, Skokie, IL   2008 - Present
TUTOR

- Tutor students one-on-one in various subjects including English/Language Arts, math, and handwriting.

- Create and develop individualized curriculum for tutoring sessions.

Provide study skills training and test taking skills to advanced students.

Community High School District 94, West Chicago, IL   August 2006 – January 2007
STUDENT TEACHER

- Taught English to junior classes at West Chicago High School, focusing on early American Literature.

- Worked equally well with Special Education, ESL, and Advanced Placement students.

- Presented teaching ideas to peers at department meetings; participated in IEP meetings.

Structured new curriculum for courses taught.

Megan Gleason

Regional Consultant, Scholastic Implementation Services

Experience

Consultant	Scholastic Education	11/06-present
SSR	Scholastic Education	7/05-11/06
Read 180 Teacher **Cross Country coach**	Raytown Middle School, Raytown, MO	8/02-Present
Paraprofessional	Center City School District, Kansas City, MO	8/01-7/02
Adult ESL/ABE Instructor	United Way Greeley, CO	8/99-7/01
Administrative/Instructor **Assistant**	Colorado Mountain College Breckenridge, CO	5/98-7/99

Education

M.A. Educational Technology	MidAmerica, Nazarene University Olathe, KS	2005
B.A. English/ **Special Education**	University of Northern Colorado Greeley, CO	2001
Special Ed/L.A. Certified		

MARY ANN HIDDING

Mary Ann Hidding has been a Scholastic RED reading consultant for the past five years. She has devoted most of the past decade to coaching, writing, editing, researching, studying, teaching, promoting, and developing professional development literacy materials and courses for educational publishing and professional development organizations. She also has worked in the Illinois community college system, and public elementary and secondary schools.

She has coached teachers and facilitators in schools across the country from Puerto Rico to California. She demonstrates strategies in K-12 classrooms across the curriculum in reading comprehension, writing, and literacy.

Hidding was a manager for a nationally known professional development organization where she participated in national conferences and worked with national professional organizations such as NAESP, IRA, ASCD, NSDC, and Title I. She also has been a member of a development team for new, research-based professional development offerings on struggling readers and writers. Hidding initiated and facilitated external evaluations with nationally known researchers OER Associates. Participating districts were able to provide evidence of effectiveness to meet the national requirements set by the Department of Education and No Child Left Behind Act.

A graduate of the University of Arizona, Hidding did her graduate work at the School of New Learning at DePaul University in Chicago.

Kathleen M. Hurni-Dove

Education:

3 hours IPFW and 6 hours Chapman University/Region 8	2008-2007
Administrative License in Administration and Supervision	2003-2001
Masters of Science Degree in Elementary Education	1979-1976
Bachelor of Arts Degree in Elementary Education, Sociology, & Creative Arts	1973-1969

Work Experience:

Presently   Fort Wayne Community Schools Professional Development Coordinator

2009-2008   Guidance Chief Academic Office (Special Assignment)/Fairfield Elementary
Differentiated Accountability Coach

2008-2007   Croninger Elementary Principal 2007-2008

2007-2006   Maplewood Elementary Principal

2006-2005   Administrative Internship Shambaugh Elementary
Interim Principal at Maplewood Elementary

2005-2004   Instructional Curriculum Facilitator for Fort Wayne Community
Schools

2004-2001   J.R. Watson Elementary Second Grade Teacher

2001-1999   ALL WRITE MENTOR DeKalb Central United School District

1999-1998   Writing Resource Teacher for DeKalb Central United School District

1998-1987   J.R. Watson Elementary Kindergarten/Kindergarten Plus Teacher

1987-1979   McKenney-Harrison Elementary Second Grade Teacher

1979-1973   Ashley Elementary School First, Second, Third Grade Teacher

Professional Memberships:

Association for Supervision and Curriculum Development
International Reading Association
National Council of Teachers of English
Choice Literacy
National Staff Development Council
Delta Kappa Gamma Teachers' Sorority

DENISE R. KALECIAK

PROFESSIONAL EXPERIENCES

Administrative

2004- 2006	Asst. Principal Homer Junior High
2001-2004	Principal Schilling Elem. School
1995-2001	Asst. Principal Schilling Elem. School

Teaching

♦ Grades 5, 6 - Read 180 Teacher
♦ Grades K, 3, 4, and 5- Self-contained classroom
♦ Grade 5- Religious Education Teacher
♦ Grade 4- Team Teaching
♦ Grade 3- Developing and implementing a remedial reading program
♦ Grade K-8- Substitute Teacher

EMPLOYMENT HISTORY

2004-2006	Adjunct Professor	Lewis University
2004-2006	Asst. Principal	Homer Junior High
2001-2004	Principal	Schilling School
1995-2001	Asst. Principal	Schilling School, Homer District 33C
1988-1995	4th grade teacher	Homer District 33-C, Lockport
1983-1988	3rd grade teacher	Homer District 33-C, Lockport
1981-1983	Kindergarten teacher	Homer District 33-C, Lockport
Summer/1986	3rd grade teacher	Ludwig/Walsh District 92, Lockport
1978-1981	Substitute teacher	Homer District 33-C, Lockport
1971-1972	4th grade teacher	Sinclair Elementary School, Manassas, VA
1970-1971	5th grade teacher	Haley School, Lyons, IL

EDUCATION & PROFESSIONAL ORGANIZATIONS

M.S.	Educational Administration with General Administrative Endorsement, Type 75, Certification, Illinois State University, Normal, IL
B.A.	Northeastern University, Chicago, IL, Type 03 (K-9) Certification

A.S.C.D.	Association for Supervision and Curriculum Development
I.P.A.	Illinois Principals Association
IASCD	Illinois Association of Supervision and Curriculum Development

MARSHA MAHAN-MCCALL

May 2007 – *Present*	**Implementation Consultant/Regional Consultant**, *Scholastic Education,* *Implementation Services*

August 2006-   **Reading First Coach**, *Froebel Elementary School, St. Louis Public Schools*
May 2007

- Served as building teacher-leader and professional development facilitator
- Provided professional development for classroom teachers and encouraged colleagues to participate in quality professional development experiences related to the five essential components of reading instruction
- Coordinated intervention plans with classroom instruction to increase student achievement
- Coordinated with Title I, preschool programs, Special Education, ESOL, and all federal , state, and local programs that address the literacy needs of students

March 2006 –   **Communication Arts Supervisor** *(Central Office) St. Louis Public Schools*
August 2006

- Ensured the alignment of reading curriculum and state standards
- Coordinated reading/communication activities with other instructional initiatives
- Assist with the development and facilitating of all SLPS reading activities, (Reading First, Open Court, DI, Voyager, SRA, etc.)
- Established strategies and resources for effectively assisting schools in involving parents in the literacy development of their children
- Coordinated, supervised, analyzed and monitored all SLPS reading activities
- Represented SLPS at meetings related to reading/communication arts

August 2005 -   **READ 180 Project Manager** *(Central Office) St. Louis Public Schools*
March 2006

- Provided overall administrative supervision for teachers assigned to the program
- Conducted on a regular basis/monthly staff meetings for staff development, identify strategies, activities, program goals and objectives, priorities as well as concerns and issues
- Provided constructive feedback to instructional staff to improve delivery of instruction
- Developed program evaluation instrument for program effectiveness, teacher implementation, and student responses and interactions
- Prepare d a budget for materials and technology support for READ 180 expansion and existing sites

2001 - 2005   **Adams Elementary School,** *St. Louis Public Schools*

- READ 180 teacher
- Title I math teacher
- Elementary mathematics teacher leader
- Second and third grade team leader
- Facilitated the purchase of software materials for Title I program

1996 - 2001   **Compton-Drew ILC Middle School,** *St. Louis Public Schools*

- Sixth grade Mathematics (Departmental)
- Science Fair Kick-Off presenter (local)
- Middle school conference presenter
- Curriculum design committee planner

EDUCATION   **Master of Science, Computer Education, Fontbonne University,** *Clayton, MO*
Bachelor of Arts, Elementary Education, Harris Stowe State University, *St. Louis*

Certifications: Elementary Education K – 8, Lifetime; Special Reading K – 12, Language Arts 5 – 9, and Social Studies 5 – 9, Provisional

Laura G. Schwartz, Ed.D.

2002 Ed.D. in Curriculum and Instruction, Loyola University, Chicago, Illinois.
1995 M.A. in Education Administration, Northeastern Illinois University, Chicago, Illinois.
1980 M.S. ED. in Special Education, Monmouth College, West Long Branch, New Jersey.
B.A. in French (minor in Biology), with Highest Honors, University of Illinois at Urbana.

Certificates held: Type 75 Endorsement; Illinois High School 6-12 French, Spanish; K-12 Learning Disabilities, Educable Mentally Handicapped, Trainable Mentally Handicapped, Social-Emotional Disorders and Physically Handicapped.

PROFESSIONAL EXPERIENCE

2000-2010 retired, Principal, Park Junior High School, La Grange Park, Illinois
Specific Accomplishments:

- Led School Improvement Plan to move school off AYP Watch List to over 90% of students meeting or exceeding ISAT standards in math and reading.
- Implemented accelerated reading/language arts program for high ability learners.
- Oversaw new language arts/reading curriculum based on Understanding by Design (UbD).
- Introduced Read 180 and Boost classes for at-risk readers.
- Wrote a variety of grants totaling $44, 000.
- Developed SPARK PLUG (Support Parents, Play, Learn, Unite, Grow) program for at-risk students and families.
- Instituted annual MLK celebration assemblies and cultural diversity program.

2002 Winter Semester, Adjunct Professor, Barat College of DePaul University

- Taught "Education in the Middle School".

1997-2000 Assistant Principal, Cooper Middle School, Buffalo Grove, Illinois

Responsibilities:

- Assisted grade level teams in the instructional planning process and communicated with parents.
- Recruited, interviewed, hired, supervised, and evaluated teachers.
- Member of the Administrative Leadership Team and coordinated the special education team.
- Facilitated peer mediation and co-chaired Building Council that focused on School Improvement.
- Organized school-wide standardized testing, coordinated articulations with sender schools and organized library media center after-school program.
- Resolved discipline problems and taught Tae Kwon Do to at-risk students**.**
- Presented District workshop on Differentiation of Instruction.

1985 -1997   French /Spanish Teacher, Coordinator, Sixth Grade Team, Nichols Middle School, Evanston, Illinois

Responsibilities: Taught French and Spanish classes to sixth graders and organized meetings, field trips and responsibilities for sixth grade team.

Accomplishments:

- Developed district foreign language assessment and thematic curriculum for foreign language in the middle school. Supervised peer mediation.
- Sponsored Student Council and won four "Honor Council" Awards from I.A.J.H.S.C.
- Developed and taught a Tae Kwon Do program for at-risk students.
- Nominated for a Golden Apple Award.

Kiran (Karen) M. Shah, M.S. Ed.

EDUCATION/QUALIFICATIONS:

- *Bachelor of Arts in Elementary Education (B. A.)*
  Purdue University, West Lafayette, IN (May 2003)

- *Master of Science in Literacy and Language Education (M.S. Ed.)*
  Purdue University, West Lafayette, IN (August 2006)

PROFESSIONAL EXPERIENCE:

- **Literacy Coordinator**   2006-2010
  Chicago Public Schools, Pilsen Academy

  - Developed productive relationships with teachers, principal, and Area 9 staff
  - Worked with educators to implement basal reading program and provided on-going support to ensure optimal literacy instruction
  - Led interactive presentations on a variety of topics including, but not limited to: differentiated instruction, curriculum mapping, & literacy across content areas
  - Maintained timely communication with Principal and was a member of the school's ILT (Instructional Leadership Team)

- **Reading Interventionist**   2004-2006
  Miller Elementary School, Lafayette, IN

  - Implemented research based reading programs/strategies with students reading well below grade level in an low income neighborhood
  - Met regularly with classroom teachers to collaborate and make instructional modifications as needed

Dee Wiecher

- Ed.D. University of Missouri--St. Louis, Administration and Curriculum, May 2002.
  Dissertation: *Techne* to Technology--A Critical Enquiry Into Education Technology, May 2002
- M.Ed. University of Missouri--St. Louis, Educational Administration, 1987
- B.A. Education, Cum Laude--Business Education Area Major, University of Evansville (IN), 1970

Experience in education:

1993-present	Technology Facilitator K-12, Kirkwood School District
1987-1993	Computer Coordinator and Business Education Department Chair, Kirkwood High School
Summer 1992	Summer School Principal, Kirkwood High School
Spring 1992	Administrative Internship (full time) at North Glendale Elementary School
1986-1987	Computer Science Teacher, Kirkwood High School
1983-1986	Business Education Teacher, Tower Grove Christian School
1980-1982	Elementary Sixth Grade Teacher, Tower Grove Christian School
1977-1980	Freelance Business Trainer, First National Bank of St. Louis, Emerson Electric, Metropolitan Sewer District, and others through Adult Continuing Education, St. Louis Public Schools
1970-1977	Vocational Business Education Teacher, O'Fallon Technical School, St. Louis, Missouri

Certification:

Principal	K-8	Admin II	Expires 7/18/2007
Principal	7-12	Admin II	Expires 7/18/2007
Elementary Education	K-8	Lifetime	
Business Education	7-12	Lifetime	

Post-secondary teaching experience:

1986-1994	Continuing Education for computer classes, Meramec Community College
1994-1998	Adjunct Faculty for in-service computer classes, Webster University
presently	Adjunct Faculty for Fontbonne University for partnership classes with Kirkwood School District

Grants written or co-written:

- Read to Be Ready--Reading Results (technology consult) $299,000, 2000-2002
- TLCF--Reading Turns Around $145,000, 1999-2001
- District Incentive Grant--Reading Roundabout $50,000, 1999-2000
- TLCF--All Aboard (partner with Meramec Valley) $140,000, 1997-1999
- District Incentive Grant--M4 Making Middle School Math Meaningful $49,000, 1997-1998
- Interactive Instructional Technology Project--Communication Skills Through Interactive Technology $49,000, 1996-1997
- Endeavor Project--Just In Time Alternative Assessment $24,000, 1995-96
- Perkins Grants--$14,000 and $15,000, 1991-92, 1992-93

KATHERINE E. WIMER

2004–2009   The Reading Group   Urbana, IL

Executive Director
- Chief Operating Officer in strategic and tactical planning with an emphasis in fundraising and grant writing.
- Recruited, supervised and evaluated staff, including bookkeeper/office manager, early childhood coordinator, diagnosticians, instructors and volunteers.
- Initiated budget for Board of Directors approval and monitored expenses.
- Directed the marketing, community relations, volunteer and all day-to-day activities.
- Evaluated and refined existing programs and developed new programs & services.
- Scheduled client intake screening and assessment services as well as individualized tutoring services and directed the development of workshops for teachers and parents.
- Participated in professional and community organizations.
- Liaison between Reading Group Staff and Board of Directors.

2003–2004   Piatt County Journal   Monticello, IL

Journalist
- News reporting as well as weekly feature writing covering the Piatt County area.

2002–2004   Monticello Christian Academy   Monticello, IL

Kindergarten Teacher/Afterschool Program Director
- Assisted Principal with administrative duties.

2001–2002   White Oak School   Monticello, IL

Kindergarten Teacher/Teacher Leader
- Attended University of Illinois "Project Approach" Training with Dr. Lillian Katz at Allerton Park.

2001   Westview Elementary School   Champaign, IL

After School Program Director/Tutoring Manager

1998–2000   Yankee Ridge School   Urbana, IL

First Grade Teacher / Third Grade Teacher

1985–1997   Prairie Elementary School   Urbana, IL

Kindergarten Teacher / First Grade Teacher /Second Grade Teacher / Third Grade Teacher / Reading Recovery

1986–1988   Thomas Paine Elementary School   Urbana, IL

Gifted Summer School Teacher K-3

EDUCATION

1985-1995   University of Illinois   Urbana-Champaign, IL
- Reading Recovery Certificate (1995)
- Master of Arts Degree: Curriculum and Instruction in Education (1993)
- Bachelors of Science Degree: Elementary Education (1985)

CERTIFICATION

- Illinois Standard Elementary Certification for grades K-9, #1224793
- Missouri Elementary Education Certification for grades 1-8, #0066819

Eric V. Kallus

Proven leader with ability to combine skills in educational/information technology, customer sales/support, and people development to contribute to the overall goals of a company.

WORK HISTORY:

Technical Services Manager-Central Region, Scholastic, Inc., Dec. 08-Present

- <u>Manager of Central Region Technical Services</u>: Serves as single point of contact for technical services delivery for the Central Region at Scholastic. Manages Field Engineer team that is responsible for installation, support/troubleshooting, and technical training of READ180 and various software applications on Apple, Windows, Novell, and SUSE Linux platforms.

Senior Sales Engineer, Tegrity, Inc., 2008-November 20, 2009

- <u>Management of the Technology Phase of the Sales Process</u>: Attended sales meetings and delivered technical presentations to potential customers. Communicated technical details and answered technical questions throughout the sales process.

Senior Field Technical Manager, Scholastic, Inc., 2006-2008

- <u>Manager of National Field Technical Services</u>: Served as single point of contact for Education division, supporting 300+ employees and over 7000 customers. Team responsible for installation, support/troubleshooting, and technical training of READ180 and various software applications on Apple, Windows, Novell, and SUSE Linux platforms.

- <u>Supervision of Field Technicians</u>: Leveraged skills of Field Technicians to ensure efficient and effective delivery of all field technical services. Established performance expectations, provided on-going feedback, fostered team mentality, and managed resources to align with business goals. Conducted hiring interviews, created orientation plans, and executed follow-up.

Field Engineer, Level 2, PLATO Learning, Inc., 1998-2006

- <u>Product Installation and Troubleshooting</u>: Conducted on-site installation of PLATO Learning products and implementation of various Wide Area Network (WAN)/Local Area Network (LAN) and Internet/Intranet deliverable systems. Provided technical support and troubleshooting for customers. Supported multi-million dollar contracts, including U.S. Navy and several large school districts throughout the nation. Participated in statewide implementations of Louisiana Technical College and the state of Idaho.

EDUCATION:
- <u>Bachelor of Arts</u>, Texas Lutheran University, Seguin, Texas, 1992   Major in English. Specialization: Secondary Education; Second Teaching Field: Psychology

- <u>Eighteen Hours toward Masters in Education</u>, Texas State University, San Marcos, Texas   Major in Educational Administration (postponed when started for PLATO Learning, Inc.)

- <u>Technical Certifications</u>: MCSE NT 4.0, Windows 2000, MCP+I, and CNA Novell 4.11

- <u>Specialized Training/Experience</u>: Project Management, Dimensions of Professional Selling, Insights Discovery Profile, VMware, Citrix, Network Observer, Windows (All Server and Workstation Operating Systems), Apple Workstations and Servers, Novell Servers, SUSE Linux Servers, Microsoft SQL, Internet Information Server, MySQL

Marjorie Ann Freeman

Professional Experience

Director of Professional Development   **2000-Present**
Math Solutions

Education Administrator   **1993-2000**
Marilyn Burns Education Associates

Curriculum Developer   **1990-1993**
Cooperative Mathematics Project Number Power materials
Funded by National Science Foundation

Instructor   **1990-1993**
Marilyn Burns Education Associates

Teachers of Mathematics   **1980-1989**
7th grade algebra, gifted algebra and 7th grade, "at-risk" program (6th, 7th, 8th grade)

Mathematics Consultant   **1978-1980**
Education Service Center Region XX, Basic Skills Project

Teacher of Mathematics   **1972-1978**
Ed White Middle School, NEISD, San Antonio, Texas

Education

Master of Arts in Guidance and Counseling   **1978**
University of Texas at San Antonio
Texas State Certified School Counselor

Bachelor of Arts in English (Honors), Minor in Mathematics   **1972**
University of Texas at Austin

Associate of Arts Degree   **1970**
Laredo Junior College

Professional Memberships

- 1972–1989 Texas State Teachers Association (Life Member)
- National Council of Teachers of Mathematics
- National Council of Supervisors of Mathematics
- Association for Supervision and Curriculum Development

Publications

Creative Graphing published by Cuisenaire Company, 1987

Co-author of *Number Power, A Cooperative Approach to Mathematics and Social Development* series, published by Addison Wesley, 1995

Nickie Rizzo

Professional Experience

Associate Director of Professional Development, Recruiting and Training   **2007-Present**
Math Solutions

Education Specialist   **2000-2007**
Marilyn Burns Education Associates

Independent Consultant   **1999-2000**
North East ISD, Theodore Roosevelt Cluster

Mathematics Instructional Specialist   **1995-2000**
North East Independent School District, San Antonio, TX

Teacher of Mathematics   **1982-2000**
Clara Driscoll Middle School, 1992-1995
Omar Bradley Middle School, 1983-1991
Ed White Middle School, 1982-1983

Education

Master of Arts-Curriculum and Instruction/Supervision   **1992**
University of Texas at San Antonio

Bachelor of Arts- Elementary Education/Mathematics Specialization   **1982**
University of Texas at San Antonio

Teacher Certification - State of Texas

CONFERENCE SPEAKING

NCTM Central Regional Conference, Kansas City, MO, "Real Data About Real People: A Context for Learning About Data Analysis" (October 26, 2007)

NCSM Annual Conference, Atlanta, GA, "School-Based Professional Development and Technical Support for Middle Schools"(March 19, 2007)

NCSM Annual Conference, Atlanta, GA, "Using District-Wide Study Groups to Differentiate Instruction and Build Teacher Capacity" (March 20, 2007)

Patty Kay Clark

Professional Experience

Associate Director of Professional Development and Consultant Support   **2007-Present**
Math Solutions

Education Specialist   **2006-2009**
Math Solutions

Adjunct Professor, Department of Education   **2004-2006**
George Mason University

Education Specialist, Elementary Mathematics, Instructional Support Team   **2003-2006**
Prince William County Schools, VA August

Fourth and Fifth Grade Teacher; Math Lead Teacher; CMS Test Revision Committee   **2001-2003**
Mountain View Elementary School

Second Grade Teacher; Math Coordinator   **1991-2001**
All Saints Catholic School, Manassas, VA

Third and Fourth Grade Math and Science Teacher;   **1998-1999**
Holy Ghost Catholic School, Albuquerque, NM

Teacher of Mathematics   **1980-1998**
Holy Ghost Catholic School (Gr. 4), Albuquerque, NM 1995-1998
St Therese Catholic School (Gr. 1), Albuquerque NM 1993-1995
Jackson Elementary School (Gr. 1), Lubbock TX 1990-1993
Kirtland Elementary School (Gr. K), Albuquerque NM 1980-1982

Education

Master of Art- Elementary Education; Math, Science, & Technology emphasis   **1998**
University of New Mexico

Mathematics education courses with Math Mentor Program   **1992**
Texas Tech University

Bachelor of Science- Elementary Education (Honors)   **1979**
University of Texas at El Paso

Professional Memberships

- National Council of Teachers of Mathematics
- National Council of Supervisors of Mathematics
- Association for Supervision and Curriculum Development
- Virginia Council of Teachers of Mathematics
- Northern Virginia Battlefields Council of Teachers of Mathematics