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# Addendum Acknowledgement



## COMMONWEALTH of VIRGINIA

### DEPARTMENT OF EDUCATION

P.O. BOX 2120  
RICHMOND, VA 23218-2120

July 10, 2013

#### ADDENDUM NO. 1 TO ALL OFFERORS

Reference - Request for Proposal: RFP #DOE-LASTP-2013-04  
Commodity Code: 92471 - Low Achieving Schools Turnaround Partners  
Dated: June 14, 2013  
For Delivery To: Department of Education  
Offer Due: Until 2:00 PM, August 15, 2013  
Pre-proposal Conference: 10:00 a.m., July 09, 2013

The above is hereby changed to read:

1. Reference page 8 and 9, RFP Section IV, B, 5, 7 and 8 - Specific Proposal Instructions: Add as last sentence to first paragraph for each of the referenced sections:  
*Include in the original proposal only (do not include in proposal copies).*
2. Reference Page 8, RFP Section IV, B, 5 - Specific Proposal Instructions: Add as last sentence to last paragraph for the referenced section:  
*Include in the original proposal only (do not include in proposal copies).*

Note: A signed acknowledgment of this addendum and attachment must be received at the location indicated on the RFP either prior to the proposal due date and hour or attached to your proposal. Signature on this addendum does not substitute for your signature on the original RFP document. The original RFP document must be signed.

Sincerely,

Ann Sells, CPEB, VCO  
Associate Director of Procurement  
804-225-2067

Name of Firm

Signature / Title

8-6-2013

Date



**Response to RFP# DOE-LASTP-2013-04 for  
Low Achieving Schools Turnaround Partners**

August 15, 2013

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# Contents

## Contents

1. Cover Sheet .....	cover
2. Attachment A: LTP Option(s) and School Level(s) Covered by Offeror’s Proposal .....	7
3. Summary Statement .....	8
a. Experience in providing the same or similar services contemplated in the RFP .....	11
b. Verifiable data demonstrating the offeror’s past effectiveness in increasing student academic achievement .....	13
c. Names, qualifications, and experience of key staff .....	21
4. Narrative .....	26
1. Provide strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the state education agency that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget .....	27
2. Ensure that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; (2) preventing ineffective teachers from transferring to these schools; (3) providing job-embedded, ongoing professional development based on the teacher evaluation and support systems and tied to teacher and student needs; (4) working with the school division or other state or local public educational body to recruit and recommend teachers and a leader(s) who have a proven record of success of increasing student achievement; and (5) recommending necessary restructuring of teacher and leader contracts.....	29
3. Redesign the school day, week, or year to include additional time for student learning and teacher collaboration .....	32
4. Strengthen the school’s instructional program based on student needs by (1) ensuring that the instructional program is research-based, rigorous, and aligned with state academic content standards; (2) providing comprehensive, coherent, manageable and integrated instructional and support programs; (3) recommending which existing programs are to be continued and which programs are to be eliminated; and (4) consistent with the state Standards of Learning (SOL), recommending alignment of curriculum, instruction, classroom formative assessment and sustained professional development to build rigor, foster student-teacher relationships, and provide relevant instruction that engages and motivates students.....	32
5. Use data to guide instruction and for continuous improvement, including providing time for collaboration on the use of data and providing formative and ongoing reports on program effectiveness to include, but not limited to, student achievement, parental involvement, student attendance, and student discipline .....	37

6. Establish a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement, such as students’ social, emotional, and health needs.....	46
7. Provide ongoing opportunities for family and community engagement .....	50
5. Attachment B: Required Tables for “LTP Excluding Management” Option.....	53
6. References .....	56
7. Attachment D: Small Business Sub-contracting Plan.....	57
8. Attachment E: State Corporation Commission Form.....	59
9. Attachment F: Pricing Schedule .....	60
Appendices.....	61

## 2. Attachment A: LTP Option(s) and School Level(s) Covered by Offeror’s Proposal

### ATTACHMENT A

#### LTP Option(s) and School Level(s) Covered by Offeror’s Proposal

Offeror’s Proposal must include at least one or more of the following option/school level combinations:

1. “LTP Excluding Management” Option for Elementary Schools
2. “LTP Excluding Management” Option for Middle Schools
3. “LTP Excluding Management” Option for High Schools
4. “LTP Full Management” Option for Elementary Schools
5. “LTP Full Management” Option for Middle Schools
6. “LTP Full Management” Option for High Schools

Offeror must indicate the option/school level combination(s) addressed by the offeror’s proposal by entering “x” in the appropriate cells in the table below.

Offeror Name: EdisonLearning, Inc.

	<b>Elementary School – high grade 5</b>	<b>Middle School – high grade 8</b>	<b>High School – high grade 12</b>
<b>“LTP Excluding Management” Option</b>	<b>X</b>	<b>X</b>	<b>X</b>
<b>“LTP Full Management” Option</b>			

# 3. Summary Statement

## Overview of Services

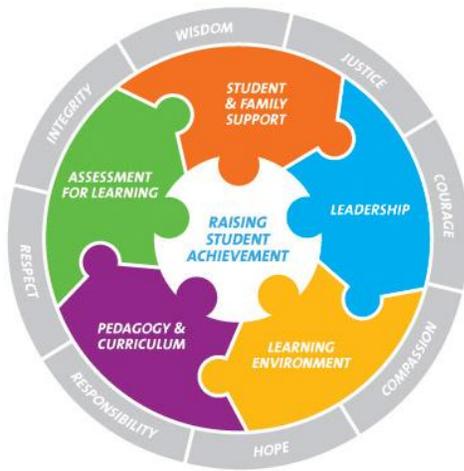
EdisonLearning Alliance™ is a leadership development and change management program designed to meet the improvement needs of schools at any point on the spectrum of performance. From full management of or comprehensive turnaround support for Focus and Priority schools to targeted professional development or consultation for continuous improvement, this solution can be customized to help any school achieve its improvement goals.

The focus of the Alliance™ model is *developing site capacity* to effect *sustained academic improvement*. This solution is founded on the beliefs that (1) true partnership, rather than consultation or takeover, is the bridge to lasting improvement, and (2) change does not “just happen” but rather, is the result of an intentional process and design, and requires an unwavering focus on student achievement as well as an understanding of the best practices for turning around an institution such as a school. Thus, at the core of our Alliance™ solution is a process for effective and systematic change management that includes:

- A collaborative school needs assessment (the Collaborative Quality Analysis or CQA) conducted by the EdisonLearning team along with school leadership to analyze areas of strength and opportunities for improvement
- A robust implementation planning framework to achieve short-term ‘wins’ and long-term transformation
- School-based EdisonLearning Advisor Teams that build capacity to lead, support change, and plan for sustainability by establishing a relentless focus on the ultimate goal of improving student outcomes
- An unyielding cycle of ‘assess, plan, do, review, and adjust’ with regular quality assurance and feedback from stakeholders
- Activities that embed the change in the school’s ongoing planning and self-review (e.g., time allocated daily for staff to monitor student progress, apply change to classroom practice, and monitor impact)
- Modeling and coaching strategies that help the staff manage their personal change at vulnerable points in the process
- A leadership development program for principals, the leadership team, and other leaders in the school
- Professional development for school teachers with a focus on improving the quality of classroom instruction and the learning environment across the school
- Research-based tools, strategies, and resources to enable continuation of transformation beyond the end of the partnership

The guiding philosophy of the Alliance™ model is captured in our Five Strand Design, which reflects our judgment regarding the critical elements of a highly effective educational program. The Five Strands are:

Answer to Question 3 cont.



- Leadership
- Learning Environment
- Assessment for Learning
- Pedagogy & Curriculum
- Student & Family Support

For each strand in our Five Strand Design, we have defined a set of key features and indicators that are characteristic of high-performing schools. These features represent the goals, qualities, and improvement impact that a school can achieve by the end of our partnership. For each Feature, the School Development Rubric provides a developmental continuum consisting of four phases: Beginning, Developing, Proficient, and Exemplary. The Five Strands, their respective Features, and the developmental continuum form the basis of our School Development Rubric (SDR), which guides our comprehensive professional development and program monitoring systems.

With Alliance™, improvement planning is a collaborative, iterative process that is informed by data. The initial roadmap for the shared improvement journey is the result of the CQA. EdisonLearning's partnered self-evaluation process is designed to help schools:

- Determine how the school's practices compare to the best practices identified in other schools nationwide
- Identify short- long-term strategies in an action plan that will serve as a framework for identifying priorities and monitoring progress
- Build capacity of school leaders to implement annual quality reviews and embed a data-driven cycle of continuous improvement
- Identify underlying beliefs, attitudes, values, and expectations that drive decisions and behaviors
- Highlight school strengths and identify school staff who can be better leveraged for improvement effort

After a school's needs are identified, the EdisonLearning Advisor Team works closely with the school to establish a Distributed Leadership Team and Achievement Teams to manage the change process. The Advisor Team then works with the school's Distributed Leadership Team to ensure annual development of an integrated School Improvement Plan that covers such areas as creating an optimal learning environment, establishing an achievement-focused culture, utilizing data-driven decision making at the classroom and school level, establishing meaningful and supportive relationships with students, families, and the community, and improving the overall quality of instruction, particularly in the areas of literacy and numeracy—depending on the results of the CQA.

Answer to Question 3 cont.

The development of the School Improvement Plan is guided by a set of implementation milestones that help keep the work on track and provide a common language around the objectives of the partnership. The milestones represent “stepping stones” so that staff can understand how to get from here to there and provide quick wins to build confidence in the change management process. By implementing specific processes and activities to reach the implementation milestones, transformational change will occur, resulting in an outstanding school.

A detailed implementation plan aligns the implementation milestones with the specific context of the school improvement initiatives and sets out the activities and outcomes for each quarter and year throughout the life of the partnership. The implementation milestones and planning framework are both intentional, in that they set out a specific program, and responsive, in that they are adapted to meet the needs of each school. Each implementation plan details the actions needed to achieve both short-term changes and long-term transformation. Plans are developed in collaboration with school teachers and leaders and in consultation with the district.

With a comprehensive, coherent plan in place, the Advisor Team then begins the work of supporting implementation and building teacher and administrator capacity to manage implementation and sustain achievement gains. The table below summarizes the types of support that are the focus of each strand.

<b>ELEMENTS OF THE FIVE STRAND DESIGN</b>	
<b>Strand</b>	<b>Key Supports</b>
Leadership	<ul style="list-style-type: none"> <li>• Establishing shared vision and values</li> <li>• Building effective change management skills and processes</li> <li>• Creating a high-reliability organization with consistent, high-quality systems focused on learning, progress, and achievement</li> <li>• Continuously focusing on team building and developing strategic time management skills</li> <li>• Developing robust planning and a self evaluation system</li> <li>• Developing and supporting communication systems to ensure the timely flow of information and clarity of priorities</li> <li>• Sharing and implementing best practices for school organization and scheduling that foster collaboration among teachers and ensure that students receive needed support</li> </ul>
Learning Environment	<ul style="list-style-type: none"> <li>• Establishing a values-driven code of conduct/community code</li> <li>• Developing a student management plan to ensure positive behavior management</li> <li>• Optimizing the physical environment</li> <li>• Establishing ongoing opportunities for student voice, leadership, and mentoring for learning</li> <li>• Consistent use of language for high expectations and college focus</li> <li>• Embedding character education</li> </ul>
Pedagogy and	<ul style="list-style-type: none"> <li>• Models for curriculum organization, planning, and evaluation</li> <li>• Supplemental resources to develop lifelong learning and thinking skills</li> </ul>

Answer to Question 3.a cont.

Curriculum	<p>across subjects</p> <ul style="list-style-type: none"> <li>• Targeted, ongoing professional development</li> <li>• Resources and strategies for cross-content literacy</li> <li>• A coherent set of beliefs about how students learn best that is informed by discussions at the team and school levels</li> <li>• Resources for unpacking accountability standards</li> </ul>
Assessment for Learning	<ul style="list-style-type: none"> <li>• Ongoing opportunities for self and peer assessment</li> <li>• Routine collection and analysis of formal and informal student assessments and other data</li> <li>• Monthly administration and analysis of formative assessments (<i>EdisonLearning eValue™</i>)</li> <li>• Individual and collaborative data analysis protocols, including routine goal setting and data-driven action planning and instruction</li> <li>• Expectations and best practices for timely, meaningful feedback</li> <li>• Achievement Teams solution planning to maximize student progress</li> <li>• School-level data dashboards that ensure optimal data flow and focused planning</li> </ul>
Student and Family Support	<ul style="list-style-type: none"> <li>• Developing systems and organization of support for meeting all student needs</li> <li>• Monitoring of student progress and flexible targeting of support for at-risk students</li> <li>• Increasing schools' capacity to partner with families and develop community engagement</li> <li>• Regular student-led reviews of learning needs and goals with teachers and parents or guardians</li> <li>• Integrating support systems to provide a comprehensive approach for students and families</li> </ul>

Our work is also informed by our Eight Core Values, which represent attributes that all of employees strive to embody: wisdom, justice, courage, compassion, hope, responsibility, respect, and integrity.

**a. Experience in providing the same or similar services contemplated in the RFP**

EdisonLearning is a leading education solutions provider dedicated to improving outcomes for students in public elementary and secondary schools around the world. Since its founding, EdisonLearning has educated more than one million students. Through nearly 400 engagements, we currently serve partners with more than 500,000 students in 25 states, the United Kingdom, and the Middle East. We have withstood rigorous government review to become an approved school turnaround partner in twelve states, including Virginia.<sup>1</sup> Our core competencies, reflected in our

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<sup>1</sup> We are also a state-approved turnaround partner in California, Colorado, Delaware, Hawaii, Illinois, Indiana, Kentucky, Michigan, Missouri, South Carolina, and Wisconsin.

extensive portfolio of K-12 solutions, are the product of more than two decades of research, practice, and refinement based on quantitative and qualitative data. They include:

- Assessing our partners' needs and collaborating with them to develop creative, cost-effective solutions
- Building sustainable capacity in our partner schools through a research-based change management process, ensuring that teachers and administrators can lead and manage positive change on their own
- Facilitating data-driven decision-making
- Personalizing the learning experience to ensure that all students have the supports they need to succeed in elementary school, secondary school, and the postsecondary world
- Operating successful programs on a large scale with a high degree of fidelity to best practice
- Harnessing the power of technology to improve instruction and drive achievement
- Engaging students, families, and communities in the learning process
- Collaborating with schools, districts, states, and other agencies
- Ensuring that all students are empowered to graduate from high school prepared to meet the demands of college and the workplace

EdisonLearning's school improvement work began in 1991 with the Edison Project, a four-year research and development initiative that explored effective practices in leadership, instruction, school design, and turnaround both across the U.S. and internationally. In 1995, we opened our first four schools, implementing our research-based whole-school design. That design was the precursor to our holistic Five Strand Design. On October 31, 1996, we were incorporated in Delaware as Edison Schools. When we acquired a state-of-the-art online education provider in 2008, we changed our name to EdisonLearning to reflect our expanded capacity and innovative approach to education beyond the brick-and-mortar setting. Today we are a world-class provider of innovative education solutions that incorporate state-of-the-art technology and research-based best practices to deliver measurable, sustained achievement gains among all student groups. Our portfolio includes:

- Alliance™ – School turnaround and transformation services, including comprehensive diagnostic services and on-site professional development
- Magic Johnson Bridgescape® Academies – Dropout prevention and recovery solutions that offer at-risk students the flexibility of a blended learning environment and empower them to earn a state-recognized high school diploma
- Provost Academy™ – Full-time virtual high schools
- Learning Force™ and Summer Journey™ – Extended learning solutions that include in-school tutoring in reading and mathematics and an engaging summer school curriculum
- eCourses™ – A complete online curriculum for high school and middle school that supports multiple modes of learning and has an embedded, standards-aligned assessment system
- School Improvement Solutions – More intensive services that may include “back-office support”
- School improvement support for charter schools

We are particularly proud of our success in Virginia, where we partnered with eight schools to build teacher and leader capacity to accelerate and sustain student achievement. In 2010, we were one of four organizations approved by VDOE as a Lead Turnaround Partner. We are now providing on-site school turnaround services to nine Virginia schools: Armstrong High School, Boushall Middle School, and Thompson Middle School in Richmond; Kiptopeke Elementary School, Occohannock Elementary School and Northampton High School in Northampton, A.P. Hill Elementary School and J.E.B. Stuart Elementary School in Petersburg, and J.P. King Middle School in Franklin City. The results of our partnership are discussed under “Evidence of Effectiveness” below.

## **b. Verifiable data demonstrating the offeror’s past effectiveness in increasing student academic achievement**

### **Overall Results**

Overall, for both Reading and Mathematics, our school partners showed greater growth across all grades tested than their Districts and States in the first four years of the relationship.<sup>2</sup>

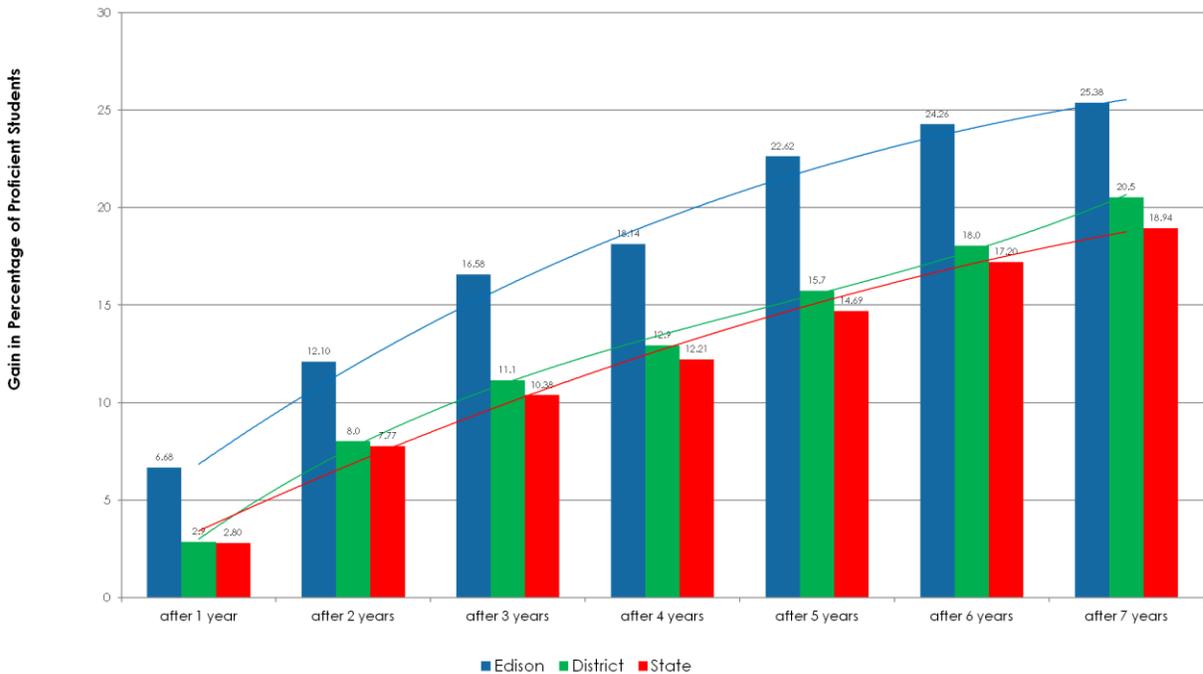
EdisonLearning schools have fairly consistently outpaced growth in Mathematics scores for all students, achieving results between 4 and 8 points higher than the District and the State, depending on the year. The greatest relative year-on-year gains are made in the earlier years of a partnership, though this may partially reflect a changing composition of the schools in the sample, as a greater proportion of schools in the Year 6 and 7 categories are clients with a long history, where the early gains of adopting the EdisonLearning model have given way to a slower rate of growth. Our partnerships show both early gains and a sustained level of high performance as compared to the District and State averages.

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<sup>2</sup> In attempting to measure the effect that EdisonLearning’s involvement has on its client schools, we examine the change in the percentage of the student body scoring “Proficient” or better (as defined by the resident state’s end of year high stakes assessment test), over the lifecycle of their partnership with EdisonLearning. For our lifecycle analysis, we have chosen to restrict our view to the last eight years of involvement, although there are still extant EdisonLearning schools that have had contracts spanning 15 or more years. State testing regimes were only mandated to begin universal grade 3-8 testing under ‘No Child Left Behind’ starting in the academic 2005-06, marking both an inflection point in school accountability, and a beginning of the kind of systemic standardization that allows for reliable metrics of performance; this is also the point for which our number of still-extant contracts increases to a reasonable size.

Answer to Question 3.b cont.

EdisonLearning Schools v. District v. State - All Students Grades 3-5  
Cumulative Gains in Mathematics Proficiency, following 1-7 years of Implementation

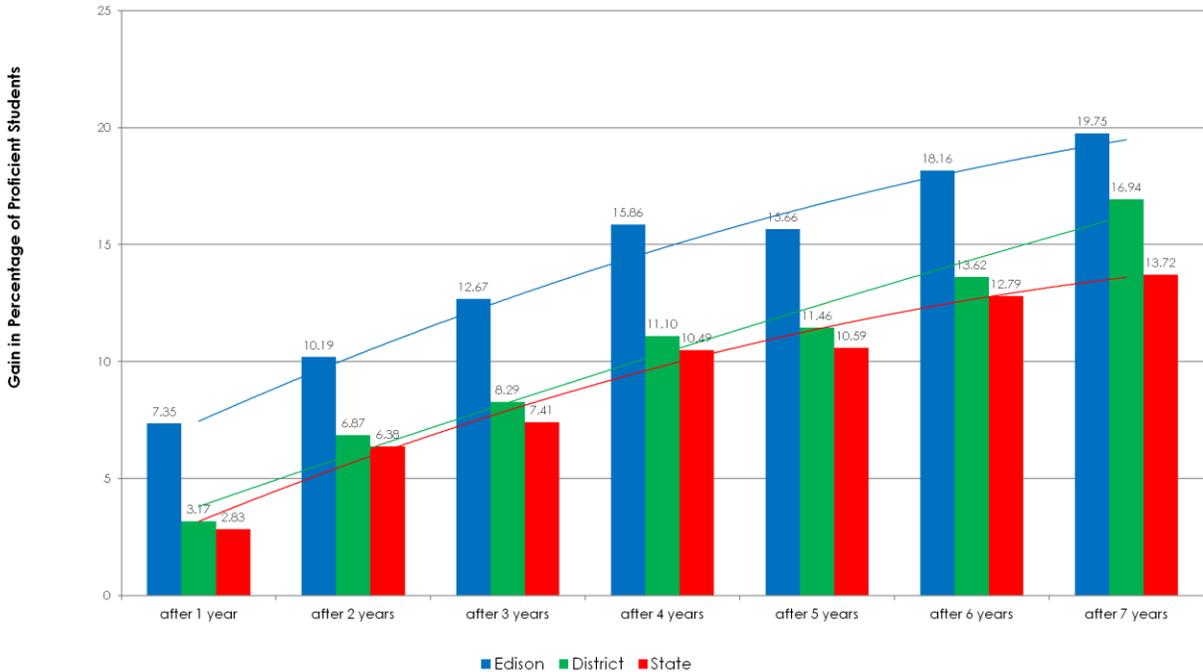


EdisonLearning’s successes in the early grades are replicated in Reading/ELA, though as with the District and the States, overall growth is slower. In part, this represents a broader trend in education, where Mathematics scores, which are sequential and skill-based, tend to respond more quickly to interventions than do Reading scores which are thought to be more holistic and systemic. Nevertheless, EdisonLearning sustains an average of a 4- to 5-point growth gap over the District and State for the period under consideration.

While the number of eligible schools drops over the number of years of partnership it remains high enough to have confidence in the seven-year trend.

Answer to Question 3.b cont.

EdisonLearning Schools v. District v. State - All Students Grades 3-5  
Cumulative Gains in Reading Proficiency, following 1-7 years of Implementation



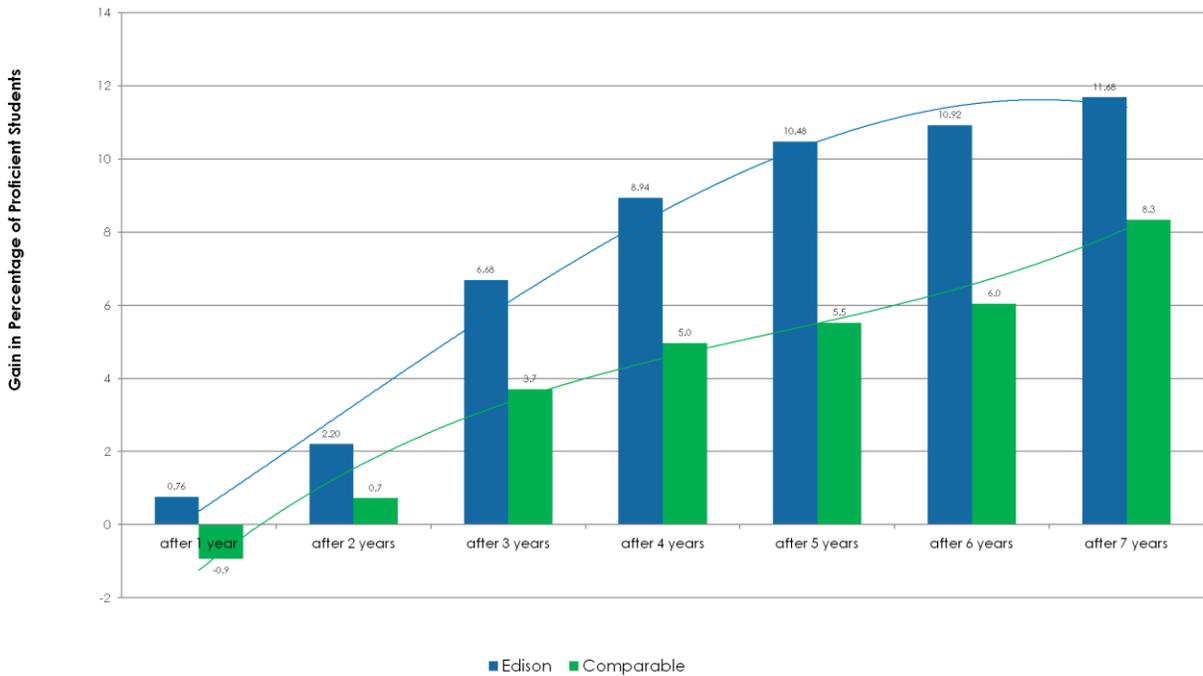
A common criticism of impact data presented for charter schools has been that they both inflate results and perpetuate inequality in educational outcomes by allowing students to sort themselves into groups based on demography. While this may be true in some implementations, this criticism does not apply to EdisonLearning. By construction, our Alliance and District partnerships are with the schools identified to be in greatest need of assistance. In addition, our managed schools have consistently served student populations that are generally more economically disadvantaged than their geographic peers.

Serving the underserved has always been a key component of EdisonLearning’s mission. With this in mind the organization tracks the performance of the students whom, traditionally, have fared less well within the school system. While the ethnic background of the students we serve varies widely, from the predominantly Latino students of our Nevada partnership, to the Pacific Islanders of Hawaii to African American students in New York and Maryland, there is greater consistency of numbers and reporting of Free and Reduced Price Lunch eligible children (or Economically Disadvantaged) across state lines, enabling a more secure comparison for these students.

The impact of partnership with EdisonLearning on the Disadvantaged Subgroup aggregated across grades in Mathematics offers a familiar picture: consistent growth in proficiency over seven years. The gain by the seventh year of 11.6% exceeds the 10.9% gain found for ‘All Students’ showing a small closing of the attainment gap with more advantaged peers.

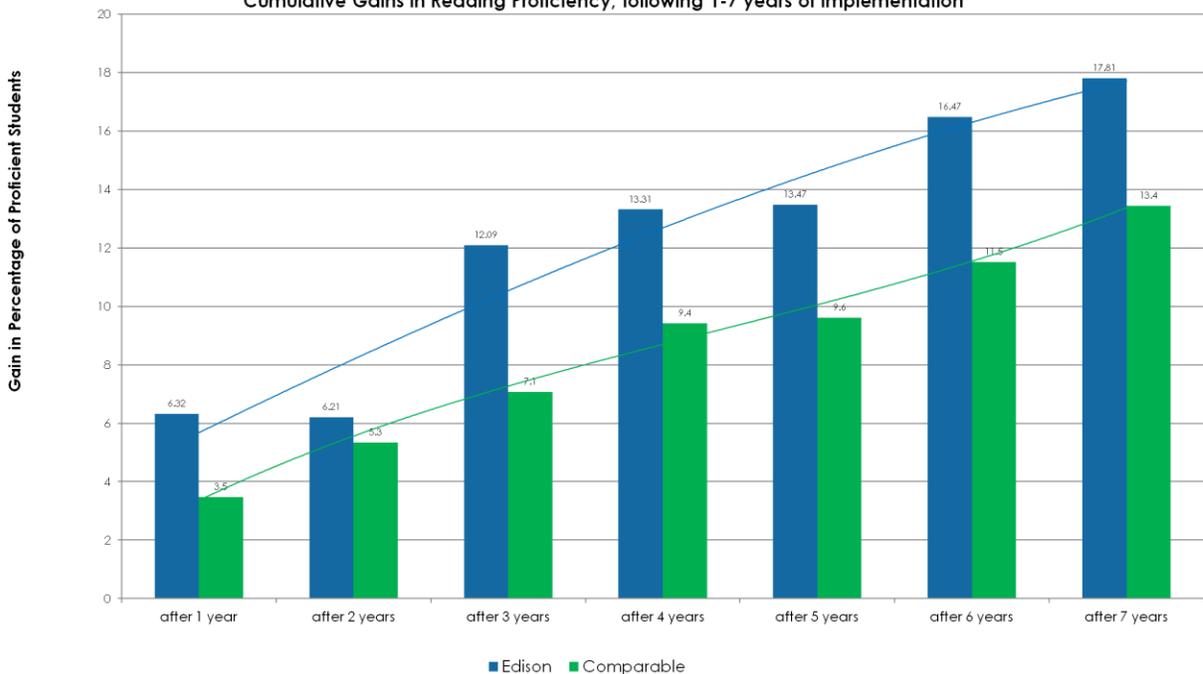
Answer to Question 3.b cont.

EdisonLearning Mainland Schools v. Matched Comparison Schools—Disadvantaged Students All Grades  
Cumulative Gains in Mathematics Proficiency, following 1-7 years of Implementation



As was found for the ‘All Student’ population, the Disadvantaged Subgroup has seen greater increases in Reading proficiency than in Mathematics. Again the gains made for this subgroup exceed the gains for ‘All Students’ by more than 4%, which is a significant closing of the achievement gap.

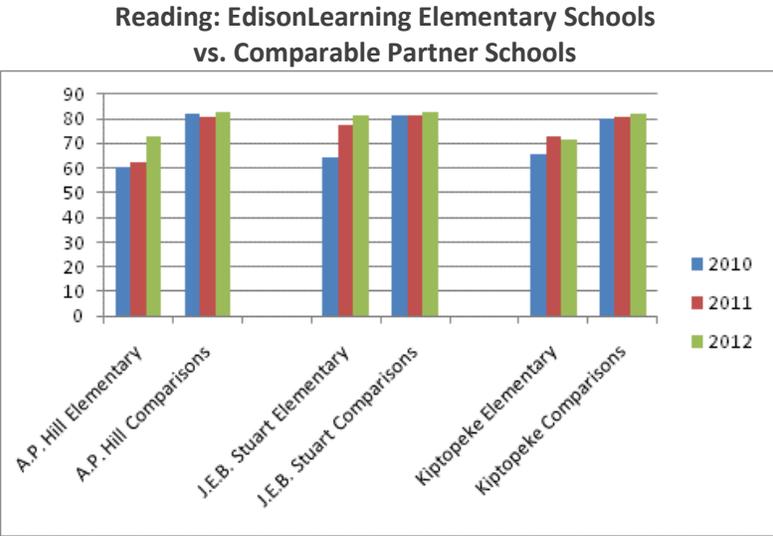
EdisonLearning Mainland Schools v. Matched Comparison Schools—Disadvantaged Students All Grades  
Cumulative Gains in Reading Proficiency, following 1-7 years of Implementation



**Specific Partnerships**

**Virginia**

As mentioned above, EdisonLearning is working closely with nine Virginia schools to build teacher and administrator capacity to lead and sustain turnaround. The effectiveness of these partnerships becomes clear when EdisonLearning partner schools are compared with similar schools.<sup>3</sup> The graphs below show the performance of each EdisonLearning elementary school (i.e., percent scoring Passing or better on the SOLs) and the average of the performance of all schools of similar grade span demographic constituency in Reading and Mathematics.<sup>4</sup> As the graphs illustrate, our partner schools began at a much lower level of performance in 2010 than comparable schools. Over the following two years, however, our schools’ performance increased sharply toward that of their demographic comparables, and in the case of J.E.B. Stuart Elementary’s Mathematics scores, overtook them.

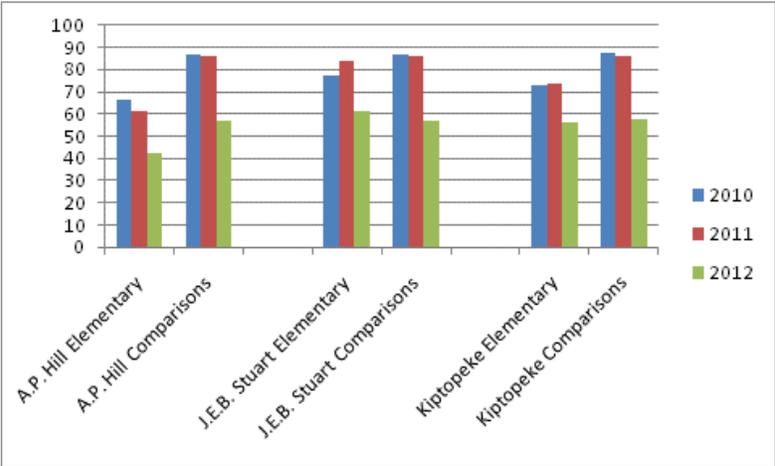


<sup>3</sup> The 2012 realignment of the SOL Mathematics test caused system-wide drops in scores. This was especially evident at the level of the high-minority and high-poverty schools like those served by EdisonLearning. As such, the appropriate measure of progress is the difference between our partner schools’ gains and the gains of their comparable schools, rather than the absolute gains in the absence of that context. This analysis demonstrates that even for a relatively short-run contract, EdisonLearning’s services can help to reduce the achievement gaps between low-performing schools and their counterparts, especially at the elementary and middle school level. For example, Kiptopeke Elementary experienced a loss of 10 percentage points, while the district and state average losses were 23 and 19 percentage points, respectively.

<sup>4</sup> The comparison schools serve a student body that is within 10 percentage points of the target EdisonLearning school in both percentage of the student body that is FRL eligible and percentage of the student body that self identifies as nonwhite Demographic data come from the National Center for Education Statistics in 2011.

Answer to Question 3.b cont.

**Mathematics: EdisonLearning Elementary Schools vs. Comparable Partner Schools**

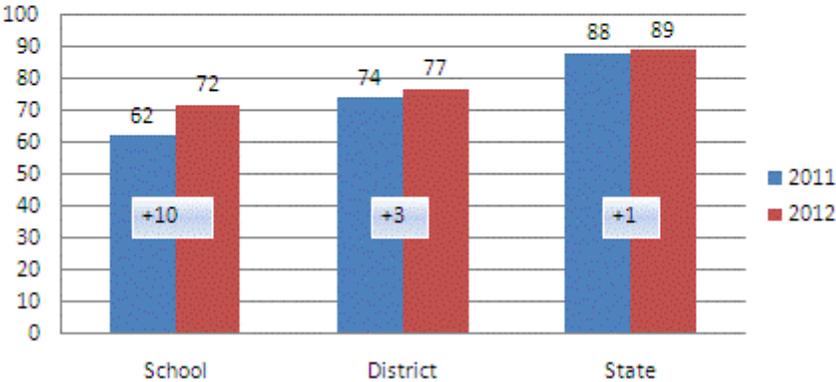


This comparison of growth, rather than absolute performance, shows the stark contrast between the steep climb of our partner schools and the slower progress of their counterparts. In more concrete terms, last year two of our three elementary schools had significantly greater gains in Reading than the district and state, as illustrated below.

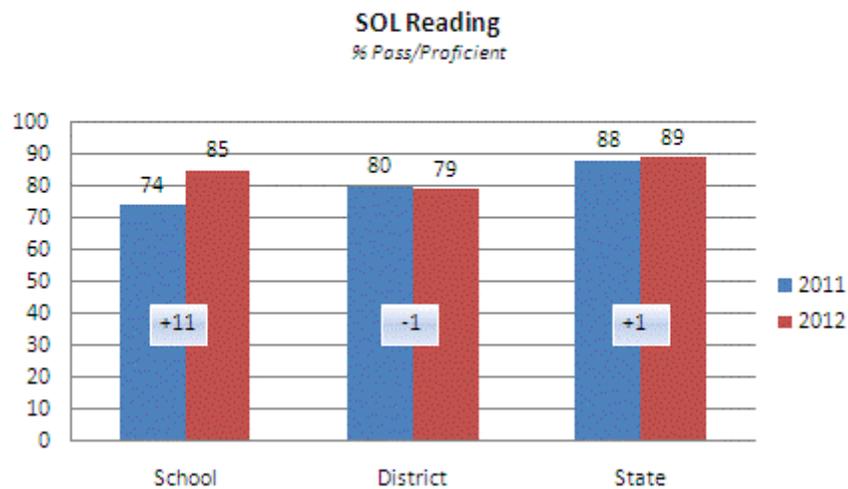
**A.P. Hill Elementary**



**SOL Reading**  
% Pass/Proficient



## Thomas C. Boushall Middle School



These gains, when compared to those of the district and state, are true indicators of the impact of EdisonLearning’s intensive, research-based approach to school turnaround.

### **Indiana**

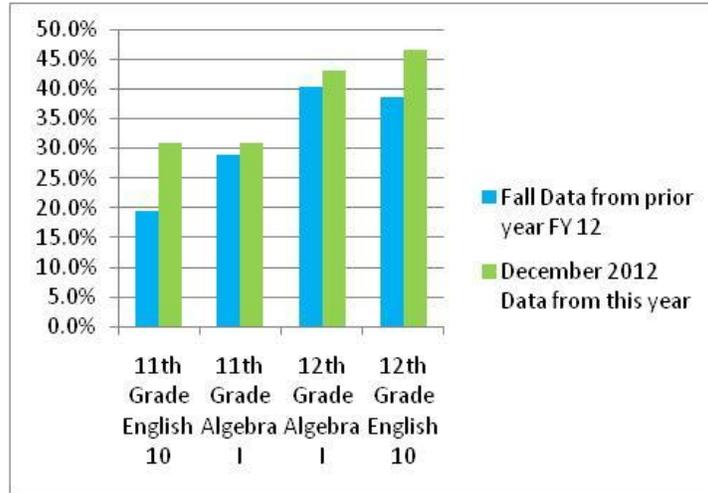
EdisonLearning has been driving achievement in two schools in the Metropolitan School District of Perry Township (MSDPT)—Jeremiah Gray-Edison and Rosa Parks-Edison Elementary Schools—since 2002 and 2003 respectively. Together, these schools serve more than 1,200 students in Pre-Kindergarten through grade 5. Achievement gains in these schools have exceeded average gains for the district and the State of Indiana by more than double over the length of the partnership. These gains are seen in both Math and Reading scores. Furthermore, the whole school reform model and strategies introduced by EdisonLearning have been shared with other district elementary schools.

In addition to our work in Perry Township, we are working closely with the IDOE to turn around one of the state’s lowest-performing high schools. Last year, we conducted a comprehensive needs assessment of the newly renamed Roosevelt College and Career Academy to determine what interventions were needed to improve the school. This year we have begun to implement our whole school reform model at Roosevelt, with a focus on the school climate and community engagement. Our early “wins” point to long-term success for this innovative secondary model:

- In the first eight months of our partnership, participation in public meetings increased from no attendees at all to 300 attendees.
- The Mayor of Gary agreed to chair our School Community Council, called Friends of Ted.
- During the IDOE quarterly monitoring visit on October 30, 2012, IDOE Director of School Turnaround, Jim Larson, found that we are very strong in the area of reflecting on our data and responding quickly to findings.
- The IDOE supports our focus on improving the learning environment and developing the capacity of teachers.

*Answer to Question 3.b cont.*

- In addition, 82 seniors received their diplomas this month. We originally anticipated a graduating class of only 30 students based on their credit status at the beginning of the year, but students were able to accelerate their credit attainment and graduate this year.



**Hawaii**

Since 2005, our on-the-ground team has been working side-by-side with Hawaii teachers and administrators to:

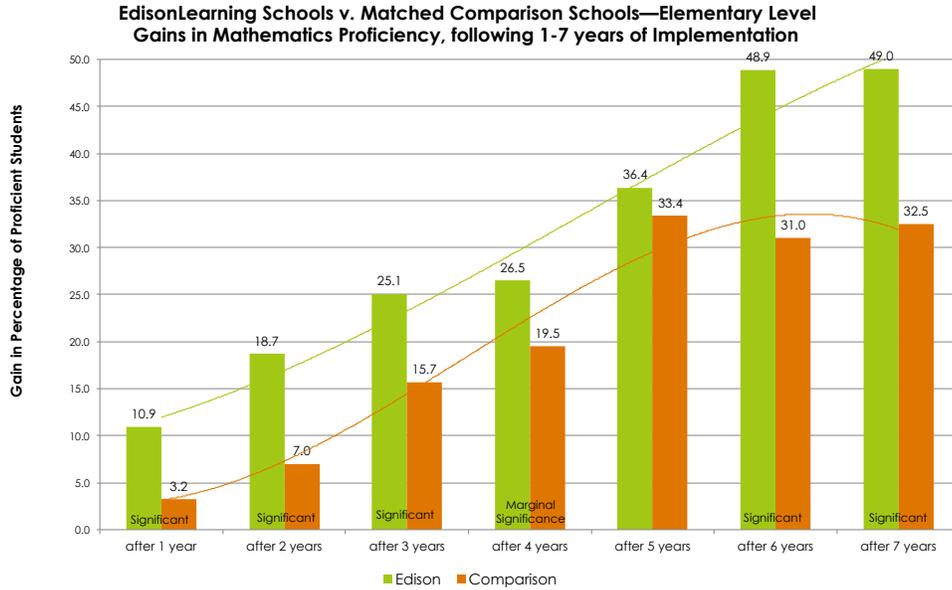
- Develop strong school leadership
- Deliver standards-based instruction with a focus on the Hawaii State Standards
- Ensure data-driven instruction and instructional coaching
- Support formative assessment and effective data management
- Continuously monitor school progress with a focus on accelerating student achievement
- Engage families and the community
- Build site capacity

Embedded in each partner school, our team has forged meaningful relationships with Hawaii’s teachers and administrators while developing a deep understanding of the specific strengths, needs, and circumstances of each school. We have equipped educators with research-based, data-driven practices, enabling them to foster sustained achievement gains among all students. In addition to our site-based capacity building, we have hosted regional and national conferences on instructional leadership to facilitate collaboration and interdisciplinary approaches. The results of our collaboration are highlighted below and are described in greater detail in the Evidence of Effectiveness section.

- Altogether, our Hawaii partner schools show average seven-year achievement gains of 28.2 percentage points in reading and 48.2 percentage points in mathematics.
- Teachers, principals, and students of our partner schools have received state and national recognition. Several leaders of our partner schools have moved on to complex area roles.

Answer to Question 3.b cont.

- Last year, four of our partner schools, Hilo Intermediate, Kau High & Pahala Elementary, Keonepoko Elementary, and Naalehu Elementary, were featured in a presentation by Deputy State Superintendent Ronn Nozoe at the U.S. Department of Education Symposium, School Turnaround: Building and Sustaining Success, held in Washington, D.C.<sup>5</sup>



After a few years, our Hawaii Advisor Teams noticed that the longer schools partnered with us, the greater the achievement gains they realized. As teacher capacity was built and sustained, the need for our services diminished. Thus, our partnership has grown from seven schools in 2005 to 55 schools today at various stages in the improvement journey—receiving varying levels of support. Our Hawaii partner school teachers have been formally recognized for their impact on student learning. For example, in 2010, Kaala Elementary teacher Yuuko Arikawa was presented with a \$25,000 Milken Family Foundation National Educator Award for “exemplary instructional practices, outstanding accomplishments, and long-range potential to contribute to the profession.”<sup>6</sup>

### c. Names, qualifications, and experience of key staff

EdisonLearning’s on-the-ground Advisor Team is a group of highly effective educational leaders who have made improving outcomes for all students their life’s work. Together, all of these leaders have extensive experience working with states, districts, and schools to develop and implement comprehensive strategies that improve academic outcomes. All of them have been classroom teachers, and each has demonstrated effective leadership in the field of public education. Their resumes are attached.

<sup>5</sup> HIDOE Press Release: *Hawaii DOE to share School Improvement Grant achievements at national conference*, Aug. 20, 2012 (<http://lilinode.k12.hi.us/STATE/COMM/DOEPRESS.NSF/a1d7af052e94dd120a2561f7000a037c/d32ade5aee7530060a257a600077521e?OpenDocument>)

<sup>6</sup> HIDOE Press Release: “Kaala Elementary Teacher Yuuko Arikawa Wins \$25,000 Milken Award.” Oct. 26, 2010. Retrieved on Jan. 27, 2011, from <http://lilinode.k12.hi.us/STATE/COMM/DOEPRESS.NSF/a1d7af052e94dd120a2561f7000a037c/2d3b2e6f1bf4ebec0a2577c800729229?OpenDocument>

Providing leadership at the headquarters level and ensuring fidelity to our Five Strand Design are Jodie Beckley, Senior Vice President for School Improvement Solutions, and Todd McIntire, Senior Vice President, Operations Northeast.

### **Jodie Beckley, Senior Vice President for School Improvement Solutions**

At the corporate level, Mrs. Beckley directs the continuous improvement of our model to meet the changing needs of our partners. A life-long educator, Mrs. Beckley taught Spanish in grades K-12 for nine years before joining EdisonLearning in 1996, where she served 6th, 7th, and 8th grade students as Academy Director at Jardine-Edison Junior Academy in Wichita, Kansas. In 1999, Mrs. Beckley moved to Detroit, Michigan, to open a K-8 charter school run by EdisonLearning. During her three-year tenure as principal of Edison Oakland Public School Academy, her focus on strong student achievement earned the school a Golden Apple Award, the state's highest recognition for outstanding achievement gains on the statewide assessment at that time. Since 2002, Mrs. Beckley has served in a variety of roles at EdisonLearning, including Vice President of Achievement, Executive Director of Achievement Management, and Regional General Manager for Ohio, Michigan, and Indiana.

Mrs. Beckley is currently the Senior Vice President for School Improvement Solutions. In this role, she determines the product and service offers related to improving student achievement and building site capacity in underperforming schools, ensure high-quality implementation by field staff, and develops life cycle plans for new and existing contracts. Mrs. Beckley received bachelor's degrees in International Studies and Spanish from Wichita State University in 1986. She also received a Master's of Education in Curriculum and Instruction from Wichita State University in 1997. More recently, she earned an executive MBA from Michigan State University in 2010.

### **Todd McIntire, Senior Vice President, Operations - Northeast**

Mr. McIntire provides guidance and ensures fidelity of implementation across all Virginia Alliance™ partnerships. He began his career overseas as a Peace Corps Volunteer in Belize and later at the American Embassy School in The Gambia, West Africa. After four years of teaching overseas, Mr. McIntire won a fellowship for Returned Peace Corps Volunteers at Columbia University in New York City. While at Columbia, he taught in the New York City public school system and became a leader in the emerging field of educational technology. In 1996, Mr. McIntire became the Director of Technology for the White Plains City School District in suburban New York City where he led a four-year, \$10 million instructional technology initiative that implemented state of the art tools to help students achieve to higher standards. In 2000, Mr. McIntire became CIO and VP of Technology for LearnNow, an educational management company that was purchased by EdisonLearning in 2001.

At EdisonLearning, Mr. McIntire has served as a school principal, achievement advisor and general manger. This work has included assignments in Philadelphia and Washington, D.C., where he helped lead EdisonLearning's schools to the record levels of achievement, and the United Kingdom, where he provided strategic consulting for EdisonLearning's fast-growing international endeavor.

Mr. McIntire holds a B.A. in physics from Grinnell College and a M.A. in education from Columbia University. Mr. McIntire is a nationally recognized expert on data-driven decision-making and

educational technology. He frequently speaks at conferences and is a regular contributor to Technology & Learning and School CIO magazines.

Our on-site team, responsible for working directly with teachers and administrators, is comprised of six experts who have extensive experience supporting Virginia schools in their turnaround journey. They are well-versed in the SOL and have cultivated collaborative relationships with Virginia educators.

#### **Ms. Katchia Gethers, Senior Director of Achievement**

Ms. Gethers is currently a Senior Director of Achievement at EdisonLearning and has been employed with the company since 2006. She has been in the education field for thirteen years. Prior to joining EdisonLearning, Ms. Gethers taught in public elementary schools as both a regular education teacher and a special education teacher. During her teaching career, she served on various committees that focused on curriculum in all content areas. After her teaching career and before joining EdisonLearning, Ms. Gethers worked with a school reform model that focused on reading strategies, implementation, and standards-based learning for schools located in the Chancellor's District in New York City. She also taught for two years in the college setting to provide students with methods classes in social studies and special education.

Ms. Gethers joined EdisonLearning as a reading specialist. She later became the Vice President of Educational Services for the Hawaii Alliance™ partnership. Her primary focus was raising student achievement by mentoring and coaching building leaders and providing instructional strategies to the teachers and staff. She was deeply involved in building systems and processes that supported the EdisonLearning design. As Vice President of Educational Services, she worked directly with principals to create a distributed leadership team. She also built instructional leaders using classroom observations and data to identify academic strengths of the school as well as to plan the next steps and collaborate with the building leader on writing school improvement plans. Ms. Gethers holds a B.S. from the State University of New York, a M.S.Ed. in Special Education from the Sage Colleges, and a M.S.Ed. in Administration from the University of Hawaii.

#### **Dr. Ken Porter, Director of Achievement, Leadership**

Dr. Porter has worked to help students learn for nearly forty-one years. Presently, he is the CEO of Equity Engagement, LLC, an educational consulting company. In this capacity, he has worked closely with school districts on standards-based curriculum writing, staff development, the use of data to inform instruction, and the training and support of new Assistant Superintendents. He has also worked with EdisonLearning for three years as a Diagnostic Team member for schools and as Director of Achievement - Leadership in the Northampton and Franklin Alliance™ partnerships. Prior to his consulting work, Dr. Porter was a school Assistant Superintendent in Pennsylvania, working with both elementary and secondary students. He spent several years as principal of urban and suburban high schools and was instrumental in the creation of true small learning communities in the School District of Lancaster. Ken also served students as a middle school administrator, a middle school teacher for twenty years, and a middle school coach for over fifty-four seasons. He received special certification from the prestigious two-year Panasonic Foundation Leadership Training Program on School Organizational Change and Reform, where he was privileged to work with some of the best known school reform innovators in the country. He also received special

two-year training in ISO 9001 Quality Systems Management. Dr. Porter received his doctorate from Temple University in Philadelphia and taught there for more than ten years as an adjunct professor.

**Patricia R. Middleton, Director of Achievement, Leadership**

Mrs. Middleton is a Director of Achievement for Leadership with EdisonLearning, Inc. She has served in various leadership capacities in the public schools of South Carolina. She holds an undergraduate degree in Elementary Education from South Carolina State University and a Master of Education in Educational Administration from Charleston Southern University. She is currently working towards a Specialist in Education (Ed. S.) degree at The Citadel. Patricia began her teaching career in a rural elementary school in Clarendon County, South Carolina. During her tenure as teacher, she was named Teacher of the Year, Outstanding Educator and served on various committees and advisory boards in the school, district, and community. In January 2003, Patricia was appointed principal of St. Paul Elementary School, the same school where she began her teaching career 9.5 years earlier. During her tenure as principal of St. Paul Elementary, the school met AYP status 4 consecutive years (2004-2007), received the Palmetto Gold Award in 2004, Palmetto Silver Award in 2006, was named as a State Showcase School, and was recognized by the Education Oversight Committee in 2004, 2005, and 2007 for outstanding student performance. Patricia was named Clarendon One District Administrator of the Year in 2006. In the summer of 2008, Patricia was named principal of Scott's Branch Middle and was given the task of improving student achievement. In the one year she served as principal at Scott's Branch Middle, the school met AYP, was awarded South Carolina Red Carpet School, and was removed from No Child Left Behind list that identified schools as "at risk".

In 2010 EdisonLearning partnered with four schools along the I-95 corridor in South Carolina. Patricia joined the EdisonLearning South Carolina Alliance team as Math Curriculum Specialist. Patricia is a member of the South Carolina Alliance of Black School Educators, South Carolina Association of School Administrators, National Education Association, International Reading Association, South Carolina Association for Supervision and Curriculum Development, and Network of Professional Women. Patricia and her husband are the proud parents of four children.

**Clara Daniels, Director of Achievement, Leadership**

Ms. Daniels is an instructional leader with 35 years of experience developing student literacy skills and nurturing school environments with a focus on increasing student achievement and a culture of high expectations for all students, teachers, and staff. She has been facilitating leadership development in our Richmond schools since the beginning of our Virginia partnerships. Ms. Daniels is an expert in EdisonLearning's distributed leadership model and a certified facilitator of Professional Learning Communities. She holds an M.A. in Elementary Education.

**Kalota Stewart-Gurley, Director of Achievement, Mathematics**

Mrs. Stewart-Gurley brings more than twelve years of experience to our Virginia partner schools. Having taught at both the K-12 and postsecondary levels, she brings big-picture insight to our professional development model. Her experience includes nearly seven years teaching algebra, trigonometry, and pre-calculus in Richmond Public Schools. Thus, she has a deep understanding of the needs our Richmond partner schools and is committed to helping them succeed. With a focus

on Mathematics, she delivers professional development, which includes coaching, modeling, planning support, and data collaboration.

Mrs. Stewart-Gurley earned her first degree, a Bachelor's of Mathematics and Computer Science, from Virginia State University in May 2000. She was granted a government graduate fellowship with GAANN (Graduate Assistance in Areas of National Need) in June 2000 and started working on her first graduate degree, a Master's of Science in Mathematics Education with Virginia State University. Mrs. Stewart-Gurley began working on her third degree, a Master's of Science in Applied Mathematics from Virginia Polytechnic and State University while finishing her second. After completing both Master's, Mrs. Stewart-Gurley started her doctoral research in Applied Mathematics at Virginia Polytechnic and State University. Currently, research is being conducted toward the completion of her Doctorate of Philosophy in Applied Mathematics.

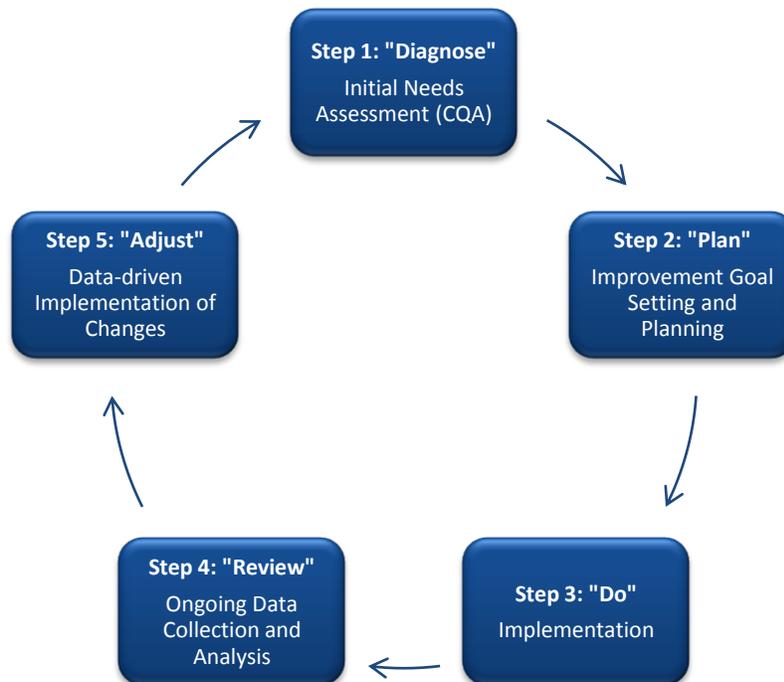
### **Pat Smith, Director of Achievement, Mathematics**

Ms. Smith has more than 35 years of experience in the education field, including seven years as a classroom teacher, 27 years as an administrator, and two years as a facilitator of high-quality professional development at EdisonLearning. She joined EdisonLearning in 2011 as a Director of Achievement and Math Specialist. In this role, she works directly with teachers to analyze assessment data to create individual student and/or teacher intervention plans. She then coaches teachers and models effective instruction, with a focus on improving learning outcomes in Mathematics.

Ms. Smith has extensive experience supporting Virginia schools and has been instrumental in the success of our partnerships with Armstrong High School, Boushall Middle School, and Thompson Middle School. Her knowledge of the SOL in particular has led to improved outcomes for Virginia students. Ms. Smith is a lifelong learner committed to creating a safe and nurturing environment, a culture of growth and motivation, student-centered learning led by innovative data practices, an open dialogue between school and community, and the implementation of instructional best practices. She holds a B.S. in Elementary Education, with an endorsement in Secondary Education and a K – Algebra.

## 4. Narrative

The Alliance™ solution is founded on the beliefs that (1) true partnership, rather than consultation or takeover, is the bridge to lasting improvement; (2) change does not “just happen” but rather, is the result of careful planning, a research-based design and data-driven process; and (3) sustained improvement requires an unwavering focus on student achievement and a thorough understanding of the best practices for turning around struggling schools. Thus, at the core of our Alliance™ solution is a process for effective and systematic change management that includes individualized services based on school needs identified both quantitatively and qualitatively, embedded and frequent on-site support by the Advisor Team, and coaching for school leadership teams and classroom teachers. The cornerstones of the model are the relentless collection, analysis, and application of data to inform decision-making. The figure below illustrates the Alliance™ change management process.



The Alliance™ model has been successfully implemented in schools across the nation, yet even within a single district, no two implementations look exactly alike. EdisonLearning believes that each school is unique, and therefore, no off-the-shelf service can provide the type of long-term improvement sought by VDOE. Therefore, EdisonLearning offers a data-driven solution that is adaptable based on the needs of the individual client. At this time, we are responding to VDOE’s request for an LTP Excluding Management. Below we discuss our approach to the supports requested by VDOE under this option.

- 1. Provide strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the state education agency that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget**

High-performing schools have strong leaders who promote accountability, teamwork, and academic excellence. An effective leader possesses a deep understanding of the school's curriculum and the aptitude to recognize high-quality instruction, while having the managerial skills necessary to develop a highly effective staff and a safe, positive school culture that is focused on achievement. EdisonLearning addresses school leadership through the Leadership strand of its Five Strand Design. Within this strand, we offer a suite of resources, processes, and support to ensure the articulation of a clear vision for change, establishment of a distributed leadership structure, effective implementation of research-based strategies, and ongoing development of leadership skills. This Leader Quality Suite includes:

- A leadership rubric
- Leader recruitment protocols and supports
- Leader growth and development support
- A data-driven leader performance management system

### ***(1) Performance Review***

As part of an initial school needs assessment called the Collaborative Quality Analysis (CQA), EdisonLearning measures the past performance of the current principal and assesses his or her potential to lead the turnaround of the school. This assessment is based on the Leadership portion of the School Development Rubric, a comprehensive needs analysis tool aligned with our Five Strand Design. Once implementation of the Alliance™ model begins, the performance of the principal is continuously reviewed to ensure ongoing progress toward quantitative and qualitative goals.

The Leadership Rubric identifies the critical roles and responsibilities of a successful school leader. With clearly defined levels of performance, it can be used for both planning and measuring growth, as well as evaluation. The rubric is closely aligned to the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders, the VAL-Ed (see below), the UK Leadership Framework, as well as the EdisonLearning Five Strand Design. These linkages can be seen in the Principal Leadership Rubric Crosswalk. The Leadership Rubric serves as the cornerstone for the tools and processes within the Leader Quality Suite.

Performance review does not stop once a leader is hired. Performance review becomes an ongoing cycle in which data are reviewed and adjustments in professional development and support are made.

Collaborating with school leaders in their ongoing growth and development as education professionals is important, and EdisonLearning offers several tools to support that process. The first

is through New Leader Training, which is designed to give new school leaders information and guidance on both educational and operational areas. While the training that is needed is determined by the Director of Achievement and dependent upon the school leader's role, there is a comprehensive list of new leader training that is offered.

Each year, all school leaders are encouraged to establish growth goals using the Principal Growth Planning Form. Goal development is informed by data from the VAL-Ed, Leadership Rubric, and previous evaluations. These goals are then converted into an action plan, which may be supported by the leader's attendance at customized professional development offerings throughout the year. Finally, EdisonLearning offers training through the Leadership Development Cohort. The training topics are customized to meet the needs identified by the goal setting forms, VAL-Ed results and bi-monthly reviews.

The annual performance management process is used to evaluate each school leader. It begins with performance goal setting, which is tied to the Leadership Rubric. Then, during regular touch-base meetings throughout the year, the school leader and his or her Director of Achievement review the leader's current status against the rubric, using our Principal Touch Base Review Form. Touch base meetings also allow conversation and note taking with respect to progress against performance and growth goals, as well as the leader's current standing on the Leader Professional Attributes Rubric. At the end of the year, the Director of Achievement and school leader complete a formal evaluation using the Principal Year End Review form.

### ***(2) Replacement or Retention***

In its CQA Report, EdisonLearning makes a recommendation for the replacement or retention of the current principal of a particular school. If necessary, EdisonLearning will then assist in the recruitment and hiring of a new principal.

The process of finding and hiring a strong school leader begins with the job description which comprehensively outlines the skills, experiences and attributes for a successful school leader. The Human Resources division uses a screening process to narrow the candidate pool. Working with key stakeholders, second round interviews are conducted using select interview questions. Candidates who are selected to move onto the third round are then vetted using one or more recruitment tools. Finalists are invited back for a group interview which is supported by a group interview template. The result of this rigorous process leads to the final selection of a school leader that best meets the needs of the organization.

### ***(3) Operational Flexibility***

As part of the Collaborative Quality Analysis and ongoing progress monitoring, Advisor Teams determine what—and how much—flexibility is needed. For example, as they work with the district to identify needs for professional development time, meeting time, and common planning time, we may find that these necessitate flexibility in scheduling or length of day. When such flexibility is justified, they will request it from the district and ensure that the principal has the leadership skills to use this flexibility effectively. Advisor Teams will then ensure accountability through the use of our dashboard process, formative assessments, and rubrics.

2. **Ensure that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; (2) preventing ineffective teachers from transferring to these schools; (3) providing job-embedded, ongoing professional development based on the teacher evaluation and support systems and tied to teacher and student needs; (4) working with the school division or other state or local public educational body to recruit and recommend teachers and a leader(s) who have a proven record of success of increasing student achievement; and (5) recommending necessary restructuring of teacher and leader contracts**

EdisonLearning addresses teacher effectiveness through the Pedagogy & Curriculum strand. We have developed a collection of tools and processes called the Teacher Quality Suite to support the hiring, development, and evaluation of high-quality teachers at EdisonLearning partner schools. The Suite consists of the following components:

- The EdisonLearning Framework for Learning and Teaching (EFLT) described below
- Teacher recruitment protocols and tools
- Teacher growth and development tools
- The annual teacher performance management process

### ***(1) Quality Review***

Just as with school leaders, the past performance and potential future impact of existing teachers is measured as a part of the CQA process. Once implementation of the Alliance model begins, teacher performance is then reviewed on an ongoing basis as part of the annual performance management process of our Teacher Quality Suite.

The annual performance management process is used to evaluate every teacher. It begins at the start of the school year when the teacher and principal establish a baseline for the teacher using the EFLT and the Professional Attributes Rubric, which are aligned with Charlotte Danielson's Framework for Teaching. Throughout the year, each teacher can expect to be observed both formally and informally. Formal observations provide a structured opportunity for principals to provide substantial, concrete feedback, using our Lesson Observation Template and our "Gateway Theme Checklist," as well as the Post Observation Feedback Form. During the third formal observation, teachers will also be asked to complete a Pre-Observation Form. At the end of the year, a final, summative evaluation will be completed by both the teacher and the principal using the Teacher Summative Evaluation Form.

### ***(2) Transfer of Ineffective Teachers***

EdisonLearning can provide training and support to principals who need help identifying and managing ineffective teachers. EdisonLearning can also consult with district leaders on the most effective means of placing teacher to maximize their effectiveness pending other options such as dismissal.

### **(3) Job-embedded, Ongoing Professional Development**

EdisonLearning strengthens teacher and leader effectiveness through the Pedagogy and Curriculum and Leadership strands of its Five Strand Design. A critical component of the Alliance™ model is our Teacher Quality Suite.

Great instruction is the engine that powers student achievement, so teacher development is a central component of our work. The goal of our professional development is to provide teachers with the job-embedded professional development training and resources they need to become masters of instruction, from improving subject matter knowledge and understanding state standards to strengthening classroom management techniques and developing personal leadership skills.

Growing and developing teachers to become the best they can be begins when a teacher is first hired. New teacher best practices ensure that a school is doing everything possible to welcome, train, and support a new teacher. In addition, EdisonLearning offers a suggested suite of new teacher training sessions to be completed in an induction retreat and an ongoing new teacher cohort.

Each year, all teachers are asked to participate in the professional growth and development process. Teachers begin the process by establishing professional growth goals using our Teacher Professional Growth Plan Form. The growth plan process encourages teachers to identify one or more SMART goals they wish to achieve, and develop an action plan as to how they will achieve it. At the end of the year, teachers are asked to present evidence of and reflection on the progress they have made.

Teachers are supported in reaching their Professional Growth Goals in Process Two of The Framework for Learning and Teaching through a school-wide differentiated mentoring and peer coaching program. At least once a quarter, a mentor or peer coach works to assist teachers in improving their pedagogical practices aligned with the Framework themes set in their professional growth goals. In addition, schools are encouraged to develop cohorts of teachers who are working on similar goals so that differentiated professional development can occur within cohorts throughout the year.

Finally, as explained above, EdisonLearning provides training through an ongoing Professional Development calendar, regional trainings and onsite support plans tailored to differentiate professional development for all teachers and integrated into the School Improvement Plan.

EdisonLearning's comprehensive program for teacher and staff development begins by working with school leadership to develop and implement a professional development plan and structure/schedule that allows for:

- Daily teaching team collaboration periods, where teachers can routinely analyze student data and plan instruction together, problem-solve together and work on particular professional development topics relevant to them.
- Targeted, research-based training (and resources) to provide a balance of skills, theory, and

practical implementation techniques to build effectiveness rapidly

- Peer observation opportunities to ensure teachers capture and readily share outstanding examples of practice and development in formal and informal settings.

Specific areas for professional growth are targeted using tools that allow teachers to self-reflect and school leaders to observe and assess teacher performance. On-site training, coaching, modeling, and mentoring, along with off-site training at local or regional academies, provide the support and development that teachers need to meet the goals of the program. While the work is intensive, we know it is critical to help teachers find balance.

By having a dedicated on-site team, we are able to provide hands-on support throughout the school year for job-embedded professional development to teachers in a variety of settings. These site-based professional development opportunities provide a balance of skills, theory, and practical implementation techniques to build effectiveness rapidly.

Some examples of EdisonLearning professional development include:

- Training and modeling of teaching strategies designed to support unpacking standards in order to align and embed instruction.
- Training on the use of student assessments, such as EdisonLearning's eEvaluate™ Assessment System or similar tools used by schools, and the data provided by such assessments to improve the quality of instruction within the classroom
- Training on EdisonLearning protocols and processes for formal and informal instructional observations and feedback.
- On-going technical assistance, professional development, resources and site support with the development and implementation of a tiered-intervention system designed to meet the academic and behavioral needs of all students.

#### ***(4) Recruitment***

EdisonLearning does not have immediate plans to make staffing changes at its partner schools; however, if EdisonLearning and the principal agree, based on the CQA, that staffing support is needed, we have developed a streamlined recruitment and hiring process complete with supporting tools and templates to ensure that only the most qualified candidates are selected. From detailed job descriptions that incorporate research-based characteristics of effective teachers to pointed interview questions, we make the process of finding and hiring highly talented teachers as efficient as possible.

#### ***(5) Restructuring of Contracts***

Based on our experience working under a variety of teacher and leader contracts, EdisonLearning can provide consultation to school divisions on the optimization of agreements to enable effective turnaround implementation while avoiding major disputes. We understand that certain proven turnaround strategies, such as extension of the school day, can present contractual issues that jeopardize teacher and leader buy-in. Because such buy-in is essential to the success of a turnaround initiative, we can help identify creative solutions that ultimately foster student

achievement without alienating educators. For example, we can restructure the existing school day to ensure optimal use of time for student and teacher learning.

### **3. Redesign the school day, week, or year to include additional time for student learning and teacher collaboration**

EdisonLearning has over a decade of experience helping districts and schools restructure the school day to allow more learning time for both students and teachers. Our Advisor Teams do not simply add more time to the school day; instead, they work with teachers and leaders to ensure that regular in-school time and extra learning time are used efficiently and translate into improved student outcomes. As part of the CQA process, we study the use of school time by teachers and administrators to determine if and how it can be improved. Our Advisor Teams then work closely with teachers and administrators to implement strategies to maximize student and teacher learning within the existing school day. In addition, in other districts, we have worked with teachers' unions to create an extended school day that not only afforded students more time to study additional subjects such as the arts and world languages, but also gave teachers two instruction-free periods—one to meet as a professional learning community called an Achievement Team and one for personal planning time. Our extended school day is typically set at eight hours. Teachers use their Achievement Team time to support one another with professional development and to collaborate on behalf of students. Teachers who know their students well and have a shared sense of responsibility for their progress contribute to creating a positive learning environment. An extended learning day can be beneficial to improving student outcomes; however, we recognize the challenges involved with having teachers in the classroom for an extended day and would be willing to work with CPS to develop an appropriate solution.

### **4. Strengthen the school's instructional program based on student needs by (1) ensuring that the instructional program is research-based, rigorous, and aligned with state academic content standards; (2) providing comprehensive, coherent, manageable and integrated instructional and support programs; (3) recommending which existing programs are to be continued and which programs are to be eliminated; and (4) consistent with the state Standards of Learning (SOL), recommending alignment of curriculum, instruction, classroom formative assessment and sustained professional development to build rigor, foster student-teacher relationships, and provide relevant instruction that engages and motivates students**

EdisonLearning Advisor Teams address instructional quality through the Pedagogy & Curriculum Strand of our Five Strand Design. Their expertise has empowered teachers in our partner schools to improve student outcomes for nearly two decades. Our support for instructional improvement includes:

- Initial assessment of instructional practices and efficacy (including observation, walkthroughs, analysis of lesson plans and student work, and intensive review of student achievement data)
- Training of school leaders to conduct effective walkthroughs and classroom observations and to deliver meaningful feedback

- Customized professional development that includes onsite coaching and modeling of instructional best practices, with review of leading research and theory
- Training in the use of formative assessment results and other data to plan and deliver differentiated instruction and intervention
- Facilitation of professional learning communities through improved use of time
- Support for standards alignment, including curriculum mapping and pacing
- At the partner school's option, implementation of our proprietary online formative assessment system, eValueate™

***(1) Ensuring that the instructional program is research-based, rigorous, and aligned with state academic content standards***

EdisonLearning has a long history of applying leading research to develop rigorous, standards-aligned instructional programs. In fact, as noted in the summary of this proposal, we began as research project. Thus, the Alliance™ model's underlying Five Strand Design is research-based and emphasizes rigor for both educators and students.

Our goal is to build teacher and administrator capacity for sustained rigor and progress. Therefore, rather than simply regurgitate research to our partners, we combine current research and literature and then teach them practical strategies for putting the research into practice. Research shows that successful professional development requires follow-up. It may take professionals up to 50 hours of training and support in order to master a new technique.<sup>7</sup> Accordingly, we provide quality assurance tools that facilitate strong implementation with accountability, monitoring and follow-up. Upon completion of each cohort session, all participants will receive a toolkit with practical resources, readings, and examples of best practice to support reflection and practical application of learned concepts during follow up tasks and sample implementation activities. In addition to the cohort sessions, leaders will have the opportunity to engage in our Leader Quality Suite, using our Principal Leadership Rubric to self assess, set professional growth goals, and receive coaching around specific areas in which they are striving to grow and develop.

We recognize the importance of ensuring that the instruction students receive in the classroom reflects the expectations of the Virginia SOL. As such, we have been working with leaders and staff in existing partner schools to unwrap and embed these standards. Among the most important of the resources we provide in this process are the Curriculum Companion Guides (CCGs). The CCGs are a set of grade-specific tool that include the essential concepts and skills of the SOL and provide research-based teaching and assessment strategies collected from a variety of research institutes. They include student-friendly learning descriptors in the form of "I can" statements that provide teachers and students with learning goals as well as learning progressions for the standards. Each CCG includes sample assessment items and classroom activities at multiple Depth of Knowledge levels. Many CCGs also include a performance task when applicable.

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<sup>7</sup> Darling-Hammond, L ., Wei, R . C ., Andree, A ., Richardson, N ., & Orphanos, S . (2009). *Professional learning in the learning profession: A status report on teacher development in the United States and abroad*. Dallas, TX: National Staff Development Council. See also Yoon, K. S., Duncan, T., Lee, S. W.-Y., Scarloss, B., & Shapley, K. (2007). *Reviewing the evidence on how teacher professional development affects student achievement* (Issues & Answers Report, REL 2007–No. 033).

The development of over 1,500 new CCGs will take place throughout the summer of 2013 and will be available for implementation across all product lines in the fall of 2013. These tools will be embedded in new eEvaluate™ reports and available via an enhanced search engine. Training will be held this summer for all field staff to prepare them for implementation. The CCGs provide teachers with resources and assessment evidence to assist school staff in analyzing the essential knowledge and skills by grade and content area. They serve as instruments for collaboration, promotion, and articulation of curriculum across content areas and grade levels.

As part of the support that we provide to partner schools, we coach and model for team leaders and teachers to help them successfully utilize the CCGs and leverage other curriculum management tools that may be used in the school. Even after teachers know what to teach, students may still fail to demonstrate mastery of the standards if instruction is not adequately paced. Thus, we work closely with Curriculum Coordinators and teachers to ensure that classroom instruction is paced to meet student needs while sufficiently rigorous to address the standards necessary for students to attain proficiency.

***(2) Providing comprehensive, coherent, manageable and integrated instructional and support programs***

The hallmark of our comprehensive turnaround solution is the intensive, on-the-ground, job-embedded support that our experienced professionals deliver on an almost daily basis. No other provider can deliver such comprehensive support on a large scale while ensuring fidelity to best practice. Our on-site Advisor Team will continue to work directly with teachers and leaders to build their capacity to drive achievement. Our model is ambitious but manageable, because we deliver both larger-scale capacity building and individualized teacher and leader support. Furthermore, we train certain teachers to become peer coaches, so that the

Research indicates that face-to-face professional development (*i.e.*, one-to-one coaching, small- and large- group interactive workshops, classroom observation and modeling) is most effective in building the capacity of teachers and leaders.<sup>8</sup> Effective coaching is a partnership between coaches and teachers, which requires collaboration, individualization, and mutual dialogue.<sup>9</sup> For these reasons, we embed a local Advisor Team to provide ongoing instructional coaching and professional development on-site and assist teachers in incorporating research-based practices such as Marzano’s Nine and Sheltered English strategies into their teaching. Additionally, we host numerous local trainings (*i.e.*, Long Term Planning Meetings, Instructional Leadership Conferences, and Principals Meetings, etc.) that provide opportunities for educators from different schools to interact and collaborate with one another. We also host national conferences that allow for large group training and knowledge sharing. Through a combination of individual and small group coaching and modeling and a set of regional and national conferences, we ensure both fidelity to our design and flexibility based on individual school and teacher needs.

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<sup>8</sup> Knight, J. (2004, Winter). “Instructional coaching.” *StrateNotes*, 13(3). University of Kansas Center for Research on Learning.

<sup>9</sup> *Id.*

In addition, we promote professional learning communities and consistent application of best practices by forming small clusters of partner schools based on improvement needs, grade level, feeder patterns, location, or other appropriate indicators—a practice endorsed by Mass Insight’s School Turnaround Group.<sup>10</sup> Furthermore, in large middle and high schools, we create a small-school environment that fosters constructive teacher-student relationships to ensure that students master grade-level content and stay on track from grade 6 through graduation. Through this innovative model, we help teachers effectively monitor and support a large number of students. Another critical component of the support that we provide is our teacher and leader growth management process. This process ensures ongoing one-on-one support for professional growth so that every educator receives personalized support.

***(3) Recommending which existing programs are to be continued and which programs are to be eliminated***

Consistent with our view of teachers and leaders as *partners*, EdisonLearning does not impose its own programs on partner schools. Rather, as part of the CQA, we carefully review a school’s existing programs with school staff to determine whether they meet the needs of all learners relative to the SOL. Advisor Teams conduct an inventory of existing resources to determine which programs should remain, which should be supplemented, and which should be replaced. We help identify existing programs that are effective, potentially effective (*i.e.*, research-based programs that could be used more effectively), or ineffective. After thorough analysis, we work side-by-side with educators to refine the curriculum and modify instructional practice to increase student achievement rapidly and consistently. If gaps are identified, Advisor Teams collaborate with school staff to select research-based programs from various publishers, including EDM, Pearson, HMH, The College Board, Scholastic, and Achieve3000. This includes both core and tiered supplemental programs, and decisions are informed by the grades that must be served and other factors related to local context. After selecting a suitable complement of resources for the school, Advisor Teams begin to work with the school to develop a scope and sequence aligned to the state standards. Our approach to this work involves members of the site team to facilitate ownership in both the process and product. Advisor Teams can also assist in analyzing technology and other available resources to ensure optimal use.

***(4) Consistent with the state Standards of Learning (SOL), recommending alignment of curriculum, instruction, classroom formative assessment and sustained professional development to build rigor, foster student-teacher relationships, and provide relevant instruction that engages and motivates students***

As explained above, our existing Advisor Team has extensive experience working with Virginia schools to ensure alignment of curriculum, instruction, classroom formative assessment and

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<sup>10</sup> Clustering low-performing schools facilitates pooling of resources, exchange of best practices, increased leverage with external providers, and a streamlined approach to management. Ayers, J. and Lazarin, M. (2011) *Incentivizing School Turnaround: A Proposal for Reauthorizing the Elementary and Secondary Education Act*. Center for American Progress, Washington, DC. According to Mass Insight, “[t]he development of clusters, organized around identified needs (such as school type, student characteristics, feeder patterns, or regions), also has the potential to provide specialized supports [and] . . . develop stronger purchasing power among schools. . . .” See also Calkins, A., Guenther, W., Belfiore, B., and Lash, D. (2007) *The Turnaround Challenge: Why American’s best opportunity to dramatically improve student achievement lies in our worst-performing schools*. Mass Insight Education & Research Institute. Boston, MA.

sustained professional development. They have helped to unwrap each standard so that teachers know what concepts and skills students must master in order to meet the standard. However, even after teachers know what to teach, students may still fail to demonstrate mastery of the standards if they do not receive exposure to the content due to inadequate pacing. Thus, the Advisor Team works closely with Curriculum Coordinators and teachers to ensure that classroom instruction is paced to meet student needs while addressing those standards necessary for students to attain proficiency. A critical resource for accomplishing this work is the Curriculum Companion Guides described above, which, in addition to breaking down and embedding the SOL, can also be used by teachers to plan and pace instruction. The Advisor Team works one-on-one or in small groups directly with teachers to provide an opportunity to discuss the essentials of each standard and develop teaching strategies to individualize instruction. As with standards unwrapping and curriculum correlation, the Advisor Team will work with school leadership to support instructional pacing and develop interventions to support teachers who require further assistance in this area.

If a school adopts our formative assessment program, eValueate™, it will receive a research-based product that is carefully aligned with the SOL. Not only has our assessment design team mapped each assessment item to the relevant SOL, but they have gone a step further to develop items that reflect the way in which the standards are tested on state assessments. Thus, our partner schools that implement eValueate™ prepare their students not only for the content of state tests, but also for the format. Partner schools that choose to implement another formative assessment system receive comprehensive training and support to align their chosen assessment program with the SOL.

Advisor Teams foster strong student-teacher relationships and student engagement through a number of strategies, including:

- Student learning conferences, which are student-led
- Learning Coaches (grades 6 through 12)
- Differentiated instruction and intervention
- Informal classroom formative assessment
- A daily program of activities called “Our Meeting” for grades K through 5

These strategies are based on research regarding how students learn best:

- **Skills are best learned when they are taught in authentic contexts and in varying conditions.** Students learn skills best when they are able to connect the skills to real-world or life-like situations. It is also important to teach skills in a broad context; when taught under narrow conditions, students have difficulty applying skills to other situations.
- **Skills are best learned when they are taught in a cross-curricular manner.** Rather than teaching skills in isolation, research shows that the impact of student or learning skills (many of which are encompassed within our proprietary Core Learning Skills curriculum) indicate that these can raise academic performance significantly, but not when they are

taught in isolation. The impact comes only when the same skills are reinforced and practiced simultaneously in different subjects and with different teachers.<sup>11</sup>

- **Skills are best learned when students self-assess their own learning.** Involving students in self assessment against explicit criteria is one of the most potent educational interventions.<sup>12</sup>

Another critical component of our support for instructional improvement is the EdisonLearning Framework for Learning and Teaching.

### The EdisonLearning Framework for Learning and Teaching (EFLT)

Research shows a strong link between teacher quality and student achievement. For this reason, high-quality classroom instruction is central to EdisonLearning’s model. The EdisonLearning Framework for Learning and Teaching (EFLT), which we implement in our partner schools, is a set of coherent, research-based materials designed to improve classroom practice by focusing on necessary skills that all teachers need to develop to become exemplary practitioners. Structured around planning and assessment processes, pedagogy, the culture and climate of learning, and the foundations of quality teaching, the Framework has been designed to:

- Connect teaching to a set of expected standards
- Focus the majority of teachers on a set of Power Themes that are proven to have the greatest impact on learner outcomes
- Extend and refine the practice of proficient or better teachers

The EFLT Power Themes represent key levers for increasing learning. Supported by research, they are designed to build teacher competency levels by identifying and describing the fundamental elements of good learning and teaching. These Power Themes require teachers to focus on raising their own pedagogical competencies in three key areas:



- Using appropriate strategies to move learners forward
- Using assessment and feedback cycles to ensure all learners are progressing
- Making sure classroom climate and culture challenges and motivates learners.

### 5. Use data to guide instruction and for continuous improvement, including providing time for collaboration on the use of data and providing formative and ongoing reports on

<sup>11</sup> Hattie Biggs and Purdie (1996) “Effects of Learning Skills Interventions on Student Learning: A Meta Analysis.” *Review of Educational Research* Summer 1996 Vol. 66, No 2, pp 99-136.

<sup>12</sup> Black, P. & William D. (1998) Assessment and Classroom Learning, *Assessment in Education* 5, 7-74.

**program effectiveness to include, but not limited to, student achievement, parental involvement, student attendance, and student discipline**

### ***Initial Data-driven Needs Assessment: The Collaborative Quality Analysis***

The critical first step in an *Alliance* partnership is our Collaborative Quality Analysis (“CQA”). The CQA is a holistic school needs assessment based on more than twenty years of experience partnering with schools, districts, and states to improve student achievement. Designed to identify school strengths and needs, it is a shared exploration between a team of EdisonLearning’s expert Advisors and school-based leadership with a focus on analyzing the effectiveness of the school for the purpose of improvement planning. The process entails collection and analysis of multiple forms of evidence in order to answer five questions pertaining to five key elements of educational design:

-  How well is the school set up for leading and managing change? (Leadership)
-  How well does the school promote and foster environments that support learning and motivation? (Learning Environment)
-  How good are opportunities for learning and developing learners? (Pedagogy and Curriculum)
-  How well does the school use assessment, data, and feedback to promote learning? (Assessment for Learning)
-  How well does the school use its internal and external resources to meet the spectrum of need for all learners? (Student and Family Support)

The CQA process is guided by a School Development Rubric (SDR) aligned with EdisonLearning’s research-based Features of an Outstanding School. The rubric is designed to help schools at all levels of performance assess the strengths and limitations of their instructional practices and organizational conditions against proven best practice. Because of our emphasis on capacity-building for sustainability, we ensure that the practices that lead to improved outcomes—not just the academic outcomes themselves—are constantly improving. For each strand in our Five Strand Design, we have defined a set of key features and indicators that are characteristic of high-performing schools. These features represent the goals, qualities, and improvement impact that a school can achieve by the end of our partnership. The Five Strands, their respective Features, and the developmental continuum form the basis of our SDR, which guides our comprehensive professional development and program monitoring systems.

EdisonLearning’s collaborative self-evaluation process is designed to help each school:

- Determine how its practices compare to the best practices identified in other schools nationwide
- Identify short- and long-term strategies in an action plan that will serve as a framework for identifying priorities and monitoring progress
- Build the capacity of school leaders to implement annual quality analysis reviews and embed a data-driven cycle of continuous improvement
- Identify underlying beliefs, attitudes, values, and expectations that drive decisions and behaviors

- Highlight school strengths and identify school staff that can be better leveraged for improvement efforts

### **CQA Process and Timeline**

The CQA is a five-step process that ensures thorough exploration of a school's strengths and weaknesses, taking into account quantitative data, qualitative data, and stakeholder input. It paves the way for data-driven, customized, sustainable improvement planning.

During the 'Information Gathering and Planning' phase, the EdisonLearning Lead Advisor helps school leaders prepare for the onsite diagnostic review. The Lead Advisor will also ensure that a point of contact is identified at each school to help coordinate the visit schedule and collect the school documentation, lesson plans, and work samples that will be reviewed throughout the visit. Sample schedules and planning templates will be provided to each school. The initial planning webinar will be scheduled at least three weeks before the site visit.

The CQA Process Workshop brings together school leaders for a full day to meet EdisonLearning's Advisor Team and learn more about the research behind the CQA process. The purpose of the workshop is to ensure fidelity to the CQA model. At the workshop, school leadership will receive training on the tools and protocols needed to complete the audit activities and will also complete the first part of the school document analysis.

Advisors then conduct two site visits, during which they work closely with school leadership to conduct the actual audit activities and document evidence in the School Development Rubric (located in Appendix B). They conduct focus group sessions with students, parents, and teachers, scheduling them around instructional time to avoid interrupting the learning process.

After the site visits, the Advisor Team members reconvene with school and district leaders to further analyze the data collected in order to identify key themes, (revised) short- and long-term goals, and potential "quick wins." During this intensive data review, school leaders are expected to ask clarifying questions, confirm rubric statements and/or offer additional information to ensure that summary statements in the final report are valid. Advisors also begin working with school leadership to develop the Implementation Plan that will be customized based on the school's needs and strengths.

### **The CQA Report**

The output of the CQA process is a CQA Report that, in addition to detailing the critical findings of the process, lays out customized proposed next steps that should be taken in order for the school to make achievement gains. Once the CQA and CQA Report are completed, the implementation of customized, data-driven improvement strategies can begin.



### **Key CQA Criteria for Assessing School Strengths and Weaknesses**

In order to provide a rich and accurate picture of the school, our Advisor Teams help school leadership collect guiding evidence for each key question highlighted above through three dimensions of exploration:

1. The developmental stages of the school's culture, systems, and processes
2. The views of key stakeholders, including students, parents, and teachers
3. The impact that the school's culture, systems, and processes have on academic progress, the quality of teaching and learning, and engagement

### **Dimension 1: Qualitative Audit Using the School Development Rubric**

As explained above, the CQA process is guided by our proprietary SDR, which is aligned with EdisonLearning's research-based *Features of an Outstanding School*. For each Feature, the School Development Rubric provides a developmental continuum consisting of four phases: Beginning, Developing, Proficient, and Exemplary. The rubric is intended to help schools at all levels of performance assess the strengths and limitations of their instructional practices and organizational conditions against proven best practice. Throughout the CQA process, the EdisonLearning team will use the rubric to guide school leadership through a structured reflection of the school and the type of evidence that can support an accurate judgment of where the school falls within the developmental continuum. By completing the School Development Rubric, schools are able to:

- Assess their current level of school development against the benchmark of an outstanding school.
- Clearly understand how to progress towards increasingly higher proficiency levels within each of the five strands explored in order to increase student achievement.

A set of collaborative audit activities helps to ensure that all judgments for a school using the School Development Rubric is evidence-based. To ensure validity, EdisonLearning Advisors and school leadership work together to consult multiple data sources that can be used to support a judgment on the stage that best characterizes the school's current status.

#### ***Qualitative Audit Activities:***

##### **Analysis of Critical School Documentation (Leadership)**

- Participants will review key school documentation (School Improvement Plan, Professional Development Plan, Master Schedule, etc.) to provide an enhanced look at the systems and processes evident in the school that may not be observed or discussed during the other audit activities. The collaborative discussion with the Principal will lead to a better understanding of how well the school is set up to lead and manage change.

##### **School Climate Walk (Learning Environment)**

- Participants will walk through the school to observe and record evidence of the school's learning environment implementation; for example, display of core values, cleanliness of physical spaces, etc.

#### Lesson Plan Reviews (Pedagogy and Curriculum)

- Participants will review an agreed upon percentage\* of all teachers' current lesson plans using the CQA Lesson Plan Review Form to record key areas of strength that are consistent across all plans, strengths that are present but inconsistent, and clear areas for development. Lesson plans for those classrooms that will be observed the following day will be set aside so that each observer can reference the plans during their observations, allowing for more coherent classroom observations and meaningful analysis.

*\*Members of EdisonLearning's Advisor Team and the principal will determine a sufficient amount of lesson plans to review in order to secure a reasonable sample across the school.*

#### Classroom Observations (Pedagogy and Curriculum)

- Participants will observe a representative sample\* of teachers' classroom lessons using classroom observation protocols from EdisonLearning's Quality Framework for Learning and Teaching. Observations will take place with pairs of observers visiting classrooms for a minimum of twenty minutes of instruction in each room. After all observations have been completed, observers will collaborate to determine trends in areas of strengths across classrooms as well as areas in need of improvement.

*\*Sample should account for approx. 30% of staff including a variety of subjects, a range of grades and multiple categories, i.e. general education, ELL, special education, etc. Additionally, the principal should ensure that a spectrum of teacher experience is observed to represent the diversity of novice and experienced teachers.*

#### Analysis of Student Portfolios/Work Samples (Assessment for Learning)

- Participants will review a representative sample\* of the school's student portfolios to get a sense of student work over time and the effectiveness of teacher feedback in leading to improved student outcomes.

*\*Sample size should be approx. 2% of student population and should include work from core subjects, appropriate range of grades and multiple categories, i.e. general education, ELL, special education, etc.*

#### Document Trail for Students at Risk of Underachievement (Student and Family Support)

- Participants will identify the infrastructure, processes, and procedures in place for designing and implementing a support system that meets the educational needs of all learners.

#### Dimension 2: Stakeholder Perceptions

The second dimension focuses on gathering data from key school stakeholders in order to understand perceptions of the school. EdisonLearning Advisors lead focus groups and employ perception surveys to gather input from students, teachers, and parents. Data are summarized and reviewed with leaders in the Day 4 Data Analysis workshop. Survey and focus group questions are also aligned with our Five Strand framework. If schools have already implemented a student, parent, teacher survey within twelve months of the CQA implementation, data and findings from

these surveys will be reviewed and can be used in place of administering the EdisonLearning surveys.

### Dimension 3: Impact/Quantitative Measures

In order to compliment the qualitative components of the CQA, a limited and direct set of data is gathered to assess performance in the Assessment for Learning, Learning Environment, and Student and Family Support Systems strands. These key quantitative data are reviewed to capture the 'pulse of the school' (e.g., achievement data trends, attendance, graduation rate) and are then complemented by a set of teacher observation data gathered during the CQA in order to inform judgments in the Pedagogy and Curriculum strand.

The initial comprehensive needs assessment serves as the first step in an ongoing improvement cycle that the Advisor Team and school utilize during the Alliance™ partnership. As such, resources such as the School Development Rubric are used regularly to assess progress and further identify areas of growth for annual and quarterly planning. As explained above, Alliance™ is a holistic, data-driven solution that is designed to meet the unique needs of each of our Partner Schools. Rather than an "off-the-shelf" or "one-size-fits-all" product, it is a customized suite of services informed by research-based best practice and frequently collected school-, classroom-, and individual-level data.

### **Ongoing Use of Data to Inform instruction and Drive Improvement**

As explained above, Alliance™ is a data-driven turnaround solution. Research shows that data are the GPS of the successful school improvement journey, telling us where we are, where we want to be, and what we have to do to get there. We therefore work with schools and districts to implement data-driven decision making structures to inform teaching and learning, set goals for individual and school achievement, and promote students' ownership of their learning through:

- Ongoing opportunities for self and peer assessment
- Routine collection and analysis of formal and informal student assessments and other data
- Monthly administration and analysis of formative assessments
- Individual and collaborative data analysis protocols, including routine goal setting and data-driven action planning and instruction
- Expectations and best practices for timely, meaningful feedback
- Achievement Teams solution planning to maximize student progress
- School-level data dashboards that ensure optimal data flow and focused planning

EdisonLearning has developed a state-of-the-art formative assessment system, a research-based School Development Rubric, and an operational dashboard process to collect meaningful data about school progress. Rather than simply implementing these systems on our own, however, we engage and coach teachers and administrators at every step so that they can take ownership of the progress monitoring process and manage the process on their own by the end of our partnership.

### **Collaboration**

Collaboration is the founding principle of the Alliance™ model. As the word ‘alliance’ suggests, EdisonLearning treats teachers and leaders as partners in the school turnaround process, working side-by-side with them to build their capacity and effect sustainable change. This emphasis on collaboration extends to the analysis and use of data to drive decision-making. We can help schools establish professional learning communities or Data Teams that meet to review, analyze, and develop strategies to address data on a regular basis. As discussed in the section on restructuring the school day, ensuring that teachers and administrators have time to learn and collaborate around student data is a critical part of our model.

### **Formative and Summative Assessment**

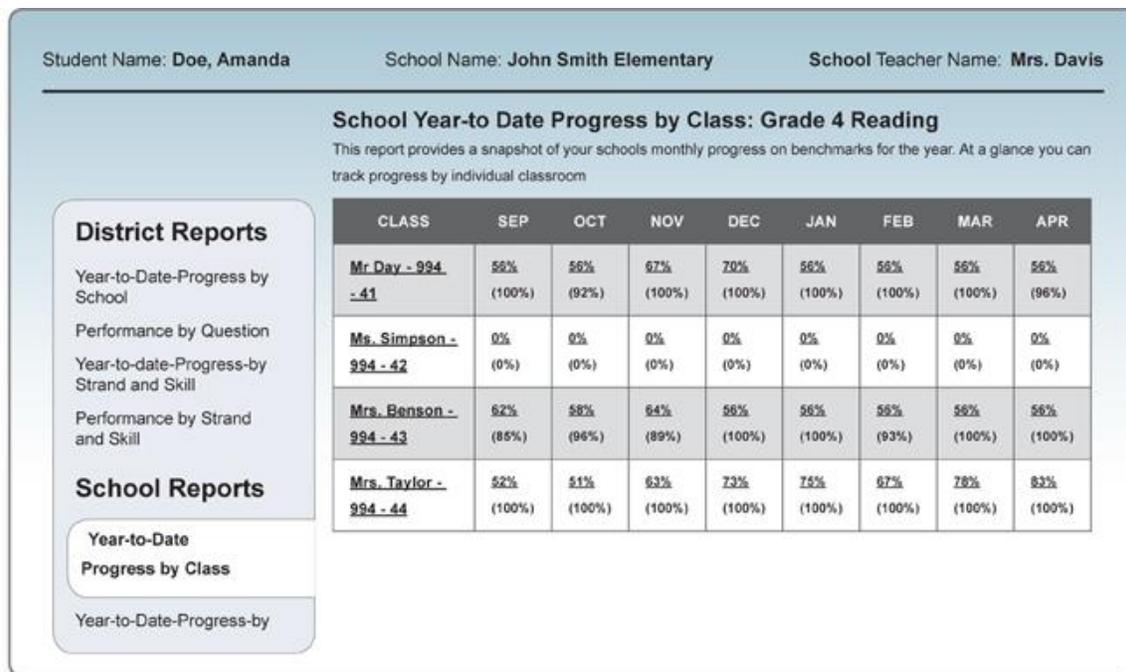
EdisonLearning Advisor Teams work with teachers and administrators to develop effective formative and summative assessment plans to assess student learning and inform instruction and intervention. Depending on a particular school’s needs, they can improve the use of existing formative assessments or implement EdisonLearning’s proprietary assessment system.

eEvaluate™ is EdisonLearning’s online formative assessment system that combines monthly benchmark assessments aligned with the Virginia Standards of Learning. Superior professional development and on-site support in data analysis make eEvaluate™ an invaluable tool for facilitating data-driven instruction and increasing student achievement. eEvaluate™ is backed by the expertise of EdisonLearning, which has over 15 years of experience in creating formative assessments. Nationally, eEvaluate™ has been used to administer, score, and analyze millions of assessments.

Monthly benchmark assessments in math and reading are easily administered online with automatic scoring. Assessments are not only aligned to the Virginia SOL but also reflect the focus of the state’s high stakes test. eEvaluate™ is designed to offer the most meaningful reports possible, including:

- Reports at the school, grade, class, section, or student levels, with breakdowns by subject, strand, skill, and question
- Monthly and longitudinal year-to-date reports
- Reporting by groupings such as gender, ethnicity, and socio-economic factors, such as Free and Reduced-price Lunch
- Custom group reporting such as school-specific groups, afterschool programs, reading groups, etc.

Below is a sample eEvaluate™ report.



An assessment system is only as valuable as the ability of its users to analyze the data that it provides and use those data to impact classroom instruction and decision-making. For this reason, eEvaluate™ is accompanied by professional development, training, and support, including:

- Startup and technical training on proper use of the system
- On-site EdisonLearning teams that help to ensure successful implementation
- Job-embedded learning that occurs as educators engage in daily analysis of eEvaluate™ data
- Online videos, available on-demand, for on-going support in using eEvaluate™ effectively
- EdisonLearning’s research and assessment teams available to provide support in understanding the data and making it actionable

Advisor Teams coach teachers and leaders on the creation of various reports from eEvaluate™, accurate analysis of assessment results, presentation of assessment data, and most importantly, use of data to identify students’ strengths and weaknesses. Once these strengths and weaknesses are identified, we then help teachers develop a plan to tailor instruction to individual student needs. By facilitating differentiated instruction, we ensure that all students have an opportunity to learn what they need to know to meet applicable standards.

Advisor Teams work with selected teachers and leaders to review the interventions currently in place and determine their efficacy. Through a combination of classroom observation and review of available documentation such as student learning plans, records, and assessment data, they assess the capacity of educators to identify student needs and assign appropriate interventions in a timely manner. They measure interventions against research-based best practices and take into account diverse student learning styles.

Using formative assessment data effectively for driving classroom instruction is crucial, but teachers and school leaders must also be able to understand student mastery of skills and knowledge through summative assessments, including high stakes tests. Prior to high stakes assessments, our Advisor Teams work with school leaders and teachers to identify students who have not mastered the skills necessary to demonstrate proficiency, and to provide interventions to those students. Following the high stakes assessment, Advisor Teams conduct extensive analysis of the summative data. They then correlate these data with other available data points as part of the planning process with school and district leadership. Throughout this process, they work to build the capacity of school leaders and teachers to understand how to read and analyze summative data in order to drive decision-making.

### ***Overall Program Evaluation***

Once an improvement plan has been agreed to, Advisor Teams work with the school staff to develop a data collection plan to ensure that the necessary information is consistently obtained in order to monitor progress towards goals. Among the data generally used for this process are formative and summative assessment data and other assessment results collected by the school, attendance data for students and staff, behavior/referral information, and data gathered from side-by-side school and classroom walkthroughs as well as periodic one-on-one and small group meetings with school and district leaders.

The data collected feed our Dashboard Reports, which are used to track progress, inform improvement planning, and provide reports to appropriate authorities. The dashboard includes the key metrics that are critical for success, track progress on the implementation milestones, and are a key component of the ongoing change management cycle of continuous improvement. A sample is included below.

Answer to Question 4.5 cont.

Sample Client Dashboard 2010

Key: ● 100 % of target    ▲ Within 10% of target    ■ More than 10% off target

MEASURE (Quarterly)		Status	Result	Target	Measurement Definition
Achievement	Student Benchmark Participation Rate	■	84%	95%	% of students expected to participate in eEvaluate™ benchmark testing
	eEvaluate™ /benchmark overall proficiency rate-Reading	▲	88%	90%	% of students meeting minimum threshold targets in reading
	eEvaluate™ /benchmark overall proficiency rate-Mathematics	●	93%	90%	% of students meeting minimum threshold targets in mathematics
	Interventions for the subgroups, target groups and custom groups are in place	●	Y	Yes/No	Targeted plans are created after first month of benchmark testing. Target groups are identified in September.
	AYP goals are visible, posted and progress towards goal is updated monthly	●	Y	Yes/No	Goals are updated and progress of growth is displayed
	All classroom are visited on a monthly bases	▲	92%	100%	% = number of classrooms visited each month/ the number of teachers
	Instruction is aligned to pacing guides	▲	90%	100%	% of teachers when visited are on pace within one week of their pacing guides
Participation	Student Attendance	●	98%	95%	% of enrolled students daily average attendance rate
	Teacher Attendance	●	95%	95%	% of teaching staff attending professional development offered in content areas or entire faculty
	Webinar participation	▲	77%	100%	School participates in 2 webinars a month beginning September (2 webinars =100%, 1 webinar = 50%)
	Student Suspensions	●	1%	1%	% of students suspended
	Discipline Referrals	▲	3%	2%	% of students referred for discipline each month
Graduation	Graduation Rate			85%	% of students on track to graduate within four years as indicated by quarterly progress reports beginning October
	Retention programs are utilized to reduce potential failures ie: Learning Force & Ecourses	■	23%	85%	% of students receiving failures and targeted to fail

**Measurement of Qualitative Indicators**

As explained above, the School Development Rubric guides implementation of the Alliance™ model. It is used to measure progress against qualitative indicators such as school climate, use of time, and professional collaboration.

- Establish a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement, such as students' social, emotional, and health needs**

**School Safety**

EdisonLearning prioritizes the safety of all students, teachers, administrators, and community stakeholders, and we know that a school cannot improve student outcomes without safeguarding the learning environment and ensuring that behavioral problems do not impede learning. Student behavior and school safety are addressed primarily through the Student and Family Support (SAFS) strand of our Five Strand Design. The SAFS model is a systematic structure that facilitates the delivery of tiered behavioral interventions in school settings.

According to the National Center on Response to Intervention, a multi-level prevention system is an essential component of an effective RtI problem solving model. Multi-level prevention implies that the school provides an array of increasingly intense interventions in a timely manner to students.

As part of the SAFS model, grade-level teams analyze screening and progress monitoring data and design and assign core and supplemental interventions at least three times per year (fall, winter, spring). The school-based SAFS Team is available to support students who are not responding favorably to the supports put in place by the grade-level teams. The SAFS Team provides more intensive problem solving services for a small number of students in the building.

As part of our tiered approach to managing the learning environment, we ensure the implementation of a school-wide Positive Behavioral Intervention and Supports (PBIS) system consistent with the reform plan. Our model incorporates PBIS best practices and research into a holistic model that may include: (1) school-wide screening for behavior problems; (2) school-wide, targeted, and individual levels of behavior support; and (3) comprehensive professional development (including training modules, rubrics, strategies, and planning templates) to enable teachers to develop effective classroom management plans.

Our Advisor Team coaches teachers on the selection and effective use of positive behavior reinforcement strategies such as the I-FEED-V model of teacher attention, the raffle system, and consistent responses to negative behavior. We also provide strategies and tools for measuring the effectiveness of the PBIS system, including school climate walk-throughs, student and teacher surveys, and our School Development Rubric.

In addition to positive behavior management strategies, as part of the CQA, Advisor Teams work with school staff to identify and remedy unsafe physical conditions at the school. These strategies create a safe, positive learning environment for all students by ensuring that unsafe behaviors and conditions are immediately identified and addressed in a consistent manner.

### ***Positive, Achievement-focused Culture***

EdisonLearning envisions a culture of achievement and a spirit of collaboration for all of its partner schools. We help teachers and administrators address school culture through the Learning Environment strand of our Five Strand Design. EdisonLearning applies research-based strategies to create and nurture an environment where students, parents, and teachers feel safe, secure, and connected, enabling effective decision making and lifelong learning, including working with teachers and administrators to:

- Articulate a clear vision for a positive school culture
- Establish a values-driven code of conduct or community code;
- Develop a student management plan to ensure positive behavior management;
- Create a physical environment that evidences high expectations for all, promotes the values articulated in the code of conduct/community code, and displays the products of student learning;
- Establish ongoing opportunities for student voice, leadership, and mentoring for learning;
- Adopt consistent language for high expectations and college focus; and
- Embed character education into the school day.

Furthermore, as explained above, EdisonLearning has adopted a set of core values that guide the work of our staff. Although EdisonLearning does not impose its Eight Core Values on any of our turnaround schools, these values guide the work of our experts and have been voluntarily adopted

by many of our partners. As explained above, we work with each of our turnaround schools to establish a values-driven code of conduct or community code and embed character education in the school day. Through a variety of grade-level-appropriate lessons, as well as activities and rewards including student-to-student mentoring, service learning opportunities, and Core Values “brag tags,” we enable students to translate the school’s values into meaningful actions. In addition to supporting explicit character education, we help develop a physical environment that clearly and consistently communicates core values at all times. Posters and student work describing or demonstrating the core values are prominently displayed throughout our partner schools.

Because our ultimate goal is to ensure that every student graduates from high school prepared for college and careers, we create a college and career readiness culture that permeates every aspect of our turnaround schools’ learning environment, including physical spaces, celebrations, and language regarding high expectations for post-secondary success. This culture is embedded within the core curriculum to ensure that all students develop the core learning, thinking, and study skills that they will need to succeed in college and the workplace.

Our partner schools expose students to college and other post-secondary education opportunities through:

- Student Learning Agreements (SLAs), developed through collaboration among student, teacher, and parent to ensure that students stay on track to graduation and master standards-based content
- Quarterly student learning conferences (SLCs), at which each student and his or her family meet privately with a designated teacher to review samples of the student’s work and discuss progress (and pitfalls) based on the SLA
- Standards-based formative and summative assessments
- Partnerships with local colleges and community organizations to expose students to a variety of post-secondary education opportunities
- A physical environment that promotes college and career aspirations and informs students of their post-secondary options

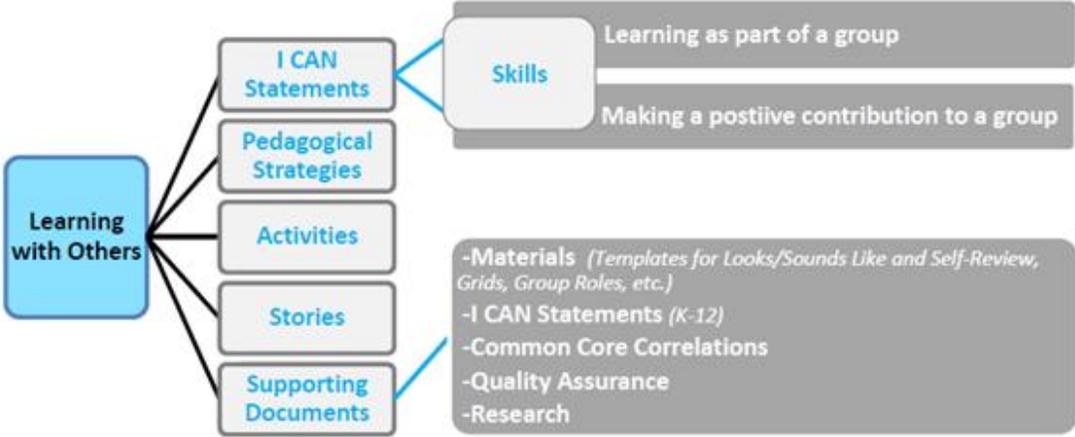
### ***Meeting Students’ Non-academic Needs***

#### *The Core Learning Skills Curriculum*

The principal mechanism for providing social and emotional supports to students in our turnaround partner schools is the EdisonLearning Core Learning Skills curriculum (CLS). CLS is a coherent set of learning units designed to ensure that students acquire the non-academic skills necessary for success beyond graduation and are equipped for lifelong learning, no matter their school stage or their age. Built around the development of a logical hierarchy of skills, CLS develops students’ capacities in three skills domains: Personal and Social Competencies, Communication, and Thinking Skills. A central tenet of developing core learning skills is the involvement of students in assessing their own progress against explicit criteria—the “I CAN” statements—and doing this across the grade span. The skills domains are aligned to six individual Learning Units as follows:

3 Skills Domains		Learning Units	
Personal and Social Competencies	→	Learning with Others	
		Understanding and Improving My Learning	
		Self-Respect, Responsibility, and Independence	
Communication	→	Speaking and Listening	
Thinking Skills	→	Researching, Reasoning, and Inquiry	
		Creative Thinking and Problem Solving	

Each learning unit has a set of progressive I CAN statements that are used to plan activities and assess progress. The learning units themselves are divided into sets of specific skills. Each Learning Unit also contains supporting pedagogical strategies, activities, and implementation documents, as illustrated below.



CLS was explicitly designed to correlate with the EdisonLearning Core Values to ensure integration throughout the school. If a school uses a different set of values, they can be easily aligned. This gives schools a way of ensuring that the structure for teaching individual learning skills is also a way of describing shared Core Values in action. CLS is also correlated to Common Core Student Standards and the National High School Center’s Lifelong Learning Skills. The EdisonLearning CLS content has been developed and refined by a large number of educators and has also been validated through, and endorsed by, the involvement of parents and employers.

As part of the professional development administered in support of CLS implementation, Advisor Teams help school leadership teams implement a system for monitoring the effectiveness of the delivery. This system is similar to the continuous improvement processes we use for other components of our design. As demonstrated below, it is an ongoing cycle of planning, planning, doing, reviewing, and acting.

*Learning Coaches and Counselors (Grades 6 through 12)*

Learning Coaches play a critical role in the learning process for students in our turnaround schools. Because they get to know their assigned students better than any other school employee, they can

identify their unmet social and emotional needs and take steps to ensure that those needs are met. To prepare Learning Coaches for this responsibility, we employ a train-the-trainer model in which school counselors and the Advisor Teams share basic knowledge regarding the signs of social and emotional problems with the Learning Coaches and research-based interventions. Learning Coaches are thus equipped to identify problems and select interventions or refer students for services that the school cannot provide.

## **7. Provide ongoing opportunities for family and community engagement**

Full engagement of students, families, and the community at large is an important factor in the success of any turnaround effort. Buy-in from all stakeholders serves to motivate change leaders and promote accountability and transparency. EdisonLearning has developed and successfully implemented a wide range of community involvement and engagement strategies to meet the needs of the schools and communities we serve. Below are examples of the successful strategies we have used to integrate our turnaround schools into their communities and foster partnerships or continued improvement. Again, no two Alliance™ implementations look alike, so the specific strategies implemented at a particular school will depend on the school's needs, resources, and community.

- **Parent workshops:** Parent workshops not only provide important information, but give families a chance to exchange ideas. Schools can survey surrounding parent communities to find out what types of workshops are needed or would be well received. Parent workshops/activities should help families strengthen parenting skills, and understand their child's development from early childhood into adolescence. They also allow the school to better understand the home environment and the families' goals for their children. Parents who cannot come to the school can instead receive information via videos, tape recordings, phone calls, or other print communications.
- **Volunteer opportunities for parents:** Some of our partner schools have created opportunities for parents to volunteer at the school or during off-campus activities.
- **Community Service Opportunities for Students:** Community service has been an important component of many of EdisonLearning's school turnaround partnerships. While we do not impose any particular community service plan on our partners, we work closely with them to identify service learning opportunities and potential partnerships that would allow students to put their core values and core learning skills into practice.
- **Parent Advisory Committee (PAC):** Advisor Teams can help school principals convene a PAC that meets regularly to discuss school issues and hear families' concerns and suggestions. A PAC is an opportunity for parents to become informed about and engaged in school-wide activities, and to develop strategies for continuous improvement. Each school selects a representative PAC and informs all parents of the role, purpose and activities of the PAC. The PAC meets regularly to provide assistance as needed to support school-wide goals, communicate the concerns and ideas of families and contribute to policy decisions. The PAC is not a fundraising or social organizing group. PAC leaders and members represent the school locally, statewide, and nationally. The PAC provides ideas, suggestions, and

recommendations to support improvement in the school, including strategies for improving parent school relationships.

- **PTA/PTO:** The PTA/PTO complements what the PAC is doing by helping organize and run social parent-school events and parenting workshops; hosting baby-sitting for school events; and coordinating SLC conferences, uniform exchange and fundraising.
- **Public Meetings/Open Houses:** EdisonLearning has been successful in engaging communities in its partner schools through public meetings and open houses that are deliberately structured to foster transparency, promote partnerships, and open the door to feedback from community members. During the CQA process, we can begin to organize a series of public meetings and develop a campaign to ensure that the community is notified of the date, time, and location of all meetings in a timely manner. Furthermore, once the Advisor Teams and school leadership teams have been hired, we can organize open houses to showcase each turnaround school to the public.
- **School Community Councils (SCCs):** SCCs link turnaround schools to their communities by fostering student and parent involvement in projects inside and outside of school. Comprised of a range of community members including business people, alumni, public officials, faith-based organization leaders, and representatives from local associations or groups, and others, SCCs advocate for the school within the larger community and provide ongoing input regarding the school's programs and the community's needs. Members of the SCC meet regularly to discuss upcoming school activities and ways to increase parent and student involvement, school-community collaboration, enrollment, and volunteerism. Additionally, SCC members are encouraged to invite their colleagues and business associates to collaborate with the school. SCC members will also be encouraged to mentor and seek additional mentors for students, with a goal of having one adult mentor for every student. Their focus is on promoting the college- and career-readiness focus of our schools. As the Parent Advisory Council is formed, a representative may be asked to serve on the SCC.
- **Student Learning Conferences (SLCs):** SLCs are private, quarterly student-led, meetings attended by a student, his or her parents, and a teacher. They give students and parents a voice in the learning process. SLCs are designed to develop discipline, self-motivation, and a sense of accountability in our students in addition to ensuring that they are mastering the content they must learn in order to meet state standards and succeed in college and the workplace. At the same time, they give parents an opportunity to express concerns and to review their children's progress with a dedicated teacher in a private setting. SLCs are empowering for both students and parents.
- **Board of Friends (BOF):** A BOF is a school's community advocate and provides input from individuals who are keenly interested in helping to integrate an innovative school into the life of the community. Each BOF should be composed of a range of community leaders and others, including business people, leaders in the arts, public officials, representatives from local associations or groups, and others. The BOF is informed by the principal or other designated persons about all matters that impact the school's role and function as an educational community. The BOF assumes an active role as advocate, ombudsman, advisor,

and troubleshooter on matters of public significance. The BOF reviews school goals, sets a long-term agenda, and promotes the school's public image locally and nationally.

- **Community Liaison:** A Community Liaison would represent the partnership school in a grass roots manner. The purpose of the community liaison position is to help identify community leaders, form relationships with local neighborhood associations, and assess community needs and strengths.
- **Home Visits:** School staff can make home visits that are positive and respectful, scheduling them via an appointment whenever possible.
- **Newsletters and Websites:** Newsletters and websites keep parents informed of current and upcoming events. They may include parent questionnaires or respond and reply sections. Newsletters are accessible (in format, language, and terminology) to the parents each school serves.

In addition to establishing strong family-school partnerships, we have helped our partner schools reach out to organizations that might be able to support their efforts, such as local universities, neighborhood associations, local businesses, Boys and Girls Club, YMCA, and Junior Achievement. Including a wide variety of partnerships would allow the school to complement the learning activities during the day with academic and extra-curricular programs after school and on weekends. Other strategies that we have employed in our existing partner schools include:

- Inviting community members to the school;
- Holding some school meetings in community facilities, churches, etc.;
- Create a volunteer and alumni newsletter;
- Being respectful of cultural and educational differences that may exist;
- Treating parents as full partners and active participants in the educational process;
- Pairing students with civic associations resolving neighborhood issues;
- Seeking two-way outreach opportunities with senior citizens in the area;
- Organizing tours of the school for members of the community;
- Maintaining a wall of honor to showcase distinguished visitors and volunteer alumni;
- Setting up a voicemail service to provide news, scheduled events, and directions for the community.

## 6. References

Reference	Dates of Engagement	Description of Services
<p>Dr. Walter Clemons Superintendent <b>Northampton County Public Schools</b> 7207 Young Street / P.O. Box 360 Machipongo, Virginia 23405-0360 Phone: 757-678-1851 Email: <a href="mailto:WClemons@ncpsk12.com">WClemons@ncpsk12.com</a></p>	<p>2011-2012</p>	<p>Comprehensive school turnaround services, including collaborative professional development</p>
<p>Dr. Fara Zimmerman Deputy Superintendent, Teaching and Learning <b>Christina School District</b> 600 N. Lombard Street Wilmington, Delaware 19801-4499 Phone: 302-552-2600 Email: <a href="mailto:ZimmermanF@christina.k12.de.us">ZimmermanF@christina.k12.de.us</a></p>	<p>2011-2012</p>	<p>Comprehensive school turnaround services, including collaborative professional development</p>
<p>Ruth Silberstein Superintendent <b>Kaimuki-McKinley-Roosevelt Complex Area</b> (Formerly Principal of Palolo Elementary School) 2106 10th Avenue Honolulu, HI 96816 Phone: 808-733-4700 Email: <a href="mailto:Ruth_Silberstein@notes.k12.hi.us">Ruth_Silberstein@notes.k12.hi.us</a></p>	<p>2004-present</p>	<p>Comprehensive school turnaround services, including collaborative professional development</p>
<p>Lorna James-Cervantes, Principal <b>John S. Park-Edison Elementary School</b> Clark County School District 931 Franklin Avenue Las Vegas, NV 89104 Phone: 702 799-7904</p>	<p>2003-present</p>	<p>Comprehensive school turnaround services, including collaborative professional development</p>

# 7. Attachment D: Small Business Subcontracting Plan

## ATTACHMENT D Small Business Subcontracting Plan

### Definitions

**Small Business:** "Small business " means an independently owned and operated business which, together with affiliates, has 250 or fewer employees, or average annual gross receipts of \$10 million or less averaged over the previous three years. Note: DMBE-certified women- and minority-owned businesses shall also be considered small businesses when they have received DMBE small business certification.

**Women-Owned Business:** Women-owned business means a business concern that is at least 51% owned by one or more women who are citizens of the United States or noncitizens who are in full compliance with United States immigration law, or in the case of a corporation, partnership or limited liability company or other entity, at least 51% of the equity ownership interest is owned by one or more women who are citizens of the United States or non-citizens who are in full compliance with United States immigration law, and both the management and daily business operations are controlled by one or more women who are citizens of the United States or noncitizens who are in full compliance with the United States immigration law.

**Minority-Owned Business:** Minority-owned business means a business concern that is at least 51% owned by one or more minority individuals or in the case of a corporation, partnership or limited liability company or other entity, at least 51% of the equity ownership interest in the corporation, partnership, or limited liability company or other entity is owned by one or more minority individuals and both the management and daily business operations are controlled by one or more minority individuals.

**All small businesses must be certified by the Commonwealth of Virginia, Department of Minority Business Enterprise (DMBE) to participate in the SWAM program. Certification applications are available through DMBE online at [www.dmb.e.virginia.gov](http://www.dmb.e.virginia.gov) (Customer Service).**

**Offeror Name:** EdisonLearning, Inc.

**Preparer Name:** Jodie Beckley

**Date:** August 8, 2013

### Instructions

- A. If you are certified by the Department of Minority Business Enterprise (DMBE) as a small business, complete only Section A of this form. This shall include DMBE-certified women-owned and minority-owned businesses when they have received DMBE small business certification.
- B. If you are not certified by DMBE as a small business and plan to subcontract part of this contract with a DMBE certified business, complete only Section B of this form.

If your firm is certified by the Department of Minority Business Enterprise (DMBE), are you certified as a (check only one below)?

Small Business

\_\_\_\_\_ Small and Women-owned Business

\_\_\_\_\_ Small and Minority-owned Business

Certification number: \_\_\_\_\_ N/A \_\_\_\_\_

Certification date: \_\_\_\_\_ N/A \_\_\_\_\_

**Section B**

Populate the table below to show your firm's plans for utilization of DMBE-certified small businesses in the performance of this contract. This shall not exclude DMBE-certified women-owned and minority-owned businesses when they have received the DMBE small business certification. Include plans to utilize small businesses as part of joint ventures, partnerships, subcontractors, suppliers, etc.

**B. Plans for Utilization of DMBE-Certified Small Businesses for this Procurement**

Small Business Name & Address  DMBE Certificate #	Status if Small Business is also: Women (W), Minority (M)	Contact Person, Telephone & Email	Type of Goods and/or Services	Planned Involvement During Initial Period of the Contract	Planned Contract Dollars During Initial Period of the Contract
N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A
<b>Totals \$</b>				N/A	N/A

# 8. Attachment E: State Corporation Commission Form

## ATTACHMENT E State Corporation Commission Form

### Virginia State Corporation Commission (SCC) registration information. The offeror:

is a corporation or other business entity with the following SCC identification number: F1604414 **-OR-**

is not a corporation, limited liability company, limited partnership, registered limited liability partnership, or business trust **-OR-**

is an out-of-state business entity that does not regularly and continuously maintain as part of its ordinary and customary business any employees, agents, offices, facilities, or inventories in Virginia (not counting any employees or agents in Virginia who merely solicit orders that require acceptance outside Virginia before they become contracts, and not counting any incidental presence of the offeror in Virginia that is needed in order to assemble, maintain, and repair goods in accordance with the contracts by which such goods were sold and shipped into Virginia from offeror's out-of-state location) **-OR-**

is an out-of-state business entity that is including with this proposal an opinion of legal counsel which accurately and completely discloses the undersigned offeror's current contacts with Virginia and describes why those contacts do not constitute the transaction of business in Virginia within the meaning of § 13.1-757 or other similar provisions in Titles 13.1 or 50 of the Code of Virginia.

**\*\*NOTE\*\*** >> Check the following box if you have not completed any of the foregoing options but currently have pending before the SCC an application for authority to transact business in the Commonwealth of Virginia and wish to be considered for a waiver to allow you to submit the SCC identification number after the due date for proposals (the Commonwealth reserves the right to determine in its sole discretion whether to allow such waiver):

# Appendices

- I. Resumes
  - i. Jodie Beckley, Senior Vice President for Alternative Education & School Improvement Solutions
  - ii. Todd McIntire, Senior Vice President, Operations - Northeast
  - iii. Katchia Gethers, Senior Director of Achievement
  - iv. Dr. Ken Porter, Director of Achievement, Leadership
  - v. Patricia R. Middleton, Director of Achievement, Leadership
  - vi. Clara Daniels, Director of Achievement, Leadership
  - vii. Kalota Stewart-Gurley, Director of Achievement, Mathematics
  - viii. Pat Smith, Director of Achievement, Mathematics
- II. Sample from the EdisonLearning School Development Rubric
- III. Sample Curriculum Companion Guide
- IV. Alliance™ Brochure

# Jodie Beckley

6182 Stonewood Drive  
Clarkston, MI 48346

Cell: (248) 219.2381  
E-mail: Jodie.Beckley@edisonlearning.com

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## **PROFESSIONAL EXPERIENCE**

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### **EdisonLearning, Inc., New York, NY**

**1999 – Present**

#### Senior Vice-President, Senior Vice President for Alternative Education & School Improvement Solutions (2011 – Present)

- Lead EdisonLearning's K-12 school improvement services division for all products including school turnaround, supplemental education services and assessment, serving 141,000 students in 15 states.
- Manage the development of customer driven quality products and services to ensure timely delivery and effective implementation.
- Facilitate contract renewals and startups and ensure compliance of all client contracts through the monthly dashboard review process.
- Serve as a change agent for improved service delivery through the design and implementation of quality assurance initiatives for field staff.

#### Vice-President, Professional Development & Quality (2010 – 2011)

- Developed and led training for field and HQ personnel and coordinated all activities related to national and regional professional development for school-based employees.
- Managed projects providing strategic direction and oversight for all teaching and learning initiatives.

#### Regional General Manager (2008 – 2010)

- Drove operating performance to deliver projected P&L results across all sites within region and create contingency plans as needed -- FY09 regional revenue of \$33.5 million.
- Increased percentage of schools making Adequate Yearly Progress in Michigan, Ohio, and Indiana from 65% to 80% in 2009.
- Delivered consistent customer satisfaction results based on building and maintaining client relationships with school board members, superintendents and their staff, and charter school authorizers.
- Directed the start-up of the company's first two Virtual High Schools in South Carolina and in Colorado.

#### Vice-President, Executive Director of Achievement Management (2005 – 2008)

- Ensured consistent academic gains in 46 fully managed and partnership schools through direct supervision and management of 16 field support personnel.
- Demonstrated ability to work collaboratively and leverage influence among various cross-functional team members.

#### Vice President, Educational Services (2002 – 2005)

- Provided direct support to principals in the areas of student achievement and school design implementation in multi-culturally diverse schools in Michigan, Indiana, Ohio, and Illinois.

- Analyzed monthly school performance measures and executed targeted action plans to ensure continuous improvement.

Principal at Edison Oakland Public School Academy in Ferndale, Michigan (1999 – 2002)

- Developed and managed a \$6M budget to meet revenue targets, monitored the financial records and inventories of school assets, and ensured compliance with federal, state, and local regulations and policies.
- Increased student achievement – winner of Michigan Golden Apple Award.

**Unified School District 259, Wichita, Kansas** **1987 - 1999**  
**Spanish Teacher and Building Administrator**

- Taught Spanish at elementary, middle and high school levels
- Served as Academy Director at middle school level

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## EDUCATION

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**Master of Business Administration** **Feb 2010**  
**Michigan State University, The Eli Broad Graduate School of Management**  
 East Lansing, Michigan - Completed Executive MBA program while working full time

**Master of Education - Curriculum and Instruction** **May 1997**  
**Wichita State University, Graduate School**  
 Wichita, Kansas

**Bachelor of Arts – Spanish and International Studies**  
**May 1986**  
**Wichita State University, Fairmount College of Liberal Arts and Sciences**  
 Wichita, Kansas

# Todd Q. McIntire

646.772.0778

[todd.mcintire@edisonlearning.com](mailto:todd.mcintire@edisonlearning.com); [toddmcintire@yahoo.com](mailto:toddmcintire@yahoo.com)

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## SKILLS & EXPERIENCES

### STRATEGIC LEADERSHIP

- Lead enterprise-wide strategic planning for major educational institutions with focus on improving student achievement
- Lead product development efforts of achievement management systems and educational reform solutions
- Coordinate relationship management with Boards and executive committees
- Assess organizational performance and develop response strategies to underperformance
- Communicate technical and non-technical information to all levels of enterprise

### BUSINESS DEVELOPMENT

- Develop strategic business growth plans and collaborate with business developers to generate growth
- Identify new business leads and markets; coordinate marketing efforts to create new business opportunities

### FISCAL/OPERATIONAL MANAGEMENT

- Manage departmental budgets and operations with on-time, under-budget delivery
- Lead profit/loss and relationships with annual budgets of more than \$150 million
- Perform cost/benefit analyses of complex alternatives for internal and external customers
- Develop and implement quality processes, measures and accountability systems

### TEAM MANAGEMENT

- Lead diverse team of professionals including project managers, teachers, trainers and specialists
- Coordinate work with partners including clients, vendors, implementation specialists and governmental organizations
- Lead teams in development and refinement of educational support products

### NATIONALLY RECOGNIZED WRITER/PRESENTER

- Author numerous articles for national periodicals on data driven decision making and educational technology
- Frequently present at national conferences

## EMPLOYMENT

- June 2000  
to present      **SENIOR VICE PRESIDENT, OPERATIONS EAST, EdisonLearning, Inc.** Provide strategic leadership, operational management and relationship management for global educational management firm. Currently manage EdisonLearning's field operation in the eastern half of the United States including more than 30 partnerships. Previously served in various capacities managing and providing service delivery with a number of clients. Also, directed development of achievement systems and consulting practice for fast-growing venture in the United Kingdom.
- August 1996  
to May 2000      **DIRECTOR OF TECHNOLOGY, White Plains City School District, New York.** Provided technology leadership for largest school district in Westchester County, New York. Managed all aspects of nationally recognized \$10 million technology initiative. Obtained state and federal grants of more than \$500,000.
- January 1994  
to Sept 2001      **ADJUNCT INSTRUCTOR, Columbia University Teachers College, New York.** Taught graduate courses and workshops on strategic leadership and operational management of technology in educational institutions.
- July 1987  
to June 1996      **TEACHER/TECHNOLOGY COORDINATOR, Various locations.** Beacon School, New York; Richard Green High School, New York; Banjul American Embassy School, The Gambia, West Africa; Belmopan Comprehensive School, Belize, Central America

## EDUCATION

- October 1992 **M.A.**, Education, Columbia University Teachers College, New York:  
-Extensive **writing** and **research** with emphasis on school reform and technology.
- July 1987 to present Five years **international experience** and experiential training in **education**:  
-United Kingdom consulting on new business venture;  
-Belize, Central America, U.S. Peace Corps;  
-The Gambia, West Africa.
- May 1987 **B.A.**, Physics, Grinnell College, Grinnell, Iowa.

## PUBLICATIONS

*Teacher Collaboration Systems*, Technology & Learning, November 2005  
*Data: Maximize Your Mining—Two-part Series*, Technology & Learning, April 2005 & June 2005  
*Before You Buy: Digital Projectors*, Technology & Learning, October 2004  
*Eight Buying Tips: Data Warehouses*, Technology & Learning, August 2004  
*Student Information Systems Demystified*, Technology & Learning, May 2004  
*Enough to Go Around? Budget and TCO Tool Kit*, Technology & Learning, April 2004  
*Buying an Assessment System: Five Considerations*, Technology & Learning, November 2003  
*Keeping the Grades*, Technology & Learning, October 2003  
*Tools for Data-Driven Decision Making*, Technology & Learning, June 2003  
*Digging for Data*, Technology & Learning, March 2003  
*Assessment on the Fly: Top 10 Smart Technologies for Schools*, Technology & Learning, November 2002  
*The Administrator's Guide to Data-Driven Decision Making*, Technology & Learning, June 2002  
*Networking Trends: Consolidating Your School Network*, Technology & Learning, March 2002  
*ASPs: One of Ten Emerging Technologies in Education*, Technology & Learning, December 2001

## PROFESSIONAL PRESENTATIONS

Numerous presentations at EdisonLearning national and regional events (2001-2012)  
Tech Forum (New York City 2002, New York City 2003)  
National Educational Computing Conference (Chicago 2001, Atlanta 2000, Atlantic City 1999, San Diego 1998)  
SchoolTech Exposition and Conference (Chicago 2001, New York City 1998-2001)  
National School Boards Association, Technology and Learning Conference (Denver 2000, Dallas 1999)  
Lower Hudson Regional Information Center Leadership Institute (Tarrytown 2000)  
New York Association for Computers and Technologies in Education Annual Conference (Buffalo 1999, Albany 1998)  
Fall Forum, Coalition of Essential Schools (New York City 1995)  
Bell Laboratories, Artificial Intelligence Division (New Jersey 1994)  
Science Council of New York City (New York City 1994)  
Association for the Education of Teachers in Science, New York University (New York City 1993)  
New York Academy of Science (New York City 1993)  
Association of International Schools in Africa (Lome, Togo 1990)

## AWARDS

2003 Award of Excellence—Gold, American Society of Business Publication Editors Western Region, Best How-To Article  
2003 Finalist, Western Publication Association Maggie Awards, Best How-To Article/Trade

## **MEMBERSHIP**

Board of Directors, Garden State Discovery Museum

Advisory Board, School CIO newsletter

Advisory Board, Center for Technology and School Change, Teachers College Columbia University

Strategic Planning Committee, New York Society for Computers and Technologies in Education

Association for Supervision and Curriculum Development

National School Boards Association, Technology Leadership Network

International Society for Technology in Education

# Katchia Gethers

Harborside Financial Center ♦ 2910 Plaza 5 ♦ Jersey City, NJ 07311-4043 ♦ (808) 497-1466  
katchiagethers@hotmail.com

## Professional Experience

**Senior Director of Achievement (formerly known as Vice President of Educational Services)**  
**EdisonLearning** **2011-present**

- ♦ Build/maintain client relationships in line with the client lifecycle (i.e. board leadership, superintendents, authorizers, community leaders, political leaders, etc.)
- ♦ Facilitate and conduct workshops and training sessions for superintendents, teachers, principals, and curriculum coordinators
- ♦ Identify and share best practices both within the local school as well as across EdisonLearning to build capacity and develop the company's intellectual property
- ♦ Conduct regular and frequent school site visits to ensure the accuracy of program implementation
- ♦ Discuss the use of data to support instructional practices
- ♦ Monitor student achievement data to ensure that students are performing highly
- ♦ Provide assistance to schools by identifying staff who need development to ensure the implementation of best teaching practices
- ♦ Gain knowledge of national and state standards and research-based practices
- ♦ Identify and address roadblocks that hinder achievement of a school's goals and impact student achievement
- ♦ Create, with schools' leadership teams, implementation plans and effectively monitor the plans through quarterly reports, achievement milestones, and key metrics
- ♦ Supervise, observe, evaluate, and assess principals from an instruction, school culture, and school operations perspective, working collaboratively with local districts when applicable
- ♦ Support and monitor professional development plans of teachers, house teams, and curriculum coordinators
- ♦ Prepare reports, including client dashboards, and attend board meetings
- ♦ Ensure that all contracted services are delivered to customers in a timely and high-quality manner
- ♦ Prepare customized professional development training and deliver them effectively, monitoring its impact on students, teachers, and schools
- ♦ Work proactively with the regional controller, school principals, and clients to ensure that financial targets are achieved
- ♦ Supervise Vice President of Educational Services (VPES) and curriculum specialists to ensure constant monitoring and focused actions regarding student achievement
- ♦ Identify staff growth needs and ensure that they are met through professional development and coaching
- ♦ Communicate and update key company messages so that the regional team understands the company's goals, strategies, and objectives and can contribute toward their achievement

**Vice President of Educational Services**  
**EdisonLearning**

**2008-2011**

- ◆ Analyzed student achievement data (benchmark analysis, teacher created tests, and DIBELS) to ensure that students were performing well
- ◆ Formalized and executed customized professional development training modules specific to clients
- ◆ Supported and monitored the professional development plans of principals
- ◆ Developed and annually adjusted the school's academic and financial plans; identified areas that needed improvement and codified how EdisonLearning would support schools to enhance these specific areas
- ◆ Developed, conducted, and participated in all EdisonLearning Achievement Conferences
- ◆ Prepared academic reports and attended state meetings to provide academic updates on the sites
- ◆ Developed and facilitated regional principal meetings, creating the agenda and providing professional development
- ◆ Attended meetings called by the regional general manager to provide updates and keep the regional general manager informed of developments concerning school achievement management
- ◆ Managed curriculum specialists in the area of school support, ensuring that the next steps targeted student achievement

***Reading Director***  
**Edison Schools**

**2006-2008**

- ◆ Conducted analysis of test scores, benchmarks, and other assessment results to ensure that students performed at a high level
- ◆ Assessed school professional development needs and created and executed dynamic training sessions with a focus on standards-based learning and the attainment of academic excellence for teachers in grades K-8
- ◆ Identified the educational needs of elementary and middle school students by exploring current instructional theories and local standards
- ◆ Developed school support plans and identified areas of focus to improve reading and leadership
- ◆ Provided leadership in the implementation of standards-based learning and curriculum by conducting classroom observations and providing feedback and support to teachers and administrators
- ◆ Created, planned, and implemented training at monthly curriculum coordinator meetings to build site capacity
- ◆ Developed, conducted, and participated in the Instructional Leadership Conference by working with the team that planned the conference and creating and presenting training sessions at the conference
- ◆ Provided the Vice President of Educational Services with vital information needed for the completion of reports to the superintendent, complex area superintendents, and headquarters
- ◆ Presented information to principals and complex area superintendents on curriculum issues, testing information, and other professional development needs
- ◆ Attended quarterly meetings with a complex area superintendent and provided updates regarding schools' academic performance
- ◆ Applied organizational leadership, planning, and time-management skills to collaborate with eight team members on the mainland and six schools on two islands

- ◆ Teamed regularly with the Vice President of Educational Services to provide collaborative training, address school issues, and develop partnerships at Alliance schools

Education

Master's Degree in School Administration  
University of Hawaii, Hawaii (GPA 3.90)

Master of Education in Special Education  
Russell Sage College; Troy, New York (GPA 3.90)

Bachelor of Arts Degree in Psychology  
State University of New York, Albany (GPA 3.59)

Certifications

New York State Department of Education Provisional Certification  
Special Education  
Elementary Education

Hawaii State Educational Certification  
Special Education  
Elementary Education  
School Administration

Computer Skills

Internet-proficient  
Microsoft Office  
PowerPoint

References Available Upon Request

# Kenneth E. Porter

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**EDUCATION:** Ed. D., Educational Administration, Temple University, Philadelphia, PA, 1999 Dissertation: *Eleventh Grade Students' Perceptions of the Effectiveness of the School District of Lancaster's Violence Prevention and Intervention Strategies*

MA, English, Millersville University, Millersville, PA

BS, Secondary Education, Millersville University, Millersville, PA

2 Year Panasonic Foundation Leadership Associates Program: *Systems Thinking: Organizational Reform and Strategic Planning*

ISO 9001 Quality Systems Management for Organizations Two Year Certification

## **ADMINISTRATIVE EXPERIENCE:**

Assistant Superintendent for Secondary Curriculum and Instruction, Ephrata Area School District, Ephrata, PA

- Secondary Curriculum, Instruction, Strategic Planning, Staffing, Budgeting, Staff Development, District Total Quality Management Director
- Ephrata Education Foundation Director
- Pennsylvania Initiative Leadership (PIL) Committee Member
- DATA Management to Inform Instruction
- Evaluation of All District Department Supervisors

Principal, Ephrata High School, Ephrata, PA

- Scheduling, Staff Development, Instruction, Budgeting, Teaming Structure, Public Relations, School Reform
- Student Achievement
- Observation & Evaluation of All Staff

Principal, McCaskey East High School, Lancaster, PA

- Small Learning Communities Creation
- 9/10 Grade Teaming Structure
- Urban Learner Framework Leader
- Staffing, Campus Budgeting, Staff Development, Public Relations, Student Achievement, School Reform
- Observation & Evaluation of All Staff
- Site-Based Decision-Making
- Created International ELL School

Acting Campus Principal, The McCaskey High School Campus, Lancaster, PA

- Campus Scheduling, Campus Curriculum, Campus Budgeting
- Administrator of Two Large High School Structures
- Approx. 220 Employees
- Campus Safety
- Observation & Evaluation of All Staff
- Campus Staff Development
- Campus Transportation & Food Services

**Assistant Principal, Wheatland Middle School, Lancaster, PA**

- Observation & Evaluation of Staff
- Budgeting
- Scheduling
- Discipline

**Administrative Assistant, Lincoln Junior High School, Lancaster, PA**

- Discipline
- Student Activities

**TEACHING EXPERIENCE:**

**Adjunct Professor, Temple University Harrisburg, Harrisburg, PA**

**English Teacher, Lincoln Junior High School, Lancaster, PA**

**Coaching Boys' Basketball, Boys' Soccer, & Co-Ed Track, 20 years each,  
Lincoln Junior High School, Lancaster, PA**

**AFFILIATIONS:**

**Middle States Accreditation Team Member**

**ASCD Member**

**NASSP Member**

**Panasonic Foundation Leadership Associates**

**Participating Member, International Principals' Institute**

**IU 13 Accreditation Team Member**

**Pennsylvania Initiative Leadership (PIL)**

# Patricia R. Middleton

2266 Toney Bay Road Holly Hill, South Carolina, 29059 ~ 803-496-7223 or 803-971-9511 ~ [pmiddleton04@yahoo.com](mailto:pmiddleton04@yahoo.com)

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## Professional Experience

### **EdisonLearning, Inc., Petersburg City Public Schools Alliance and South Carolina Alliance**

***Director of Achievement - Leadership, June 2012 – present***

***Math Curriculum Director, Jul 2010 – June 2012***

As Director of Achievement-Leadership, I provided intense, on-going staff development and coaching to school administrators and their leadership teams on effective, data driven instructional practices to increase student performance with the EdisonLearning Alliance Turnaround Model.

#### ***Delivered Results***

- One of two Petersburg City Public School obtained Full Accreditation at the state and federal levels.
- One of two Petersburg City Public School was accredited with warning at the state level.
- South Carolina *Alliance* schools outperformed the comparable turnaround school my meeting a greater percentage of AYP objectives – 81% of AYP objectives was met by Alliance schools vs. 63.5% of objectives met by the other turnaround schools.
- South Carolina Alliance schools showed strong gains in math with average gains of 11 percentage points.
- One of the four schools (middle school) made historic gains in math on 2011 PASS; meeting all of the state's objectives for the first time since the inception of NCLB.

### **Clarendon School District One, Summerton, South Carolina**

***Elementary and Middle School Principal, Jan 2003 – Jul 2010***

With the knowledge gain through the Creative Leadership Institute, managed daily activities and ensure continuous improvement. Set rigorous expectations and implemented the School Improvement Plan with targeted performance goals and objectives aligned with the district's improvement plan.

#### ***Delivered Results***

- Scotts Branch Middle School was taken off the NCLB corrective action list after making AYP two consecutive years (2009 and 2010).
- Partnered with Clarendon County Communities in Schools to promote school and community partnerships.
- Partnered with Harvest Food Bank to provide food for 75 needy families.
- Wrote and receive the prestigious Leonore Annenberg School Fund for Children Grant (\$100,000) for St. Paul Elementary School
- St. Paul Elementary was recognized 4consecutive years by the Education Oversight Committee for closing the achievement gap.
- St. Paul Elementary School met AYP 3 consecutive years (2004-2007).
- St. Paul Elementary was awarded Palmetto Gold Award in 2004 and Palmetto Silver recognition in 2006.

- St. Paul Elementary was awarded 2010 Red Carpet School Award.

## Education

The Citadel, Charleston, South Carolina

*Education Specialist Degree Candidate May 2010*

Charleston Southern University, Charleston, South Carolina

*Masters in Elementary/Middle School Administration, May 2003*

South Carolina State University, Orangeburg, South Carolina

*Bachelor of Science - Elementary Education, May 1993*

## Additional skills

- PowerSchool Software
- Conference presenter
- Proficient in Microsoft Office (Word, Outlook, Excel, PowerPoint)

## Clara Daniels

11400 Rosebud Bend Lane #218

Glen Allen, Virginia 23059

(W) 804-882-1547

(C) 919-260-5079

(H) 804-477-3819

[cdaniels002@gmail.com](mailto:cdaniels002@gmail.com)

[clara.daniels@edisonlearning.com](mailto:clara.daniels@edisonlearning.com)

Talented, highly motivated educator with over 35 years of experience in developing student literacy skills and nurturing school environments with a focus on increasing student achievement and a culture of high expectations for all.

### **Professional Experience**

**DOA/ VPES Restart Specialist, EdisonLearning**, 2010 to present

Richmond Alliance (*Richmond, Virginia*)

*Duties and Responsibilities include:*

- *Collaboratively working with school administration to manage Edison's primary focus on student achievement*
- *Formalizing and executing customized professional development for administrators, leadership team and teachers aimed at increasing student achievement*
- *Support and monitor the school's instructional program by conducting joint walkthroughs and feedback conferences with school leaders*
- *Support administration with capacity building of all stakeholders within the building*
- *Support administration with the establishment of a school wide culture of high achievement and expectations*
- *Monitor student data and assist administration with the implementation of solution-finding strategies aimed at increasing student performance*

**Principal, Central Elementary School**, 2008- 2010

**Principal, A. L. Stanback Middle School** 2004-2008

*Orange County Schools (Hillsborough, NC)*

**Principal, Hawfields Middle School**, 2000-2004

*Alamance-Burlington Schools (Burlington, NC)*

**Principal, Camden Middle School**, 1998-2000

*Camden County Schools, (Camden, NC)*

**K-12 Instructional Supervisor**, 1997-1998

*Edenton-Chowan Schools, (Edenton, NC)*

**Director, Exceptional Children/Support Services**, 1996-1998

*Franklin City Schools (Franklin, VA)*

**NC Department of Instruction Consultant, Literacy and Leadership**, 1993-1996

Northeast Regional Center

North Carolina Department of Instruction, (Williamston, NC)

**Assistant Superintendent for Instruction**, 1989-1993

**Personnel Director**, 1988-1989

**Principal, Moyock Elementary School**, 1986-1988

**Director of Programs for Exceptional Children/ Federal Programs**, 1981-1985

**Reading Specialist, 1975-1978**  
*Currituck County Schools (Currituck, NC)*

**Title I Reading Teacher/ Evaluator, 1978-1981**  
*Perquimans County Schools (Hertford, NC)*

### **Other Related Work Experiences**

**Part-time Literacy Trainer/ Facilitator, 1994-1996**  
*Richard C. Owens Publishing Company (Katonah, NY)*

### **Accomplishments**

Alamance- Burlington Principal of the Year – Regional Finalist  
Orange County Finalist for Principal of the Year

### **Education**

Early Childhood Leadership Program  
*University of North Carolina (Chapel Hill, NC)*  
Education Administration Certification, 1981  
Master of Arts in Elementary Education, 1975  
*East Carolina University (Greenville, NC)*

### **North Carolina License and Certification**

Principal (Grades K-12), Curriculum Instructional Specialist  
Exceptional Children Program Administrator (K-12)  
Elementary Education (Grades K-6), Intermediate (Grades 4-6), Reading (Grades K-12)  
Middle Grades Language Arts (6-9), Behavioral/ Emotional Handicapped (K-12)  
Middle Grades Physical Education (6-9)

### **Recent Training and Professional Growth**

Professional Learning Communities – Certified Facilitator (Rick and Becky Dufour, Erkens and Martin)  
EdisonLearning 5 Strand Design Modules -Training

- Leadership  
Member of Regional Leadership Strand Team
- Pedagogy and Curriculum
- Assessment for Learning
- Learning Environment
- Student and Family Support

Collaborative Quality Analysis Training (EdisonLearning)  
➤ Served on Collaborative Quality Analysis and Diagnostic Teams

Facilitative Leadership Train the Trainer  
Framework for Teaching and Learning (EdisonLearning)  
EdisonLearning Focus on Literacy Training  
Nine-High Yield Strategies (Mc-Rel)  
EdisonLearning ELDA (2010-2013)  
EdisonLearning EDOP (2011-2013)  
Whole to Part Intervention  
Formative and Common Assessments (Solution Tree)

### **Recent Presentations**

Co-Presenter EdisonLearning ELDA Summer Conference 2012  
Topic: “Developing Your Emotional Intelligence and Managing Conflict”

## Co-Presenter Leadership Cohort on Distributive Leadership 2012 and 2013

I have also conducted recent professional development on the following topics:

- Writing Process
- Increasing Student Engagement
- Reading and Writing Strategies
- Effective /Classroom Management Strategies
- Distributive Leadership
- Teams and Teaming
- Vocabulary Strategies
- Metacognitive Modeling
- “Building an Alliance That Creates and Sustains A Culture of High Achievement”
- “Creating a Rigorous Classroom Environment through Clear Learning Environment Expectations”
- “Managing Change by Using Data to Inform Instructional Decisions”
- “Tools to Increase Rigor and Student Engagement”
- “Classroom Walkthrough “Look-fors” – Identifying Effective Instruction”
- Skill vs. Will: Improving Teacher Development and Student Achievement
- Using Language Strategies: Speaking with Learners

References Available Upon Request

# Kalota Stewart-Gurley

768 Windomere Avenue #A Richmond, VA 23227 Telephone: 804-479-5177 E-Mail Address: kalota.stewart-gurley@edisonlearning.com

## PERSONAL PROFILE AND SUMMARY OF QUALIFICATIONS STATEMENT

**A.B.D. of Ph.D. in Applied Mathematics with extensive teaching experience in mathematics and statistics** has equipped me with the ability to develop new insights into situations; question conventional approaches; encourage new ideas and innovations; and design and implement new or cutting edge programs/processes; as well as:

- Understand and keep up-to-date on local, national, and international policies and trends that affect the company and shape stakeholders' views;
- Aware of the company's impact on the external environment.
- Open to change and new information; and rapidly adapt to new information, changing conditions, or unexpected obstacles.
- Deal effectively with pressure and remain optimistic, vigilant and persistent under adversity.
- Recover quickly from setbacks.
- Able to quickly formulate objectives and prioritize work.
- Capitalize on opportunities and only take calculated risks.
- Take a long-term view and build a shared vision with others; and act as a catalyst for positive organizational change.
- Team oriented and influence others to translate vision into constructive action.
- Encourage creative tension and differences of opinions to bolster productivity.
- Anticipate and take steps to prevent counter-productive confrontations.
- Manage and resolve conflicts and disagreements in a constructive manner.
- Able to foster an inclusive workplace where diversity and individual differences are valued and leveraged to achieve the vision and mission of the company.
- Develop the ability of others to perform and contribute to the organization by providing ongoing feedback and by providing opportunities to learn through formal and informal methods.
- Inspire and foster team commitment, spirit, pride, and trust.
- Facilitate cooperation and motivate team members to accomplish group goals.
- Hold myself and others accountable for measurable high-quality, timely, and cost-effective results.
- Determine objectives, set priorities, and delegate work.
- Accept responsibility for my own mistakes and strive to never repeat preventable errors.
- Comply with established control systems and rules.
- Anticipate and meet the needs of both internal and external customers.
- Deliver high-quality products and services; and am committed to continuous self improvement.
- Make well-informed, effective, and timely decisions.
- Perceive the impact and implications of my decisions and think before reacting.
- Confident in my abilities to position the company for future success if accepted for this position; and help promote the mission of the company by developing or improving products or services.
- Identify and analyze problems; weigh relevance and accuracy of information; generate and evaluate alternative solutions; and make sound recommendations.
- Understand budgets and financial processes.
- Able to prepare, justify, and administer program budgets.
- Able to oversee procurement and contracting to achieve desired results.
- Monitor expenditures and use cost-benefit thinking to set priorities.
- Able to build and manage a workforce based on organizational goals, budget considerations, and staffing needs.
- Ensure that employees are appropriately recruited, selected, appraised, and rewarded; and take action to address performance problems of others.
- Possess the ability to manage a multi-sector workforce and a variety of work situations.
- Keep up-to-date on technological developments. I make effective use of technology to achieve results.

- Ensure access to and security of technology systems.
- Able to utilize a variety of networks. I possess the ability to build strategic relationships and achieve common goals for the mutual benefit of others.
- Able to identify the internal and external politics that impact the work of the company without overstepping boundaries.
- Perceive organizational and political reality and act accordingly.
- Persuade others; build consensus through give and take; and gain cooperation from others through fairness in actions to obtain information and ultimately accomplish the mission, vision and values of the company.

#### **CORE SKILLS:**

- Able to lead the design of statistical surveys or statistical data collection systems
- Skilled in analyzing the accuracy and validity of statistical data
- Competency in determining whether processes and operations are appropriate
- Proficiency in recommending improvements to the collection and analysis of statistical data
- Experienced in preparing and disseminating technical documentation of work

#### **STRENGTHS:**

- Leader, trainer, and team builder **with extensive operational and administration experience**, as well as, **outstanding management, analytical and technical acumen**
- Committed to fostering a **cohesive and productive** workplace environment
- **Excellent** interpersonal relations/oral and written communication skills
- Versatility, adaptability, and willingness to **tackle new responsibilities and multiple tasks; self-starter**, assertive, **positive “can do” attitude**, and **team player**
- Personally committed to the **highest ethical standards**
- Proven history of achieving the highest levels of **performance and productivity**
- **Expert** ability to perform work related to developing and maintaining relationships with stakeholders in various levels of government, private industry, and federal, state, and local agencies/organizations
- Demonstrated ability to prioritize workloads and meet goals and deadlines
- **Expert** ability to **mentor** new employees
- **Expert** ability to submit all required reports in a timely manner in an environment of frequent change and unexpected events
- **Expert** ability to **develop and deliver training**
- **Team player** with impeccable personal and professional integrity
- **Resilient**, Strong **enterprising spirit and character**, **Innovative** thinker, **Resourceful**
- **Expert** ability to provide technical direction and guidance to assigned team members

### **PROFESSIONAL WORK EXPERIENCE**

*Mar2013-Present* **EdisonLearning, Inc.** Richmond, Virginia

#### **Director of Achievement – Mathematics Curriculum (Mathematics Specialist)**

- Assist schools with their understanding of student achievement goals consistent with EdisonLearning’s expectations and available baseline and historical testing data
- Analyze all assessment data with the regional team in order to create individual student and/or teacher intervention plans
- Assist schools with planning and preparing for appropriate, effective and timely administration of standardized tests
- Assist schools with identifying, planning and undertaking appropriate” next steps teaching” for groups of students as indicated by the assessment process
- Assist schools with their understanding and effective implementation of effective Pedagogical approaches consistent with EdisonLearning’s expectations and milestones.
- Develop and monitor a school site support plan in coordination with the regional Director of Achievement-Leadership
- Work with the regional team members in planning for all schools’ success.
- Be familiar with the program area standards and the materials that are core to instruction in the contracted schools

- Assist teachers to differentiate instruction and support services in order to meet individual student needs
- Conduct site support visits in conjunction with members of the team
- Observe instruction in order to assess program implementation and future professional development needs
- Model effective instruction for staff during site support visits
- Monitoring the implementation of the Student Achievement Plan and EdisonLearning's Benchmarks
- Analyze monthly benchmark results in math in order to evaluate students' progress and set instructional goals and coaching needs with each school's staff
- Embed norm-referenced and criterion-referenced test expectations and formats into regular daily instruction and periodic assessment
- Provide ongoing professional development that supports all elements of the Student Achievement Plan
- Deliver all or part of the curriculum area professional development modules during summer and fall professional development conferences
- Conduct in-service training as needed as part of the program support visit
- Work with the Education department to develop and revise professional development training modules for math
- Collaborate with team members located across multiple geographies and organizational levels
- Anticipate and creatively addresses obstacles to achievement of goals
- Identify and gain the support of key people by understanding and addressing their needs and concerns; builds strong working relationships; shares information and seeks input of others where appropriate
- Creates opportunities to bring teams and/or cross-functional teams together to collaborate on Edison initiatives

*Aug 2006- Mar2013* **Richmond Public Schools** Richmond, Virginia

**Honors Algebra II, Algebra II, Algebra I, Trigonometry & Math Analysis (Pre- Calculus) Teacher**

- Create an open and interactive learning environment for all students
- Design curriculum to prepare students for college while adhering to state objectives
- Disaggregate and interpret data for the school test coordinator
- Meet with parents and students to plan individual strategies for student achievement
- Sponsor for Mu Alpha Theta, National Technical Honor Society, and Freshman Class, Sophomore Class, Junior Class, and Senior Class
- Provide fair and consistent discipline in accordance with the school policy
- Know and effectively communicate the Richmond City Public Schools ("RCPS") philosophy and mission.
- Plan and implement a program of study that meets the individual needs, interests and abilities of students.
- Create a classroom environment that is conducive to learning and appropriate to the developmental level of the students.
- Prepare for classes assigned and show written evidence of preparation in accordance with RCPS, state and federal guidelines.
- Guide the learning process towards the achievement of curriculum goals and within the content of these goals, establishes clear objectives for all lessons, units, and projects with the ability to communicate these objectives effectively to students.
- Establish high expectations for academic success and classroom behavior.
- Employ a variety of instructional techniques and instructional media to meet the needs and capabilities of the student or students involved.
- Identify special needs and seek the assistance of RCPS specialists.
- Assess the accomplishments of students on a regular basis and provides progress reports to supervisors and parents.
- Maintain accurate and complete records as required by law and RCPS policy.
- Assist in designing, upholding and enforcing school rules, administrative regulations and School Board Policy.
- Actively participate in faculty and/or department meetings.
- Strive to maintain and improve professional competence.
- Exert leadership in working with school and RCPS staff.
- Assist in the selection of books, equipment and other instructional materials.
- Accept a share of responsibility for extra-curricular activities.
- Establish and maintain open lines of communication with students and their parents.

- Provide professional growth through an ongoing program of reading, workshops, seminars, conferences and/or advanced course work at institutions of higher learning.
- Assist in the preparation of data for local, state and federal reports.
- Assist in the collection of data for providing appropriate intervention.
- Participate in faculty committee meetings; chaperoning, counseling and other similar responsibilities that are part of the school's service in loco parentis; and, exercise discretionary authority over day-to-day teaching function in the secondary school Math curricula.
- Perform other related duties as assigned.

*Aug 2009- Mar2013 Virginia Union University Richmond, Virginia*

**Adjunct / Assistant Professor of Mathematics**

- Developed and delivered curriculum in undergraduate course such as College Algebra, Intro to Statistics, Business Decisions, and Linear Algebra
- Assisted students with any mathematical problems that may arise
- Maintained a positive and encouraging work environment
- Organized and maintained tutorial sessions and office hours to meet with students
- Assisted students with various computer related concerns
- Know and effectively communicate the Virginia Union University ("VUU") philosophy and mission.
- Plan and implement a program of study that meets the individual needs, interests and abilities of students.
- Create a classroom environment that is conducive to learning and appropriate to the developmental level of the students.
- Prepare for classes assigned and show written evidence of preparation in accordance with VUU guidelines.
- Guide the learning process towards the achievement of curriculum goals and within the content of these goals, establishes clear objectives for all lessons, units, and projects with the ability to communicate these objectives effectively to students.
- Establish high expectations for academic success and classroom behavior.
- Employ a variety of instructional techniques and instructional media to meet the needs and capabilities of the student or students involved.
- Assess the accomplishments of students on a regular basis and provides progress reports to supervisors and parents.
- Maintain accurate and complete records as required by law and VUU policy.
- Actively participate in faculty and/or department meetings.
- Strive to maintain and improve professional competence.
- Exert leadership in working with school and VUU staff.
- Establish and maintain open lines of communication with students.
- Assist in the preparation of data for reports.
- Assist in the collection of data for providing appropriate intervention.
- Perform other related duties as assigned.

*Summer 2009 & 2010 MSI: Richmond - University of Richmond Richmond, Virginia*

**(Annual Position) Advanced Mathematics Instructor**

- Developed and delivered curriculum to prepare students for Algebra I and Algebra II summer courses
- Encouraged students to become active participants in the educational and decision making process
- Sparked students interest in mathematics through interactive discussions and projects
- Attended staff meetings to discuss and promote student success and teamwork
- Know and effectively communicate the Math and Science Innovations: Richmond ("MSI") philosophy and mission.
- Plan and implement a program of study that meets the individual needs, interests and abilities of students.
- Create a classroom environment that is conducive to learning and appropriate to the developmental level of the students.
- Prepare for classes assigned and show written evidence of preparation in accordance with MSI guidelines.

- Guide the learning process towards the achievement of curriculum goals and within the content of these goals, establishes clear objectives for all lessons, units, and projects with the ability to communicate these objectives effectively to students.
- Establish high expectations for academic success and classroom behavior.
- Employ a variety of instructional techniques and instructional media to meet the needs and capabilities of the student or students involved.
- Identify special needs and seek the assistance of MSI Director.
- Assess the accomplishments of students on a regular basis and provides progress reports to supervisors and parents.
- Maintain accurate and complete records as required by law and MSI policy.
- Assist in designing, upholding and enforcing school rules, administrative regulations and school policy.
- Actively participate in faculty and/or department meetings.
- Strive to maintain and improve professional competence.
- Exert leadership in working with school and MSI staff.
- Assist in the selection of equipment and other instructional materials.
- Accept a share of responsibility for extra-curricular activities.
- Establish and maintain open lines of communication with students and their parents.
- Assist in the preparation of data for reports.
- Assist in the collection of data for providing appropriate intervention.
- Participate in faculty committee meetings; chaperoning, counseling and other similar responsibilities that are part of the school's service *in loco parentis*; and, exercise discretionary authority over day-to-day teaching function in all curricula.
- Perform other related duties as assigned.

*Sept 2005 – May 2006* **Landstul Christian Academy** Landstul, Germany

### **Third Grade/High School Teacher**

- Prepared and administered lesson plans for all levels
- Designed curricula and assigned work geared toward each student's ability
- Interacted with parents, teachers and administrators, establishing open oral & written communication
- Introduced stimulating educational games and activities to supplement traditional textbooks
- Successfully initiated classroom management plans that promoted a Christ-centered approach, individual responsibility, working cooperatively and positive reinforcement
- Know and effectively communicate the Landstul Christian Academy ("LCA") philosophy and mission.
- Plan and implement a program of study that meets the individual needs, interests and abilities of students.
- Create a classroom environment that is conducive to learning and appropriate to the developmental level of the students.
- Prepare for classes assigned and show written evidence of preparation in accordance with LCA guidelines.
- Guide the learning process towards the achievement of curriculum goals and within the content of these goals, establishes clear objectives for all lessons, units, and projects with the ability to communicate these objectives effectively to students.
- Establish high expectations for academic success and classroom behavior.
- Employ a variety of instructional techniques and instructional media to meet the needs and capabilities of the student or students involved.
- Identify special needs and seek the assistance of LCA specialists.
- Assess the accomplishments of students on a regular basis and provides progress reports to supervisors and parents.
- Maintain accurate and complete records as required by law and LCA policy.
- Assist in designing, upholding and enforcing school rules, administrative regulations and school policy.
- Actively participate in faculty and/or department meetings.
- Strive to maintain and improve professional competence.
- Exert leadership in working with school and LCA staff.
- Assist in the selection of equipment and other instructional materials.

- Accept a share of responsibility for extra-curricular activities.
- Establish and maintain open lines of communication with students and their parents.
- Assist in the preparation of data for reports.
- Assist in the collection of data for providing appropriate intervention.
- Participate in faculty committee meetings; chaperoning, counseling and other similar responsibilities that are part of the school's service *in loco parentis*; and, exercise discretionary authority over day-to-day teaching function in all curricula.
- Perform other related duties as assigned.

## **COMPUTER INFORMATION TECHNOLOGY SKILLS**

Proficient in use of most major computer systems, information systems, spreadsheet applications, graphic and presentation applications, and word processing applications

## **PROFESSIONAL AFFILIATIONS/ASSOCIATIONS**

- Kappa Mu Epsilon
- Pi Mu Epsilon
- Kappa Delta Pi

## **PROFESSIONAL SKILLS AND TRAINING**

- Analysis of variance
- Probability
- Categorical data analysis
- Estimation
- Experimental design
- Exploratory data analysis
- Generalized linear models
- Hypothesis testing
- Non-parametric statistics
- Quality Control/Assurance
- Regression analysis
- Sampling theory
- Statistical inference
- Time series analysis
- Variance estimation
- Bayesian statistics
- Survey topics
- Data analysis
- Coverage and measurement error
- Methods research (pretest methods, context/mode effects)
- Missing data methodology
- Nonsampling error evaluation
- Questionnaire design
- Survey design
- Expertise in the application of survey sampling techniques, experimental design, time series analysis, regression analysis, linear models, statistical inference, statistical computing, and applied probability
- Teaching the application of using standard statistical methods and analyses found in college textbooks
- Using statistical analysis software to analyze data
- Expertise helping plan surveys
- Highly skilled in developing reports on statistical analysis

## **OTHER RELEVANT PROFESSIONAL DEVELOPMENT TRAINING AND QUALIFICATIONS**

- Ability with training to:

- Develop software applications in a UNIX environment.
- Develop software applications in a VMS (VAX/Alpha) environment.
- Conduct statistical analysis in SAS, SPSS, S-PLUS or SUDAAN.
- Create and modify spreadsheets (1-2-3, Quattro Pro or Excel).
- Develop applications using ARCINFO, ARCVIEW, MAPINGO, ATLAS, or SAS-GIS.
- Develop software applications using C.
- Develop software applications using C++.
- Develop software applications using THE SAS Macro Facility.
- Develop software applications using FORTRAN.
- Develop applications using other programming languages (e.g., Basic, Pascal, Cobol, etc.)
- Develop web-based applications using Perl, CGI, or JAVA.
- Develop applications using Oracle, Sybase DBase, Access, Paradox, Foxpro, Approach, Ingres, Informix, etc.
- Develop applications using rapid application development tools (e.g., Delphi, Oracle Developer 2000, Power Objects, Power Builder, Visual Basic, Visual C++, etc.).
- Develop applications using Oracle PL/SQL
- Sample design and estimation for finite populations
- Design of data collection, processing, and analysis methods
- Applying known statistical inference techniques to real data
- Development of new statistical methods

## KNOWLEDGE/SKILLS/ABILITIES

- Solving difficult statistical problems with little precedent
- Adapting statistical methods from textbooks or professional journals
- Establishing methodology from previous studies on related areas
- Experienced with statistical methodological areas such as developing sample design and allocation studies, establishing survey specifications and methodology, as well as documenting analyses and conclusions in written and oral reports
- Sampling, collecting, computing and analyzing statistical data
- Applying known statistical techniques such as measurement of central tendency, dispersion, skewness, sampling error, simple and multiple correlations, conducting analysis of variance, and conducting tests of significance

## PERSONAL INFORMATION

- Highly self-motivated and work well both independently and collaboratively
- **Expert** ability to plan/organize work
- Expert ability to establish and maintain strong, effective, working relationships with culturally diverse groups and in culturally diverse environments
- Excellent oral and written communications skills
- Positive mental attitude, committed to high work productivity and eager to learn new skill sets
- Ability to work safely, effectively and maintain professionalism and composure under adverse and stressful conditions
- Excellent health and physical condition with ability to work effectively under stressful conditions and in various geographical locales
- Ability to work long hours, weekends, holidays and under undesirable conditions on short notice
- **Expert** ability to communicate, counsel and advise clearly and effectively, both orally and in writing with diplomacy and tact with all levels of staff and individuals
- Extensive demonstrated supervisory, public speaking, and leadership experience
- Strong analytical, negotiation, investigatory, administration, and mediation skills
- Personable, intuitive, inquisitive, diligent, punctual, unselfish, trustworthy, loyal, highly motivated, and committed to high ethical standards and personal integrity in every situation
- Ability to obtain and maintain a Top Secret (TS) clearance

## EDUCATION

- **Ph.D. Applied Mathematics Virginia Polytechnic & State University In Progress**
- **M.S. Applied Mathematics Virginia Polytechnic & State University Summer 2003**
- **M.S. Mathematics Education Virginia State University August 2001**
- **B.S. Mathematics and Computer Science Virginia State University May 2000**

- **Diploma Derby High School Derby, KS May 1996**

➤ **REFERENCES AVAILABLE UPON REQUEST**

# PATRICIA WOOD SMITH

9034 Shari Drive ♦ Richmond, Virginia 23228 ♦ (804) 266-1982 or 804-218-1008 ♦  
beautimage2@aol.com

## QUALIFICATION SUMMARY

Bachelor of Science in Elementary Education, with an endorsement in Secondary Education and a K – Algebra. Certification, accompanied by over 33 years of teaching and managerial experience highlighted by the proven ability to lead and inspire. A lifelong learner committed to creating a safe and nurturing environment, a culture of growth and motivation, student-centered learning led by innovative data practices, an open dialogue between school and community, the implementation of instructional practices, as well as the ability to correlate instruction which includes state and federal specified content. A comprehensive knowledge of curriculum and instructional skills, which include:

Staff Development/Grade Level Teaming /Online Grading/Remediation Practices/ Classroom Management/Individual Educational Plans/Data Analysis/ Technology Infused Lesson Development/ Scheduling/ Budgeting/ SOL Site Coordination/ Colleague Motivation/ Mentorship Programs/ Staffing/ Evaluation & Supervision/ /Lesson Development/ Student Reward Based Systems/ Behavioral Contracts/ Mac & PC Competency /Community Relations/Parent –Teacher - Student Relations

## PROFESSIONAL EXPERIENCE

### **EDISONLEARNING INC.**

**September 2011 - present**

#### **Director of Achievement/Math Specialist**

Alliance Partner with Richmond Public Schools – Math Specialist/Director of Achievement for Armstrong High School, Boushall Middle School, and Thompson Middle School.

Supports student achievement by providing direct support to teachers. Responsibilities include:

- ♦ Assist schools with their understanding of student achievement.
- ♦ Analyze all assessment data with the instructional teams to create individual student and/or teacher intervention plans.
- ♦ Assist the instructional staff with identifying, planning, and undertaking next steps teaching for groups of students as indicated by the assessment process.
- ♦ Work with the regional instructional specialist in planning for the schools' success.
- ♦ Assist the instructional staff to differentiate instruction and support services to meet individual student needs.
- ♦ Model effective instruction during support site visits.
- ♦ Provide ongoing professional development that supports all elements of the student achievement plan.
- ♦ Develop lesson plans and create assessments that mimic the increased rigor and the technology-enhanced items on the Virginia SOL Test.

### **GOOCHLAND COUNTY PUBLIC SCHOOLS**

#### **Goochland Middle School**

#### **Department Chair**

**August 1984– June 2011**

Opened a brand new state of the art facility, with cutting edge technology dedicated to student achievement, as Department Chair. In collaboration with the entire Math Department, I worked to ensure the pacing was on task and correlated with the blueprints issued by the Virginia Department of Education. As a more experienced educator, I served as a mentor for first year teachers for 27 years. As a vital part of the Instructional Leadership Team, I provided real-time data for students, parents, teachers, and the administration for review and planning purposes. Highlights included:

- ♦ Innovative Technology
- ♦ Accredited 6 consecutive years

- ◆ Met AYP in conjunction with SOL testing
- ◆ Analyzed data Analysis for the math department
- ◆ Developed sections of the School Improvement Plan
- ◆ Coordinated all “GMS Math Nights” for students and parents
- ◆ Reviewed team members for Virginia Grade Level Alternative Assessments (VGLA)
- ◆ Revamped Math curriculum yearly as warranted by the state

## **GOOCHLAND COUNTY PUBLIC SCHOOLS**

### **Goochland Middle School**

#### **Teacher of Mathematics – Math 7, 8, Algebra 1 & Geometry**

**August 1984 – June 2011**

Designed and implemented comprehensive lesson plans based on the standards as mandated by the state of Virginia. I worked with fellow educators to close the achievement gap between various sub-groups and the majority. Math scores were consistently the highest in the department, with a pass rate of 95%. Analyzed data was always used to drive instruction. Highlights include:

- ◆ Multiple methodologies used to meet the needs of all learners
- ◆ Current and resourceful blog used to inform parents and support student learning – implemented real life application of concepts.
- ◆ Achieved the highest Math scores in the State (95% pass rate) for the 2008 School Year

### **Kanawha Elementary School**

#### **Teacher**

**August 1977 – June 1984**

Classroom teacher /ESSA Math Support assigned to work with low achievers in the area of Mathematics. Developed grade-level curriculum and led classroom instruction in a self-contained setting, with the responsibility of ensuring student achievement in all content areas. The experience afforded me an opportunity to create learning groups, and showed the importance of interdisciplinary instruction, which has been vital to the above-mentioned state scores.

- ◆ Scheduled groups based on needs /assessments
- ◆ Used Timely and proper pacing
- ◆ Implemented centers for core content subjects for a child-based hands-on curriculum.
- ◆ Fostered a sense of curiosity and a deeper understanding of interdisciplinary subjects through thematic study.
- ◆ Created weekly newsletters to encourage open communication with parents.

## **EDUCATION**

### **VIRGINIA COMMONWEALTH UNIVERSITY**

**August 1972 – May 1976**

Bachelor of Science-Elementary Education

Certification in Mathematics (K – Algebra 1) - Virginia Department of

Education

### **AVERETT UNIVERSITY**

**June 2010 – December**

**2011**

Master of Education – Curriculum and Instruction

## **ACHIEVEMENTS AND HONORS**

- ◆ Lead Teacher- Grade 5 (1980-1982)
- ◆ SCA Sponsor (1995-2006)
- ◆ School Improvement Committee (Mathematics Department)
- ◆ New Teacher Orientation - Mentor
- ◆ Implemented after-school tutoring program for students (1988 - 2011)

- ◆ Student Mentorship
- ◆ Math Department Chairperson (1990-2006, 2008- 2011)
- ◆ Grade 7 Team Leader (2007-2008)
- ◆ Teacher of the Year (2000-2001)
- ◆ Implementation of block scheduling

#### **PROFESSIONAL AFFILIATIONS**

- ◆ National Education Association
- ◆ Virginia Education Association
- ◆ Goochland Education Association
- ◆ National Council of Teachers of Mathematics
- ◆ Delta Kappa Gamma Society-Alpha Epsilon Chapter



# School Development Rubric

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## EdisonLearning School Development Rubric

The EdisonLearning School Development Rubric is designed to provide an objective assessment of school development as it relates to the EdisonLearning Five Strand Design™ and its design standards, the *Features of an Outstanding School*. The rubric is aligned to five overarching design questions:



- *Leadership*: How well is the school set for leading and managing change?
- *Learning Environment*: How well does the school promote and foster environments that support learning and motivation?
- *Pedagogy & Curriculum*: How good are opportunities for learning and developing learners?
- *Assessment for Learning*: How well does the school use assessment, data, and feedback to promote learning?
- *Student & Family Support Systems*: How well does the school use its internal and external resources to meet the spectrum of need for all learners?

### Guidelines for Use

The School Development Rubric is intended to help schools at all levels of performance assess the strengths and limitations of their instructional practices and organizational conditions. For each feature, we have identified a developmental continuum that consists of four levels: Beginning, Developing, Proficient, and Exemplary. In order to make a judgment of the developmental status of a school, multiple sources of evidence should be reviewed and cited to ensure an accurate assessment of the school.

The rubric is *not* intended to be used for evaluation of school staff. Instead, the focus is on analyzing the effectiveness of the school for the purpose of sustained improvement in student achievement. The rubric's key functions are:

1. To evaluate the current level of development against EdisonLearning's Features of an Outstanding School.
2. To provide a view of what it will take to move along that continuum.
3. To serve as an internal/external self-assessment tool that the school's leadership can use to track improvement over time.

The intention of the School Development Rubric is to help schools mark progress towards increasingly improved performance levels within each of the areas explored in order to increase site capacity, and ultimately improve student achievement results

### The Power Features of an Outstanding School

You'll note that there is a subset of Features that are bold faced and preceded by the symbol **(PF)**. In the next section, we offer the rationale for highlighting Power Features of an Outstanding School within the Five Strand Design.

## The Power Features of an Outstanding School

The term “Power Standards” was coined by Dr. Doug Reeves and further developed by Dr. Larry Ainsworth in 2003. Power standards represent the most essential proficiencies or “big ideas” in a set of standards. In keeping with this approach, we have similarly identified the **Power Features of an Outstanding School**. As a means to identify the power features, we assessed for: **endurance**, or long term value associated with the behavior; **leverage**, or the ability to unleash greater potential in other areas of school development; and **readiness**, the requirement that certain conditions be in place before a school can proceed to more advanced levels of performance. The following abridged list represents our **Power Features of an Outstanding School**. In total, they represent a coherent set of features that serve to amplify each other’s potency.

### Leadership

- A. The vision, mission, values, and goals are defined, consistently articulated and clearly reflect a collective focus on student learning and achievement.
- C. Distributed leadership is evident throughout the school with clearly defined roles and responsibilities, effective delegation, efficient solution-planning, independent action-taking and review by school teams.
- F. Intentional communication systems are in place so that all members of the school community can articulate what needs to be done, how it will be accomplished, and their specific role in the implementation process.
- I. The school has a process for continuous improvement based on self-evaluation and ongoing use of data underpinned by change management and student achievement.

### Learning Environment

- B. A school wide community code, explicitly connected to a set of shared values, is intentionally implemented and underpins positive language, attitudes, and behavior within the school.
- D. Learning spaces are conducive to a variety of learning needs and pedagogical approaches. Schools develop inspirational, adaptable and dynamic environments that are student owned and reflect student diversity.
- F. The value placed on learner voice is evident through a range of intentional practices that provide opportunities for students to demonstrate high levels of engagement and motivation, to take ownership of their learning, and to act as change agents.

<b>Pedagogy &amp; Curriculum: How good are opportunities for learning and developing learners?</b>			
<b>B. (PF) All teachers consistently use a structured planning framework to deliver lessons that reflect explicit planning to address students' differing levels, skills and learning styles, while incorporating technology, materials, and activities to create a highly-engaging experience for students.</b>			
<b>Beginning</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
<ul style="list-style-type: none"> <li>• Lesson plans may serve as an outline of the content to be delivered.</li> <li>• Few teachers plan to meet the needs of all learners.</li> <li>• There is very limited evidence of regular lesson planning.</li> </ul>	<ul style="list-style-type: none"> <li>• Some teachers use a common template for lesson planning that has an explicit focus on meeting the needs of all learners.</li> <li>• Some lesson plans connect lesson objectives and activities to learner interests and varied levels.</li> </ul>	<ul style="list-style-type: none"> <li>• Most teachers use a common template for lesson planning that has an explicit focus on meeting the needs of all learners.</li> <li>• Lesson plans connect lesson objectives and activities to learner interests and varied levels.</li> <li>• Lesson plans are aligned to standards and embed higher-order thinking skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Almost all teachers use a structured framework to deliberately plan for engaging lessons that accommodate the differing levels of all students.</li> <li>• The explicit use of technology, materials and other activities results in engaging learning experiences and motivated, enthusiastic students.</li> </ul>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Evidence</b>			

<b>Pedagogy &amp; Curriculum: How good are opportunities for learning and developing learners?</b>			
<b>C. Teachers actively plan for student engagement and independence in learning.</b>			
<b>Beginning</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
<ul style="list-style-type: none"> <li>• There is very limited evidence that teachers plan for student engagement and independence in learning.</li> </ul>	<ul style="list-style-type: none"> <li>• A formal process is in place to ensure teachers plan for student engagement and independence in learning.</li> <li>• In some lessons, there is evidence of these plans having an impact on students' engagement and independence.</li> </ul>	<ul style="list-style-type: none"> <li>• Most teachers actively plan for student engagement and independence in learning.</li> <li>• In most lessons, there is evidence of these plans having an impact on students' engagement and independence.</li> <li>• Most students are assigned appropriate tasks and activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Almost all teachers ensure that all tasks and activities assigned to students are interesting, relevant, at the appropriate challenge level, engaging, and aligned to each student's learning needs.</li> <li>• Almost all students are assigned appropriate and engaging tasks and activities.</li> </ul>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Evidence</b>			



## Sample Curriculum Companion Guide

smaller than  $\frac{1}{2}$  and  $\frac{3}{4}$  as larger than  $\frac{1}{2}$ . As a result, they should realize that the correct order must be  $\frac{1}{8}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$ . If they are asked to order  $\frac{7}{8}$ ,  $\frac{3}{4}$ , and  $\frac{1}{2}$  from least to greatest, they should visualize both  $\frac{7}{8}$  and  $\frac{3}{4}$  as larger than  $\frac{1}{2}$ . As a result, they should realize that  $\frac{1}{2}$  will be least. Then they can compare  $\frac{7}{8}$  and  $\frac{3}{4}$  to arrive at the correct order of  $\frac{1}{2}$ ,  $\frac{3}{4}$ ,  $\frac{7}{8}$ .

### Testing the Skill

1. Which is a pair of equivalent fractions?

- A.  $\frac{1}{3}$  and  $\frac{3}{6}$                       B.  $\frac{1}{3}$  and  $\frac{2}{12}$                       C.  $\frac{2}{3}$  and  $\frac{8}{12}$                       D.  $\frac{2}{3}$  and  $\frac{10}{12}$

2. Which sentence is true?

- A.  $\frac{5}{8} > \frac{1}{2}$                       B.  $\frac{1}{4} > \frac{1}{2}$                       C.  $\frac{7}{8} < \frac{1}{2}$                       D.  $\frac{1}{2} < \frac{2}{4}$

3. Which set of fractions is in order from least to greatest?

- A.  $\frac{2}{3}$     $\frac{5}{6}$     $\frac{7}{12}$                       B.  $\frac{2}{3}$     $\frac{7}{12}$     $\frac{5}{6}$                       C.  $\frac{7}{12}$     $\frac{5}{6}$     $\frac{2}{3}$                       D.  $\frac{7}{12}$     $\frac{2}{3}$     $\frac{5}{6}$

4. Liz gave  $\frac{2}{6}$  of a carrot cake to Justin,  $\frac{1}{3}$  of the cake to Marley, and  $\frac{3}{12}$  of the cake to Caitlyn. Did Justin, Marley, and Caitlin all receive the same amount of cake? Explain your answer.

5. Write a fraction with 12 in the denominator that is greater than  $\frac{2}{3}$ .

### Answer Key

1. C            2. A            3. D            4. No; Explanations will vary. Possible explanation:  $\frac{1}{3} = \frac{2}{6} = \frac{4}{12}$ ; so Justin and Marley received the same amount, but Caitlyn received less.    5. Answers may vary. Possible answers include any fraction with a denominator of 12 and a numerator greater than 8.

# Alliance<sup>®</sup>

Driving Achievement Through Partnership

  
edisonlearning<sup>®</sup>



## Comprehensive School Improvement Solutions

- **Improve** school performance
- **Address** the specific needs of each school
- **Build** a system for effective change management
- **Develop** site capacity for sustained, ongoing improvement

“

Prior to our partnership we just didn't have the vehicle to make changes. It is our partnership with EdisonLearning and the resources that allow for staff development and common standards that deliver a cohesive plan for moving our school forward.

”

Debbie Slauzis, Principal  
Ann T. Lynch Elementary School, Las Vegas, NV



“

**Alliance®** is a true partnership and has had an enormous impact on Scott's Branch Middle School in a single year. The impact has affected not only student behavior but also teacher behavior. The combination of proven tools, strategies, and a team to help implement them has created both achievement results and a culture of achievement.

”

Patricia Middleton, Principal  
Scott's Branch Middle School, Summerton, SC

“

It is a beautiful marriage – a true collaboration. The respect that the EdisonLearning team showed for the faculty, staff, culture, and school forged a strong relationship.

”

Danny Garcia, Principal  
Kohala Elementary School, HI

**Alliance**<sup>®</sup> is a comprehensive K-12 school improvement solution that increases student achievement and builds site capacity for continued success. In an Alliance partnership, EdisonLearning<sup>®</sup> works with schools, districts and states to develop a customized plan for improvement that includes:

- Collaborative needs assessment
- Leadership in change management
- On-site support and professional development
- Dynamic online content

Alliance works side-by-side with staff at underperforming schools and schools making the move from good to great. We work together to define a specific roadmap to success, undertake the learning and tasks required to be successful, and ensure that achievement milestones are met along the way.

## A History of Success

EdisonLearning is a leading international educational solutions provider with nearly 20 years of experience partnering with school districts, governments, organizations, charter authorizers, and boards. EdisonLearning was the first education company to put computers in every home, the first to implement common formative assessments, and is now the first to develop a ground-breaking blended learning model.

Alliance draws on EdisonLearning's extensive experience working in some of the most challenged schools in the United States and abroad. Our programs are:

- Built on solid research and practice
- Implemented with a high degree of fidelity on a large scale
- Proven to positively impact student achievement while serving a diverse student population



# Features of an Outstanding School

EdisonLearning's model for school improvement is based on our Five Strand Design, which provides a framework of excellence to build a custom implementation plan for each school. Supported by a set of core values, the Five Strands provide schools and districts with the language and vision for what success looks like, complete with rubrics and an action plan.

The Five Strands ensure a strong framework for supporting schools in the transition to Common Core State Standards (CCSS). Each strand provides school leaders and teachers with the structure and time to discuss, plan, train, teach, and evaluate CCSS implementation.

## Assessment for Learning

Alliance uses assessment data to inform instruction and promote student ownership of learning. Schools may choose to use eEvaluate™, EdisonLearning's proven assessment program. Strand features also include:



- Data-driven decision-making and action planning
- Student-owned learning
- Proven grading practices
- Proven formative assessment system
- Cross-content numeracy and literacy strategies
- Data dashboards to track student progress
- Self and peer assessment

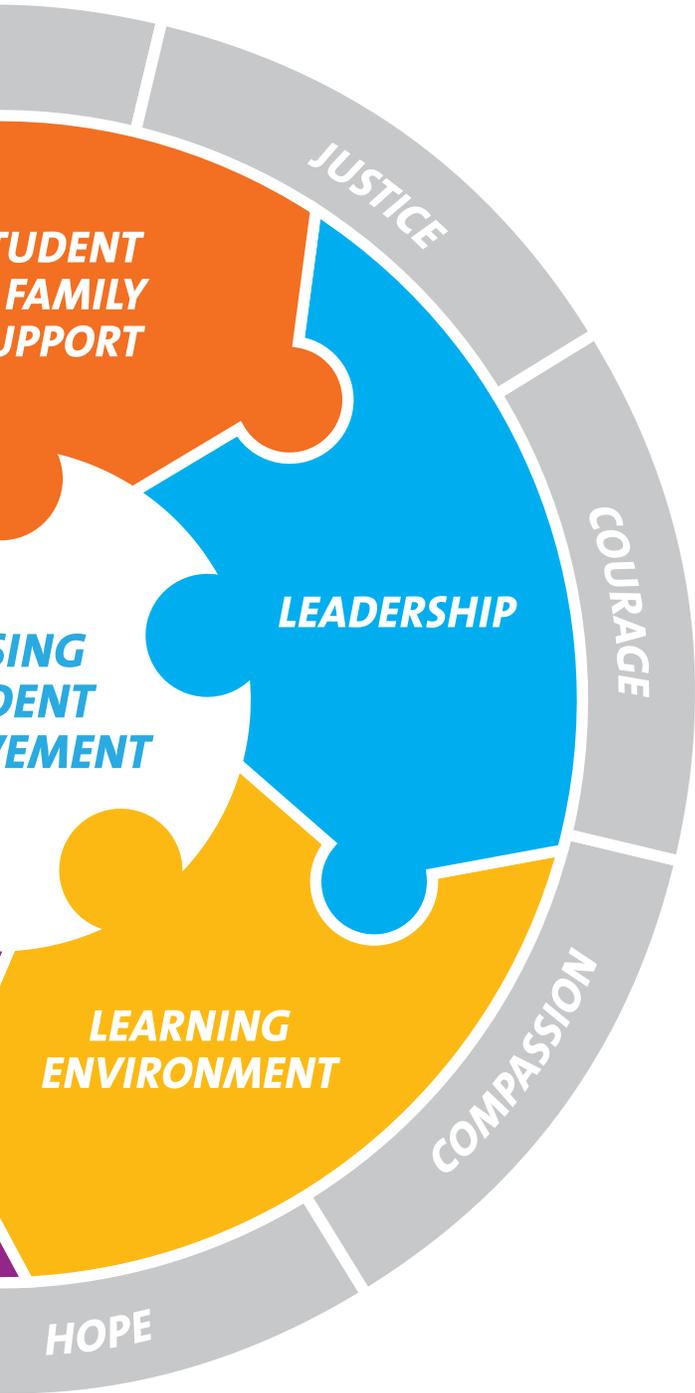
## Pedagogy & Curriculum

Practices that deliver high quality, rigorous instruction promote student engagement, achievement, and success beyond school. Key features include:



- Cross-curricular focus on core learning skills
- Structured lesson planning processes
- Peer coaching protocols
- Framework for learning and teaching
- Job-embedded professional development and coaching
- A holistic approach to student learning
- Blended learning





## Student & Family Support

Schools and districts often need strategies to improve outreach and support to students and families. Alliance strategies include:



- Integrated student support structures
- Specialist mentoring for at-risk learners
- English language learner support
- Parent partnerships
- Responsive intervention
- A co-teaching instructional model for special education students
- Community partnerships

## Leadership

Developing leaders to increase student achievement and organizational capacity requires a systematic approach. We work with schools to implement key elements including:



- Distributive leadership
- Professional learning communities
- Strategic change management and quality assurance processes
- Robust planning protocols informed by self-evaluation
- School staffing and scheduling models
- Transparent accountability
- Shared vision, mission, and goals

## Learning Environment

Alliance helps transform schools into dynamic environments that cultivate and inspire lifelong learning; environments where students, parents and teachers feel safe, supported, and connected to the decision-making process. We make this possible through:



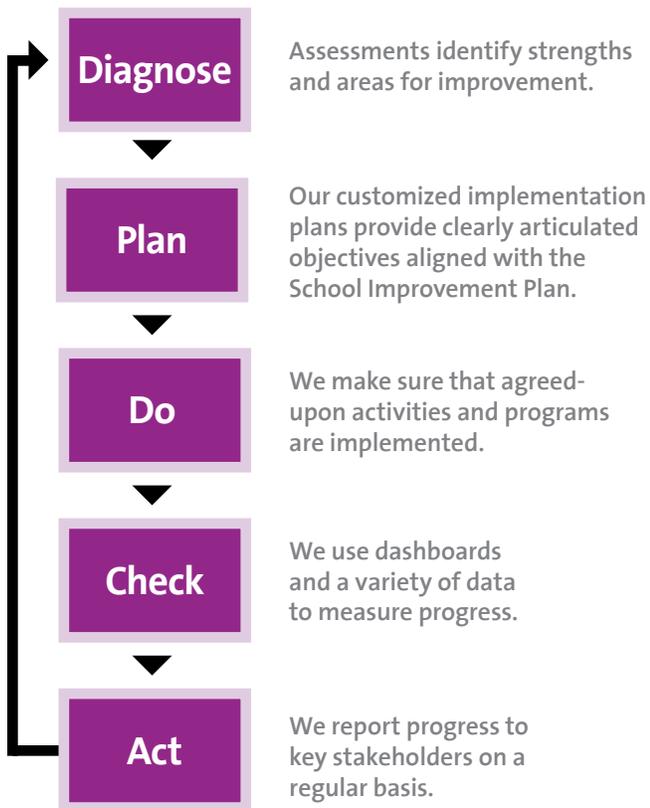
- A culture of high expectations
- Behavior management
- A nurturing physical environment
- Shared and articulated core values and community code
- Mentoring for learning by self-evaluation
- Student-led learning conferences
- Strategies for high student engagement

# Alliance<sup>®</sup> Implementation

## How Schools Become Outstanding

### Proven Process

Over the last 20 years, we've learned to focus improvement efforts on critical areas with the most impact. That's why we've developed a flexible approach to school improvement that is tailored to meet your needs. Our framework for success can be applied to schools needing targeted professional development, and to challenged schools who need a multi-year, comprehensive solution.



“ They focused to such an extent on the data, and what the data shows. When you make those analyses it really directs you to where the problems are, and that way you know what you need to fix. ”

Randall Malachi, Public Information Officer  
Marlboro County, SC

### Supporting Solutions

Alliance gives schools and districts the flexibility to capitalize on what is working, and to implement strategies addressing areas requiring improvement. We provide a range of solutions to enhance existing strategies:

- **Collaborative Quality Analysis** – comprehensive needs assessment determines a school's strengths and opportunities for improvement
- **eEvaluate™** – formative assessments track student progress toward state standards and CCSS, inform instruction, and support school and district-wide decision-making
- **Framework for Learning and Teaching** – a structured approach to improving classroom practice focused on the skills that all teachers need to become exemplary practitioners
- **eSource™** – this web-based interactive platform and knowledge management system supports teachers and administrators

### Professional Development Focus Areas

While every Alliance partnership involves a combination of face-to-face and virtual professional development, schools and districts can choose from a range of targeted professional development packages. Professional development packages include:

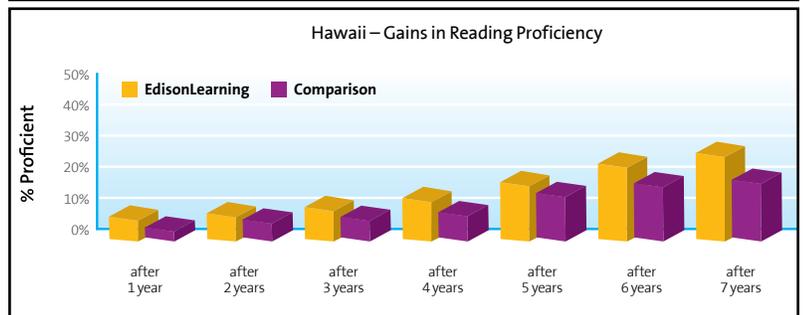
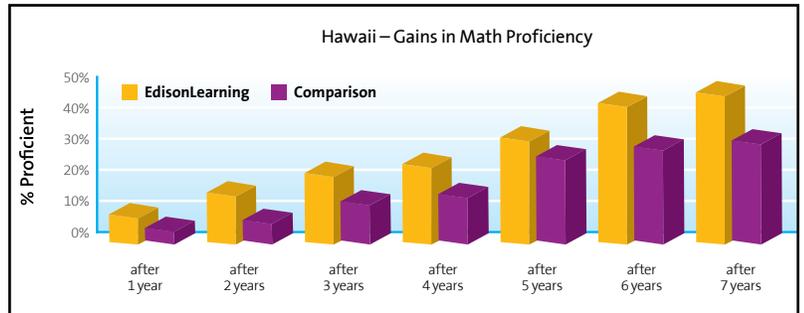
- Setting the Stage for a Culture of Achievement
- Organizing Schools for Operational Excellence through Distributed Leadership
- Change Management for Advancing School Leadership
- Effective Blended Learning
- Implementing the Common Core State Standards

# Alliance® Success Stories

## Sustained Improvement in Hawaii

Through a partnership with the Hawaii Department of Education, EdisonLearning has worked with over 60 of Hawaii's lowest performing schools, serving more than 30,000 students. Since the partnership began in 2007, these schools have seen remarkable gains each year, particularly when compared to non-partnership schools in Hawaii with similar ethnicity and Title I statistics. After seven years:

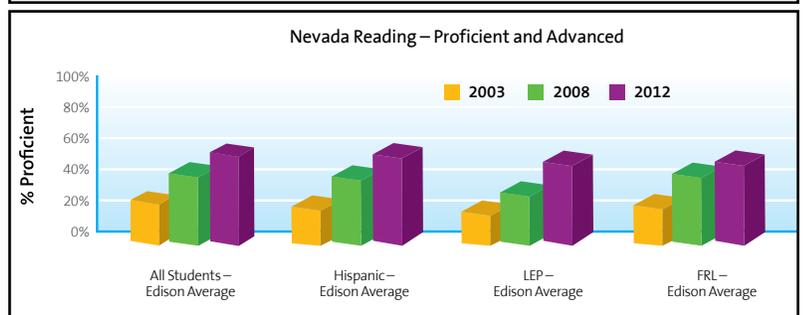
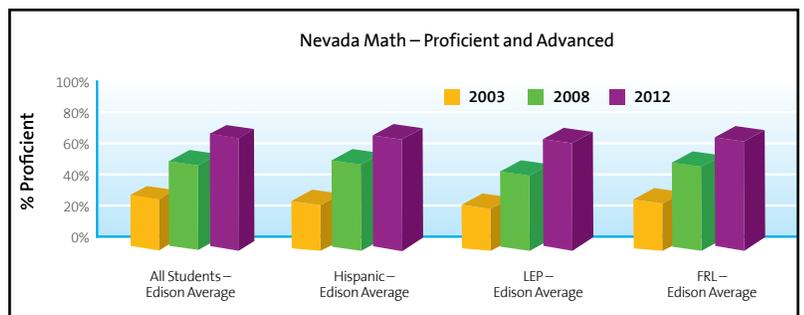
- An additional 48% of students tested proficient in mathematics, 15% more than matched comparison schools.
- An additional 28% of students tested proficient in reading, 8.3% more than matched comparison schools.



## Successful Partnership in Clark County School District

The Clark County School District is the 5th largest school district in the country, serving nearly 300,000 students. In 2001, Superintendent Carlos Garcia sought a breakthrough program that would help the district's lowest performing schools increase student achievement.

EdisonLearning was selected to partner with six of the district's lowest performing schools to help achieve this goal. These schools have a high percentage of students with limited English proficiency and students who qualify for free and reduced lunch. With the support of EdisonLearning, these schools have continued to improve student achievement year after year.



## Learn More

For more information, email us at [information@edisonlearning.com](mailto:information@edisonlearning.com), call 855-878-7158 or visit [www.edisonlearning.com/alliance](http://www.edisonlearning.com/alliance).

*Working together for student success™*

**EdisonLearning, Inc.**

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