



MOSAICA TURNAROUND PARTNERS

For

**COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION**

REQUEST FOR PROPOSAL (RFP) - DOE-LASTP-2013-04

TO THE ATTENTION OF: Ann Sells

FROM: John Q. Porter

President, Mosaica Turnaround
Partners

3400 Peachtree Road, Suite 550
Atlanta, GA 30326

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SUBMITTED: August 15, 2013

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1. COVER PAGE & SIGNED ADDENDA

COMMONWEALTH OF VIRGINIA DEPARTMENT OF EDUCATION REQUEST FOR PROPOSAL (RFP)

Issue Date: June 14, 2013 RFP# DOE-LASTP-2013-04
Title: Low Achieving Schools Turnaround Partners
Commodity Code: 92471 - School Operation and Management Services
Issuing Agency: Commonwealth of Virginia
Department of Education
101 North 14th Street, 21st Floor Richmond, Virginia 23219
Using Entity And Location: Virginia Public School Divisions and Other State or Local Public
Educational Bodies Requiring Such Services
Initial Period of Contract: October 1, 2013 - September 30, 2016 (Renewable)

Sealed proposals will be received in the Procurement Office until 2 p.m., August 15, 2013 for furnishing the services as described herein. No proposal shall be accepted after this deadline unless the due date has been previously changed by an Addendum.

All inquiries, questions, and requests for information should be directed via e-mail to ann.sells@doe.virginia.gov or by phone at 804-225-2067.

PROPOSALS MUST BE DELIVERED TO THE JAMES MONROE BUILDING, 101 N. 14TH STREET, RICHMOND, VA, 23219, 21ST FLOOR, PROCUREMENT OFFICE, TO THE ATTENTION OF ANN SELLS (See Section IX, 3. Identification of Proposal Envelope.) This is NOT a mailing address. It is recommended that proposals be hand delivered.

In compliance with this Request For Proposals (RFP) and all conditions imposed in this RFP, the undersigned firm hereby offers and agrees to furnish all goods and services in accordance with the attached signed proposal or as mutually agreed upon by subsequent negotiation, and the undersigned firm hereby certifies that all information provided below and in any schedule attached hereto is true, correct, and complete.

Name and Address of Firm:

Mosaica Turnaround Partners
3400 Peachtree Road, Suite 550

Atlanta, GA Zip Code: **30326**

Date: **August 15, 2013**

By: _____
(Signature in Ink)

Name: _____
(Please Print)

eVA Vendor ID or DUNS #: **DUNS #04-814-2983**

Fax Number: **(404) 841-3988**

Title: **President, Mosaica Turnaround Partners**

E-mail Address: **partner@educationturnarounds.com** Telephone Number: **(404) 841-2305 ext. 4010**

PREPROPOSAL CONFERENCE: An optional pre-proposal conference will be held on, July 09, 2013, at 10:00 a.m. in the Jefferson B Conference Room on the 22nd floor of the Monroe Building, 101 North 14th Street, Richmond, Virginia 23219. (Reference: Section VII herein.) If special ADA accommodations are needed, please contact Ann Sells via email: ann.sells@doe.virginia.gov or by telephone at 804-225-2067.

Note: This public body does not discriminate against faith-based organizations in accordance with the Code of Virginia, § 2.2-4343.1 or against a bidder or offeror because of race, religion, color, sex, national origin, age, disability, or any other basis prohibited by state law relating to discrimination in employment.



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,
[Signature]
Ann Sells, CPFB, VCO
Associate Director of Procurement
804-225-2067

Name of Firm

Signature /Title

Date

Addendum No. 1 to RFP #DOE-LASTP-2013-04, Page 1 of 1



COMMONWEALTH of VIRGINIA

DEPARTMENT OF EDUCATION

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

August 12, 2013

ADDENDUM NO. 2 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 RFP Table of Contents (page 2) XII, Attachments - Attachment D –“Small Business Participation Form” is hereby deleted from the Table of Contents.
2. Reference RFP Section IV, B, 7, Specific Proposal Instructions (page 8 and 9), - Paragraph #7 is deleted in its entirety.
3. Reference RFP Section V. A. Evaluation Criteria (page 9) – Delete item #7 Criteria “Small Business Subcontracting Plan” from both tables, “LTP Excluding Mangement” Option and “LTP Full Management” Option.
4. Reference RFP Section VI D, Reporting and Delivery Instructions (page 11) – Paragraph D, “Small Business Subcontracting Plan,” is deleted in its entirety.
5. Reference RFP Section IX, Special Terms and Conditions, paragraph #7 (page 20) – Paragraph #7, “Small Business Subcontracting And Evidence of Compliance” is deleted in its entirety.
6. Reference RFP Attachment D, Small Business Subcontracting Plan (page 28) – Delete Attachment D, “Small Business Subcontracting Plan,” in its entirety.
7. Reference RFT Section IX, Special Terms and Conditions (page 18) – Add the following Special Terms and Conditions as #12 and #13:

Addendum No. 2 to RFP #DOE-LASTP-2013-04, Page 1 of 2

12. **OWNERSHIP OF INTELLECTUAL PROPERTY:** All copyright and patent rights to all papers, reports, forms, materials, creations, or inventions created or developed in the performance of this contract ("the Intellectual Property") shall become the sole property of the Virginia Department of Education. The contractor hereby assigns to the Commonwealth exclusively all right, title, and interest in and to all rights in the Intellectual Property that the contractor may have or obtain, without further consideration, free from any claim, lien for balance due, or rights of retention thereto on the part of the contractor. The parties do not intend for and the contractor shall not be deemed to be a joint author or inventor of the Intellectual Property. Upon request, the contractor shall promptly provide any further acknowledgment or assignment in a tangible form satisfactory to the Virginia Department of Education to evidence the Virginia Department of Education's sole ownership of the Intellectual Property.
13. **SUBCONTRACTS:** No portion of the work shall be subcontracted without prior written consent of the Virginia Department of Education. In the event that the contractor subcontracts any part of the work specified herein, the contractor shall include the "OWNERSHIP OF INTELLECTUAL PROPERTY" language above in the contract(s) with the subcontractor(s), shall remain fully liable and responsible for the work to be done by its subcontractor(s), and shall assure compliance with all requirements of the contract.

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, CPPB, VCO
Associate Director of Procurement
804-225-2067

Name of Firm

Signature /Title

Date

Addendum No. 2 to RFP #DOE-LASTP-2013-04, Page 2 of 2

2. LTP OPTIONS AND SCHOOL LEVELS

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: Mosaica Turnaround Partners

	Elementary School – high grade 5	Middle School – high grade 8	High School – high grade 12
"LTP Excluding Management" Option	X	X	X
"LTP Full Management" Option	X	X	X

3. PROPOSAL SUMMARY

A written summary statement for the option(s) proposed to include: Experience in providing the same or similar services contemplated herein. Verifiable data (names of schools, addresses, dates, etc.) that demonstrates the offeror's past effectiveness in increasing student academic achievement. Names, qualifications and experience of key staff that would be assigned to a project, including an explanation of how additional resources, if needed, would be identified and retained.

Mosaica Turnaround Partners (MTP), a division of Mosaica Education, Inc., provides comprehensive educational services to support the turnaround, transformation, and restart of low-achieving schools. The company's overarching objective is to provide outstanding education to schools and students who are struggling. Our programs feature exceptional support and implementation of standards-aligned curriculum, and high-quality formative and summative assessments designed to ensure high standards for college and career readiness. We introduce effective research-based, data-focused instructional improvement systems designed to actively support student, family and community engagement and student achievement. We also include intensive professional development, mentoring, and coaching designed to ensure leadership excellence and ultimate program sustainability at each school we serve.

Experience in providing the same or similar services contemplated herein.

Mosaica Education ("Mosaica") is uniquely positioned to act as a Lead Turnaround Partner Provider (LTP) for the state of Virginia's Low Achieving Schools Turnaround Project. As a pioneer in educational reform, Mosaica has a wealth of hands-on experience in generating significant academic improvement in developing, managing, and turning around schools, in the capacity of providing full management for low-achieving schools and in providing LTP-excluding-management services.

- **Full-Management:** Mosaica Turnaround Partners is managing the turnaround of the Birney Preparatory Academy in Philadelphia and four schools (high school, middle school, elementary and K-2) in Michigan's Muskegon Heights District.
- **LTP Excluding Management:** Several large schools and districts have contracted with MTP to supply teams of Executive Coaches to guide their school leaders in instituting substantial sustainable improvements in school academic and operational performance. These include 20 Detroit Public Schools including Western International High (MI), the North Division High School (Milwaukee, WI), Westwood Community Schools (MI), Central High in the Governor's Education Academic Authority of Michigan, Inkster Public Schools (MI), Youngstown City Schools (OH), and two Prince Georges Plaza Schools (MD).

Verifiable data (names of schools, addresses, dates, etc.) that demonstrates the offeror's past effectiveness in increasing student academic achievement.

Following are specific examples of MTP's success in improving academic achievement at low-performing schools:

1. Birney Preparatory Academy, Philadelphia, PA: In 2011, we were given the opportunity to restart Birney Preparatory Academy. Through our efforts we have taken a school once avoided in the neighborhood and turned it into a school of choice with a waiting list. To achieve this, MTP:
 - Hired strong and experienced administrator as well as highly qualified teachers.
 - Put in a place disciplinary policy in partnership with the SAC that has dramatically improved the climate in the school.
 - Engaged the community and established a strong PTO.
 - Implemented a school-wide professional development plan as a whole as well as Individualized Professional Development Plans for teachers.

2. Central Collegiate Academy, Detroit, MI. Through programs designed to keep more students engaged and on track, we ensure that students are demonstrating mastery in the course content by implementing a range of measurements. These measurements, both quantitative and qualitative, track annual student achievement and enable us to make valuable adjustments to our instructional delivery. These assessments are aligned with our proposed curriculum and goals. Results from a cross-section of measurements are documented in students' Standards Checklists; and, results of standardized testing, including pre- and post-test results, are shared with students and parents during conferences.
 - From 2011 to 2012, MTP increased graduation rates at Central Collegiate Academy from 48% to 65%.

3. North Division High School, Milwaukee, WI. In 2011, MTP was selected by Milwaukee Public Schools to assist in the turnaround of Milwaukee African American Immersion School. The school was closed at the end of 2010-11 due to persistent low performance in reading and mathematics and reopened in fall 2011 as North Division High School, a charter school serving 400+ students in grades 9-12.
 - During our work with North Division we have partnered with Milwaukee Public Schools to assist the school in planning and providing professional development aligned to the vision for the school and needs of the students and staff by providing services for both Leadership Support and Instructional Support.
 - As a result of our efforts, North Division High School:
 - Received an award for improving climate from worst to one of the best in the state
 - Went from the highest suspension rate in turnaround schools to the lowest in the district
 - Had 2nd highest increase in academic performance in the district
 - Went from the lowest to highest attendance rate
 - Our coaches utilize Charlotte Danielson's Framework for Teaching to evaluate teachers, provide coaching, and professional development. The coaches have

worked with the staff to change the overall climate of the school to a climate of learning and education and to involve parents in the success of their child.

4. Detroit Public Schools, Detroit, MI. MTP is currently providing executive coaching and other turnaround services to the principals and staff at the Crocket, Southeastern, Central, and Persian High Schools. Our coaches provide professional development a minimum of two times per week as well as coaching, mentoring, and modeling.
 - Our work has resulted in an upward trend in ACT data over the past year.
 - The coaches also help to change the dynamics of the school. They empower every stakeholder to maximize their support for each student in their journey towards graduation and post-secondary education.
5. Frazier Preparatory Academy, Chicago, IL. In 2007, the Chicago Public Schools partnered with Mosaica to restart Frazier Preparatory Academy, a public contract school. Essentially 100% of Frazier's students are African-American, close to 90% are low-income, and fewer than half entered the school with the ability to score "meet/exceed" on the Illinois Scholastic Achievement Test (ISAT).
 - In 2009-2010, Frazier saw a 13.8% increase in the percentage of students scoring "meet/exceed" on the Illinois Scholastic Achievement Test (ISAT), the second largest percentage increase, or gain, among the all charter and contract elementary schools in Chicago.
 - In 2010-11, Frazier was named to the state Honor Roll Award for significant increases over time.
 - In 2012, Frazier received the Illinois State Board of Education's Academic Improvement Award.

Names, qualifications and experience of key staff that would be assigned to a project, including an explanation of how additional resources, if needed, would be identified and retained.

A core team of MTP turnaround experts will manage the services provided to low-performing Virginia schools. Members of this team have substantial experience in successful school improvement in turnaround situations.

Team members include:

Name	Responsibility	Key Experience
John Q. Porter	Contract Oversight	<ul style="list-style-type: none"> Implemented reform efforts resulting in an increase in the number of students successfully completing Algebra I or a higher level math course by the end of Grade 9 of 5.5% for all students and 12% and 13% for African American and Hispanic students, respectively. Transformed a district with limited focus on technology into a district with a nationally recognized model for use of technology in education to drive data-driven decision making/ improve student performance. Developed district-wide strategic plan. Aligned and established strategic goals, reform initiatives, and milestones for evaluating and monitoring district-wide achievement.
Michael Robinson	Project Manager	<ul style="list-style-type: none"> Successful experience as an Executive Turnaround Coach/Project Manager Held principal, assistant principal and teaching positions in high-needs districts Successful drove double-digit growth in graduation rates
Steve Gibson	Senior Consultant for Leadership Development	<ul style="list-style-type: none"> Extensive school leadership and teaching experience International educational consulting experience Adjunct professor in education at Johns Hopkins Numerous personal awards for excellence including Maryland Principal of the Year, Washington Post Distinguished Educational Leader, Maryland Distinguished Principal Fellow Award Awards won by schools under his management including Maryland School Performance Awards, Maryland and National Blue Ribbon School Awards
Camille Bell	Turnaround Specialist	<ul style="list-style-type: none"> Expert in providing leadership, coaching and mentoring for low-achieving schools Numerous awards for achievement as principal at a high-needs charter school Experience as an academic intervention specialist and as an instructional support specialist for discipline and school climate
Mildred Mason	Senior Turnaround Consultant	<ul style="list-style-type: none"> Extensive experience as a leader in curriculum and instruction including roles as an Assistant Superintendent, Director of Resources and Instructional Support, Director of reading programs for adults and children Experience in programs evaluation Adjunct University Faculty experience in Michigan and Mississippi Experienced K-12 administrator.
Donn Tignanelli	Senior consultant for Staff Development	<ul style="list-style-type: none"> Comprehensive background in elementary and secondary instruction, curriculum development, team building, community relations, and data analysis. Experienced K -12 school administrator. Extensive experience in strategic planning and leadership development.

Resumes for these key personnel are included as Appendix A to this response.

Mosaica Education, of which MTP is a division, has been in the business of operating schools for seventeen years. Organizationally, the company is strategically structured for growth—and specifically structured for growth consistent with its goal of bringing outstanding education to schools and students in need. Mosaica has more than 1,500 professional staff under its employ across the U.S. and overseas. It has a strong, stable executive management team that plays a hands-on role in the strategic planning, oversight and professional development at all the schools we serve. It serves more than 15,000 students today.

Mosaica and MTP have an established recruiting network and process that enables us to rapidly identify quality candidates for leadership and instructional openings at the school we serve.

Our people—subject-matter experts across all aspects of educational design and delivery—are available to provide support in accordance with the needs mutually determined by the school/district and MTP. This can include placing personnel within the school to provide intensive day-to-day mentoring, oversight and modeling of best practices. It can involve making personnel available for consultation and/or delivery of extensive professional development programs. It can also mean providing personnel to provide full-school management and instruction.

We provide outstanding professional development that raises the caliber of performance among existing school leadership and teachers and provides ample foundational preparation for new personnel. Our approach is hands-on, collaborative and designed to “train the trainers” – that is, to prepare school leaders and teachers to perpetuate positive educational reform for years to come.

4. PROPOSAL NARRATIVE

A written narrative explaining offeror's approach to meeting each of the mandatory requirements set out in Section III. STATEMENT OF NEEDS, A.1 through 7 for the option(s) proposed. Offerors should clearly identify each requirement by referencing the corresponding requirement at the beginning of each response and elaborate upon each approach as to its potential effectiveness. Offeror is encouraged to propose and explain additional creative approaches.

Introduction

Mosaica Turnaround Partners (MTP) offers school districts a comprehensive suite of services designed to improve academic achievement in low-performing schools. Our research-based programs are aligned with the readiness model developed by the Mass Insight Education and Research Institute. Our programming is designed to improve teacher and principal effectiveness and to develop each school's capacity for continuous improvement.

MTP's ultimate objective in any turnaround project is to provide outstanding education to schools and students who are struggling. Our programs feature exceptional support and implementation of standards-aligned curriculum, and high quality formative and summative assessments designed to ensure high standards for college and career readiness. We introduce effective research-based, data-focused instructional improvement systems designed to actively support student, family and community engagement and student achievement. We also include intensive professional development, mentoring, and coaching designed to ensure leadership excellence and ultimate program sustainability at each school we serve.

The key to our success is the use of highly qualified personnel with specific, relevant experience in school turnaround engagements. Our team understands the challenges inherent in working with underperforming schools; they are experts in motivating school leaders, teachers, parents, community members and students; they are also seasoned in the art of coaching for sustainability. They begin with a very hands-on approach, modeling best practices; and then evolve to more consultative roles that put local personnel in charge of perpetuating improvements over the long term.

MTP has extensive experience in successfully addressing each of the required items set forth in Section III - Statement of Needs A1-A7. We have helped improve the performance of low-achieving schools by providing both LTP-excluding-management services, and by providing LTP full-management services.

Our model for LTP-excluding-management schools includes elementary, math, literacy and/or executive professional development coaches. MS and HS would have all of these supports, plus a science coach. Based on the size of each school, multiples of some or all positions may be assigned. Other positions may be added on an as needed basis.

Our proposed staffing for the LTP full-management model is outlined in Section 4B1 of this response.

In the pages that follow, we individually address each of A1-A7 from the Statement of Needs.

4A1: PROVIDING STRONG LEADERSHIP

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;

MTP provides leadership professional development including job-embedded mentoring and coaching. We have been engaged in Maryland, Michigan, Ohio, Pennsylvania, and Wisconsin to provide these services, in some cases as standalone leadership development, in others as a part of a full-management turnaround effort. Resulting successes include improved enrollment and graduation rates as well as academic improvement year-over-year.

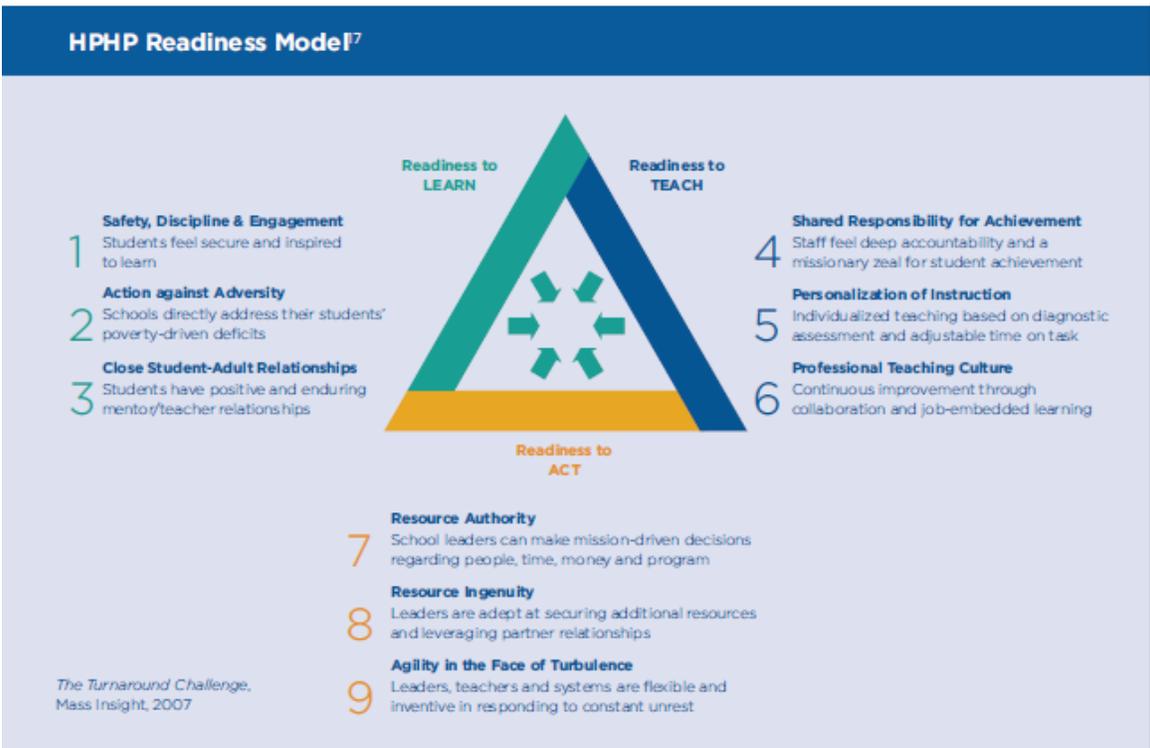
Below we provide an overview of our Leadership Professional Development Model, followed by specific responses to the requirements set forth in this RFP. Elements of the model described below would be applied in Virginia to align with the assignment (full management or without management) and the needs of the particular school(s) and school leader(s).

MTP Leadership Professional Development Model

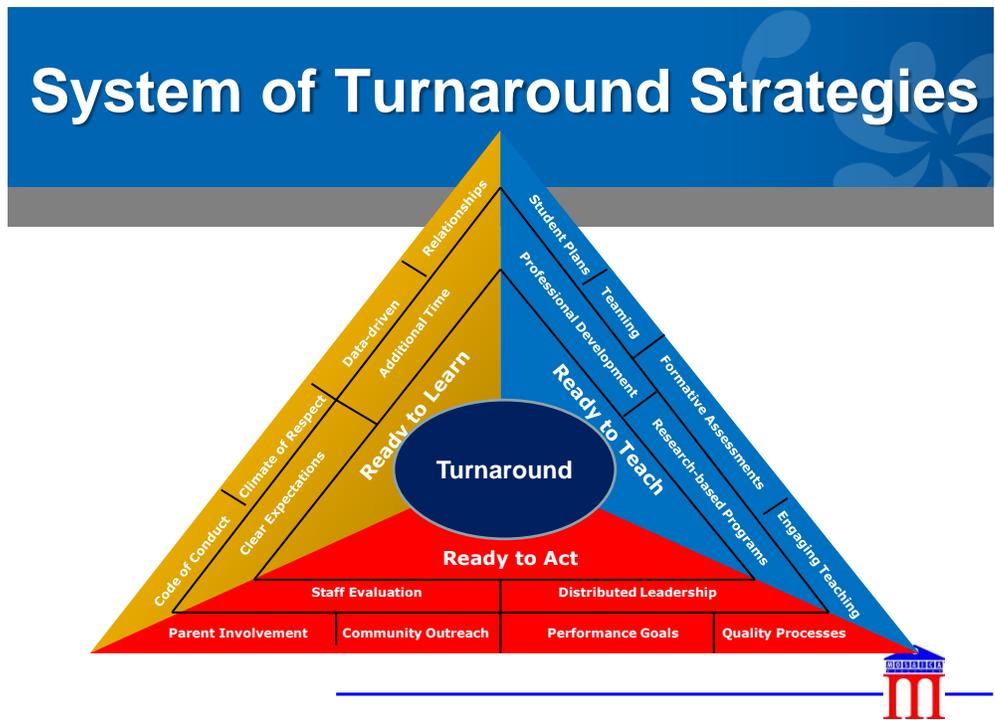
Principals most directly affect student achievement through creation of a school culture focused on learning and characterized by high expectations for all students and recruiting and retaining high quality teachers (Hallinger & Heck, 1998). Papa (2003) concluded that principals “have the potential to importantly shape the environment in which the students learn [as well as influence] the quality of the teaching work force”. A growing body of research further demonstrates that principals impact student achievement through their influence on teacher quality (Copland, 2003; Ervay, 2006; Hanushek, 1971; Miller & Rowan, 2006; Goldring & Rallis, 1993; Leithwood & Montgomery, 1982; Rosenblum, Louis & Rossmiller, 1994; Smylie & Hart, 1999). Principals play a significant role in structuring and supporting the social contexts that support teaching and learning in ways that promote improved student outcomes.

MTP brings together best practices in both student-centered curriculum delivery and turnaround leadership techniques that have proven effective in both business and school environments in a program specifically designed to provide school leaders in high-needs schools with the skills, insights and carefully coached experience they need to improve school environment, academic achievement and overall operations under particularly challenging circumstances. We will use this program to provide necessary supports and professional development for the principals at the Virginia schools we serve.

Our professional development model is founded on Mass Insight’s acclaimed “readiness” model for high-performance-high poverty schools (see diagram below). We began with this model, and translated it into a system of turnaround strategies each leader must address.



MTP System of Turnaround Strategies for School Leaders



These define specific key components necessary to ensure academic effectiveness and operational efficiency – and these key components are incorporated across our comprehensive approach to leadership professional development.

Ready to Learn	Ready to Teach	Ready to Act
Clear Expectations Additional Time Code of Conduct Climate of Respect Individual Student Plans Relationships	Performance Goals Research-based Programs Data-driven Decision-making Teaming Formative Assessments Engaging Teaching	Staff Evaluation Distributed Leadership Parent Involvement Community Outreach Professional Development Quality Processes

Together, these address leadership standards in actionable fashion—enabling school leaders to develop a shared vision for their schools; use monitoring and analysis to drive continuous improvements; manage resources and school operations efficiently and effectively; develop strong ties with parents, community, students and staff; model best practices, and be equipped to influence and lead all school stakeholders in creating a better educational experience for their students.

Our program is built around helping school leaders be more effective today even as they gain skills, knowledge and insights that will help them to be even more effective in the longer term.

We begin by providing a “Needs Assessment” of each principal and the school they serve, working closely with the principal and district personnel to catalogue existing skills and identify key opportunities for growth. Each principal’s professional development program is then customized to meet the needs of that individual and of the school and community they serve through the use of an Individual Professional Development Plan (IPDP).

In all of our professional development programming, MTP takes the following approach to building the capacity of administrators:

1. We ensure that all professional development activities are job-embedded and authentic to each administrator’s situation. For example, principals will use their own data while learning a process for “root cause” analysis; for each leadership strategy principals will discuss their own school situations in peer groups.
2. We provide research-based leadership strategies to stimulate thorough discussion and guide action planning. For example – *Leadership on the Line* by Ronald Heifetz; *Beyond the Bake Sale* by Henderson, Mapp et al., and *Facilitative Leadership* by Interaction Associates.
3. We give administrators practical tools with which they can accomplish the job of instructional leadership. For example – the *Plan-Do-Study-Act* tool for continuous improvement; the SMART tool for goal development; and the *System of Turnaround Strategies* for analyzing school needs.
4. We utilize an Action Plan format which requires administrators to develop action steps for improving their schools. For example – an action plan for cross-curricular programming, for establishing peer mentoring programs for the teachers, for creating a more positive learning environment, for involving parents in their children’s schooling, for building a data dashboard to monitor student achievement – and establishing the processes whereby that

dashboard is used as a tool to help identify areas for concentration in improving curriculum delivery.

Throughout each of these steps, we focus on developing key competencies.

Our specific approach in Virginia will align with the required steps for ensuring strong leadership as set forth in this RFP:

(1) Reviewing the performance of the current principal;

As mentioned above, MTP begins each turnaround project with a Needs Assessment and goal-setting process performed collaboratively with the district and school personnel we will serve. This effort serves two important purposes: it informs project planning with specific local insights on strengths, weaknesses and the priorities that must be adhered to enact rapid and sustainable change; and it engages all stakeholders in the effort, a critical component in the change process.

This comprehensive assessment is conducted both to provide a fresh, objective perspective on school needs and to ensure that all parties – district, community, school leaders, teachers, parents, students and the MTP team - are on the same page when it comes to evaluating and prioritizing needs.

A review of the performance of the current principal is included in this assessment process. We approach this with the intent of understanding strengths and challenge areas. We also focus on the individual's commitment to the school-improvement process and to personal professional development. We look at the context of the current school situation and consider the individual's capacity for growth.

(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;

Our review of the current principal, in collaboration with school stakeholders, will determine whether a change in leadership is needed. This is a recommendation made considering the best interests of the school and community. The rationale will be shared with the state education agency.

The principal can and should have a strong impact on school performance. If a new principal is needed, we can work closely with the state education agency to determine the right fit for the schools to which we are assigned.

We will advertise the position both locally and nationally. Applicants will be initially screened by our HR department, and will then undergo a series of interviews with senior company executives, both administrative and academic, and take an industrial psychology exam to determine whether there is a good fit between the candidate and the position. Leading principal candidates will also meet with the community and parents.

Whether we are recruiting and placing our own leadership personnel in a school or supporting the development of local leaders, we utilize:

- Psychological testing to establish suitability for a high-needs environment and to pinpoint areas of strength and weakness
- Individual Professional Development Plans (IPDPs) that establish a roadmap for improvement
- Detailed rubrics that establish clear expectations for performance

When selecting a principal, we take into consideration the results of the industrial psychology exam and meetings with multiple levels of Mosaica/MTP senior staff, both administrative and instructional. In this way, we are able to establish the candidates' suitability for the position both in general and for the specific school to be served. We match principals with the particular schools they will be overseeing. We identify the principal only when we know the school we have been given and its makeup.

Once a school leader, existing or new, has been settled on, we will proceed to provide intensive supports to accelerate improvements on a school and individual level. Throughout our MTP Leadership Development program we use the following tools for building the capacity of principals and other school administrators. These can be applied in both an LTP-full-management and an LTP-excluding-management engagement:

- Providing research-based leadership strategies for thorough discussion and action planning. For example – *Leadership on the Line* by Ronald Heifetz; *Beyond the Bake Sale* by Henderson, Mapp et al., and *Facilitative Leadership* by Interaction Associates.
- Ensuring that activities are job-embedded and authentic to each administrator's situation. For example, principals will use their own data while learning a process for “root cause” analysis; for each leadership strategy principals will discuss their own school situations in peer groups.
- Giving the administrators tools with which they can accomplish the job of instructional leadership. For example: the *Plan-Do-Study-Act* tool for continuous improvement; the *SMART Goals* tool for goal development; and the *System of Turnaround Strategies* for analyzing school needs.
- Utilizing an action plan format which requires administrators to develop action steps for improving their schools. For example: an action plan for involving parents in their children's schooling; an action plan for building a data dashboard to monitor student achievement; and an action plan for promoting cultural competence among staff members.
- Building a system of self-assessment: a key aspect of school leader and teacher assessment involves establishing and documenting specific objectives in Individual Professional Development Plans (IPDPs). Using these IPDPs for self-assessment helps school leaders grow as learners and become more productively analytical with regards to their areas of strength and needs for improvement. These also lay the groundwork for program sustainability as they require leaders to take greater responsibility for their performance as measured in part by the performance of their schools. We provide extensive hands-on guidance in early self-assessments and will encourage complete leader ownership of the process over time.

MTP can and will share these plans for school and individual improvement with the state education agency—and performance against the goals in the action plans and IPDP will be used to demonstrate the principal’s track record of achievement, leadership ability, and personal growth.

Specific areas for assessment will include effectiveness in:

- Improving student academic achievement and closing persistent achievement gaps
- Serving as an effective instructional leader
- Leading school turnaround efforts
- Using data to monitor, guide, direct and lead school improvement
- Using data to strategically manage human capital and fiscal resources
- Being a skilled communicator and change agent
- Improving school climate and building professional learning communities
- Being a leader in community collaboration

(3) Providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget;

Principals in turnaround situations require operational flexibility to meet the specific daily and ongoing needs of their schools. We recommend and support principals in flexibilities, typically including the following:

- Principal and leadership team set instructional calendar, instructional periods, instructional minutes for core academic content areas.
- Principal is given autonomy to work with leadership to select research-based supplemental curriculum materials to work with struggling students and advanced students.
- Principal establishes Response to Intervention framework to meet the needs of Tier I / Tier II / Tier III students.
- Principal allocates human and instructional resources in accordance with building needs, reviewing current master schedule to determine its effectiveness in maximizing the instructional school day.
- Principal is given authority to set building budget allocations including Title I, Title II, etc.
- Principal can utilize the support of a financial advisor to assist with allocating resources appropriately based on school needs as determined by the data.
- Principal is provided with executive coaching to help build capacity in each area.
- Principal is given the autonomy to implement blended learning model to meet the needs of struggling and advanced learners. Blended learning model can be implemented on a 24/7 time frame.

4A2: ENSURING TEACHER EFFECTIVENESS

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;

MTP's approach to ensuring teacher effectiveness is aligned with the Mass Insight Readiness model, and focused on addressing helping teachers to improve across every aspect:

Ready to Learn	Ready to Teach	Ready to Act
Safety, Discipline & Engagement	Shared Responsibility for Achievement	Resource Authority
Action Against Adversity	Personalization of Instruction	Resource Ingenuity
Close Student-Adult Relationships	Professional Teaching Culture	Agility in the Face of Turbulence

Source: Mass Insight

We select teachers carefully; and, we provide teachers with the tools, support and professional development they need so that they can take ownership of their success as leaders, teachers, and individuals.

(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;

In our experience, some percentage of existing personnel at struggling schools has both the willingness and capacity to embrace and excel in positive educational reform. These personnel represent continuity for the students – and participation in effective reform represents a tremendous opportunity for personnel to grow and become more successful as educators.

By establishing firm baselines, and developing and articulating a clear vision for the turnaround program that delineates new expectations for school leaders and teachers, we provide a clear understanding upfront of the types of changes that leaders and teachers may encounter.

Our goal is to build school communities, where all constituents are valued – and all are challenged to grow and succeed.

We begin each turnaround project with a complete needs assessment; and, as part of that assessment for Virginia schools, we will review teacher performance records and interview teachers to assess their suitability for and commitment to working in an intensive turnaround environment. Retention of staff will be based on these assessments.

We have created and regularly use teacher packets that provide a clear and replicable roadmap for Professional Development planning and assessments. These packets include:

- Standards for teachers and principals
- Detailed assessment processes
- Templates for establishing personal development plans
- Full sets of assessment templates for formative and summative assessments
- Information on the warning system for low-performing teachers

These packets enable us to help principals and teachers to establish baselines, set goals, and understand expectations right from the start. From these will flow well-reasoned and articulated recommendations for staffing changes as well as recommendations for bringing out the best in retained staff.

We will then work with personnel, existing and new, to establish Individual Professional Development Plans (IPDPs) that provide a roadmap for their expected development activities. We create growth paths, provide positive mentoring, establish teacher and leader networks within and across schools, and we engage in extensive team-building. Our objective is to effectively integrate new and existing staff to create one unified team.

MTP conducts a formal review at least one time per year for each employee. A review may also be conducted in the event of a promotion or change in duties and responsibilities. These formal performance reviews may cover the following areas:

- The quality of work
- Meeting established objectives
- Strengths and areas for improvement
- Attitude and willingness to work
- Initiative and teamwork
- Attendance
- Customer service orientation
- Problem solving skills
- Ongoing professional growth and development
- Overall professionalism

Additional areas may also be reviewed as they relate to specific jobs.

(2) Preventing ineffective teachers from transferring to these schools;

We believe that every potential teacher for these schools, existing, new and transfer, must be subject to interviews and performance review prior to hiring. Teachers will be required to hold a degree in education or related discipline (*i.e.* social science, humanities), hold the appropriate certification, demonstrate competence in all areas of content responsibility, demonstrate computer literacy, be respected as professional educators and as individuals, and they must exhibit excellent verbal and written expression as well as strong interpersonal skills.

They will demonstrate commitment to and capacity for success in a turnaround environment. This includes a willingness to commit to investing extra time and energy, to collaborating extensively with peers, to helping develop stronger parent and community relations, to working in a data-driven environment, and to personal professional development. They must also be willing to accept any other changes, such as incentive-based compensation, that may be introduced as part of the turnaround effort.

(3) Providing job-embedded, ongoing professional development based on the teacher evaluation and support systems and tied to teacher and student needs;

Professional development (PD) is one of the essential pillars of the MTP educational model: we believe that educators grow best as leaders and teachers as they grow as learners. We have experience in providing professional development for teachers.

In our PD programming, we model the instructional approaches that we want to see school personnel use as educators:

- We begin to frame expectations by reviewing local standards and outlining a clear assessment process
- We assist teachers and principals in developing their own individual plans for personal development – and instill a sense of ownership and responsibility for those plans
- We provide Professional Development in a variety of formats and contexts:
 - Workshops
 - Modeled lessons
 - Positive mentoring (operator to school, principal to staff, and, ultimately head teacher to department, and peer to peer)
 - Mosaica self-paced eLearning instruction
- We focus on relevant best practices, such as those for high-school redesign:
 - Master Schedule as an academic tool
 - Data mining to drive instruction
 - Adolescent literacy to accelerate comprehension and a passion for lifelong reading
 - Consensus building
- We provide templates and tools and we then guide school leaders and teachers in their use. These serve as a roadmap for planning and assessment purposes and help to simplify and streamline administrative work so that more of a focus can be placed directly on student education.
- We monitor usage of information and strategies shared during PD activities
- We continually review and recalibrate our PD programming plan to address information gained through feedback and observation

We propose to provide a team of seasoned school improvement experts to deliver comprehensive professional development and coaching services to the staff of each school we are selected to serve, leading to systemic improvement in the instructional climate and sustainable improvements in student achievement. MTP instructional and behavioral specialists can provide research-based professional development and coaching designed to increase student achievement by developing the capacity of teachers to successfully implement school improvement initiatives.

We provide individual needs assessment for members of the teaching staff and then tailor our professional development offerings to meet those needs. Teachers will receive customized, intensive pre-service and in-service training in research-proven instructional techniques, combined with ongoing mentoring from experienced coaches to facilitate the immediate application of instructional techniques and practices. The overall goal of the PD program is to build internal capacity to implement reform, leading to significant, sustainable improvements in student performance.

Based on the initial Needs Assessment for each school (discussed above), we will develop a customized program for each school we serve with the following key components:

- Job-embedded Coaching for Teachers and School Leaders by a team of experienced instructional and behavior support professionals;
- Individualized Professional Development Plans for teachers and school leaders to ensure that professional development programming meets individual needs;
- Extensive and Intensive PD Coursework tailored to meet school and staff needs, including (but not limited to):
- Research-based Instructional methods, based on the work of Robert Marzano and on our experience in managing successful school turnarounds;
- Differentiated Instruction, including the use of Personalized Student Achievement Plans for all students;
- Response to Intervention programming designed to provide targeted assistance to students struggling to perform at grade level;
- Extensive use of technology to facilitate learning, monitor individual progress and drive instructional decisions;
- Positive Behavior Support to recognize and reward students for “doing good.”

Below we provide details on each of these areas.

Job-embedded Coaching for Teachers: MTP will provide an experienced team of instructional coaches to work side-by-side with teachers in each school we serve. As outlined above, each School Service Team member will have a specific area of expertise (eg, literacy) and will provide both professional development and job-embedded coaching for teachers in their core content area.

All MTP personnel are fully trained in the art of coaching and in modeling best practices as they mentor and assist school personnel in becoming more effective administrators and educators. Mentors are prepared to address the full range of instructional and classroom management responsibilities.

Individualized Professional Development Plans: Students benefit when instruction is personalized to their needs – and teachers also benefit from a personalized approach to learning. MTP customizes our approach to each school’s professional development needs in a number of ways:

- The specific content of all Mosaica PD programming is finalized for each school based on the results of a preliminary needs assessment.
- All participants in teacher PD develop and use their own Individual Professional Development Plans, based on their own strengths and needs as well as the needs of their specific schools.
- Further professional development over the course of the year is aligned to support the individual development plans of teachers and targeted schools.

The Individual Professional Development Plan IPDP is developed jointly by the teacher, his/her principal, and MTP personnel. The IPDP outlines each individual's strengths and development needs, based in part on the subject and grade level being taught. After an initial introductory program, coursework is tailored to meet the needs of each teacher and the students they teach, providing teachers with the tools they need to have an immediate, positive impact on student achievement in the schools they serve.

Extensive and Intensive PD Coursework

Research-Based Program Design: There is widespread agreement in the research and education communities that teachers are in the position to have the greatest impact on student achievement. The MTP PD program is built on a foundation of recent and relevant research into the effective training of educators. Research demonstrates that teacher PD programs including at least 49 hours of PD a year boost student achievement by approximately 21 percentile points, a significant increase over the gains seen with lesser amounts of PD programming (*Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009*). **We recommend and can implement a PD program that exceeds this standard**, providing both teachers and principals with 20 days (more than 100 hours) of concentrated professional development in the first year. Specifically, we recommend a teacher PD program including up to ten days of pre-service training, with a total of 20 days of PD over the full year. To accommodate teacher scheduling and district budgets, programming can be provided via a hybrid classroom/on-line model – we will work with the local districts to determine the appropriate mix.

Research-Based Instructional Strategies: The curriculum employed by MTP's professional development programs is research based. In terms of instructional strategies, the MTP approach is based on the work of Robert Marzano (*Marzano, Pickering, & Pollock, 2001*.) Marzano *et al* identified nine specific instructional techniques demonstrated to have a significant impact on student achievement – i) Identifying similarities & differences; ii) Summarizing & note-taking; iii) Reinforcing effort & providing recognition; iv) Homework & practice; v) Using nonlinguistic representations, vi) Cooperative learning; vii) Setting objectives & providing feedback; viii) Generating & testing hypotheses; and ix) Cues, questions, and advance organizers. Teachers are instructed in the proper use of each of these research-proven instructional techniques in their classroom, with instruction geared to the application of each technique at the K-8, middle school, or high school level.

MTP PD Coursework and Mentoring – Key Content Areas

As noted above, all of our PD programming is customized to meet the needs of the districts, schools, and teachers to be served. However, our experience has shown that certain core content is beneficial to many schools and districts. The following summarizes the core content of MTP's PD programming which we anticipate may be appropriate for Virginia.

Differentiating Instruction: Identifying and Using Appropriate Learning Strategies for diverse student populations: High-need students, those attending high-minority schools and identified as being in danger of failing to complete their education, are especially in need of highly effective and innovative teachers to help them overcome the odds and achieve academic success. Our professional development programs are designed to help teachers take a more individualized approach to education by emphasizing differentiated instruction and the benefits and techniques of teaching to Multiple Intelligences, promoting innovative and diverse best practices in instruction, and discouraging the practice of tracking students at a young age. Also, by including PD on creating a positive culture for learning that embraces differences, and addressing and valuing students as individuals, schools create greater opportunity for individual successes. This approach cuts across the notion of sub-groups, and provides better learning opportunities for all students – gifted, challenged, ELL, at risk, etc. Personal Student Achievement Plans (PSAP's, described below) further provide individual roadmaps for each student. For transitory students (migrant, homeless, other), these plans help guide their activities at the school – and can help to academically frame their next steps should they need to change schools.

Setting High but Achievable Goals for Each Student: Teacher expectations are known to have a significant effect on student outcomes (*Purkey & Smith, 1983, Bandura, 1997*). MTP recommends the use of Personalized Student Achievement Plans (PSAPs) to set high but achievable goals for each student. Every quarter, teachers, parents, and students review performance and agree to specific PSAP objectives to ensure that each student has challenging but achievable goals. Individualized assessment data is then used to track student progress on an ongoing basis, allowing interventions to be made in a timely manner. Students receive supplemental instruction on an as-needed basis, either within class, online, or in separate, after-class meetings with the teacher. The PSAP approach is specifically designed to meet the individual needs of each learner, whether accelerated or delayed, without negatively impacting other students or the class as a whole. Effective use of PSAP's as a tool to increase student achievement is an important component of MTP's professional development curriculum. We also instruct teachers on how to design their lesson plans with Multiple Intelligences in mind, allowing more students to successfully participate in classroom activities and gain a better mastery of the material.

Effective Use of Response to Intervention Programming: A school-wide RTI program is the backbone of many of the schools Mosaica/MTP works with in schools throughout the country. As part of pre-service and in-service PD, teachers will receive extensive training in the rationale for and effective application of RTI procedures. The Response to Intervention (RTI) model is particularly suited to closing the gap in achievement between students from different socioeconomic and racial/ethnic backgrounds, helping at-risk students who are working significantly below grade level to achieve success. The success of this intervention model hinges on keeping as many students in lower intervention tiers (Tier 1 and 2) as possible and concentrating resources on students with the greatest need (Tier 3).

In our experience, this reallocation of resources boosts the academic performance of all students, not just those undergoing screening for possible entry into special education programs. One of the key aspects of RTI is the fluidity of the Tiers - students may be assigned to different tiers for different subjects and may move between tiers often as assessment analyses advise. This is ideal for students who may start behind but be motivated by school opportunities, and it allows for different strengths in different areas. By applying the RTI model on a school-wide basis, incorporating extensive parent/community involvement, personalizing instruction through Personal Student Achievement Plans, teaching to Multiple Intelligences (Gardner), and introducing a host of other educational best practices, we guide schools in achieving accelerated and sustainable academic improvements extending to all students.

Effective Use of Assessments: The effective use and analysis of a wide range of formative and summative classroom assessments is integral to the successful use of the Personalized Student Achievement Plans discussed above, and indeed, to any personalized approach to student learning. As part of pre-service and in-service PD, teachers learn how to make best use of a range of qualitative and quantitative assessments not simply to gauge progress, but rather to review, refine and generally improve upon the learning process day-to-day. Roll-ups of key aspects of these ongoing assessments can provide the foundation for regular, ongoing formative reporting on academic and program effectiveness. We advocate the use of an array of assessments, each providing its own set of insights into student learning:

- Performance-based assessments: requiring students to actively solve problems and apply knowledge in production-driven learning, both in individual and group activities.
- Criterion-referenced tests in Core Subjects: designed for gathering detailed information about how well a student has performed on each of the educational goals of the curriculum.
- Authentic assessments using portfolios—print and multimedia: used to document students' work, display a command of skills and content, and provide insight into the learning process over time. These will provide opportunity for observations and evaluations of student learning and performance by the student, school staff, parents and peers as applicable.
- Documentary assessments: compiled by the teacher over the course of the year.
- Writing exercises, both in-class and take-home: challenging students to articulate what they have learned and what they think.
- Group project presentations: presenting cross-curricular problem-solving and teamwork. challenges that emulate real-world experiences the students will encounter in work and higher education – as well as self- and peer-assessment opportunities.
- Computer-adaptive assessments: weekly, online reports of student performance, as well as quarterly and yearly summaries – these are particularly valuable for close, frequent tracking of individual student progress and needs.

Teachers receive instruction in when, why, and how to use each of these assessment techniques. A particular emphasis is placed on the effective use of online data to conduct ongoing, weekly assessments of student performance, and how to apply that data to create timely, topical interventions.

Use of research to make decisions: Throughout all professional development coursework, MTP emphasizes the benefits of basing educational and classroom management decisions on scientific research to the greatest extent possible. The instructional and classroom management techniques we teach are research-based, and we use that research to help educate teachers on the potential impact on student achievement associated with each strategy. We also emphasize the importance of utilizing data on each individual student to evaluate and guide that student’s educational plan and increase his/her chances of improving academically.

Enhancing communication with parents and the community: The MTP professional development programs include coursework on strengthening communication with both parents and other stakeholders in the community. MTP has significant experience in managing school turnarounds, and we understand the importance of ensuring that parents and community members are informed about and supportive of any school turnaround effort. Our workshops include specific programs and procedures that can be used to enhance communication and encourage involvement. For parents, an important communication tool is the students Personalized Student Achievement Plan, which is discussed and agreed upon by the teacher, parents, and student each quarter. The PSAP is an excellent way to ensure that parents are aware of and involved in supporting their child’s education. Community involvement techniques include “community day” celebrations, parent ambassadors, and “town hall” style meetings.

Data-driven Instruction: A core element of the MTP model is the establishment of a data-driven school culture where student performance data is continually assessed to assist the staff in making ongoing improvements in curriculum delivery in order to better meet student needs. Data is at the heart of our monitoring approach. The MTP educational system is built on data and accountability, beginning at the student level through the use of Personalized Student Achievement Plans (PSAPs) and continuing through the teacher and school levels. We continuously monitor different data to stay abreast of shifts and trends in student and school interests and performance – and, through job-embedded professional development, we help school leaders and teacher to do so as well.

Building Teachers’ Collaborative Skills: Teachers participating in MTP’s professional development programs will develop a shared language and a shared library of proven techniques designed to promote improvement student achievement. This shared knowledge base helps to lay the groundwork for collaboration on school improvement projects and in the design of effective intervention plans for particular students. We specifically encourage teachers to schedule peer observations with fellow teachers to allow colleagues to observe and share classroom questions and challenges. Additionally, as part of our PD programming, teachers participate in hands-on, collaborative projects, reinforcing knowledge and skills, and demonstrating the benefits, and techniques in effective collaboration.

(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;

MTP has an established recruiting network and process that enable us to rapidly identify and attract highly-qualified, credentialed candidates for leadership and instructional openings at the schools we serve. We have full-time recruiters on staff, and Mosaica/MTP has 1,500 highly qualified personnel under our employ today.

With our ability to move leaders and teachers who excel in turnaround situations into new challenges, and our ongoing process for identifying and recruiting excellent personnel, we have an effective, established pipeline from which to recruit and place high-quality personnel as needed for Virginia's low-achieving schools.

We also have a comprehensive recruitment policy designed to reflect the specific needs of turnaround and restart schools, and incorporate insights and best practices from Mosaica/MTP's recruiting practices worldwide. In addition to ensuring that we hire personnel who are highly qualified and credentialed in accordance with state standards, we clearly articulate special requirements – such as openness to progressive, research-driven approaches, and participation in extensive professional development.

Recruitment strategies for employing highly qualified teachers include using established teacher credentialing services. We advertise locally, regionally and nationally, using Internet resources as well as local and regional newspapers forums and national periodicals. We also host and attend area job fairs.

Teacher candidates will be required to hold a degree in education or related discipline (i.e. social science, humanities), hold the appropriate certification, demonstrate competence in all areas of content responsibility, demonstrate computer literacy, be respected as a professional educator and as an individual, and exhibit excellent verbal, written and interpersonal skills. Background screenings will be performed on all staff recruited and will be in place before beginning work.

(5) Recommending necessary restructuring of teacher and leader contracts;

We regularly work with schools to restructure contracts to reflect the requirements of teachers in turnaround situations.

We typically recommend that performance requirements and incentives be added to teacher and leader contracts. These reward personnel who excel; and, they clearly delineate the penalties—including termination—that can arise for non-performance.

We find that many leaders and teachers opt to make the required commitment to do more—they welcome the opportunity to reap the results of:

- Increased professional capabilities gained through intensive professional development
- Compensation incentives for excellent performance
- Participation in a large-scale, impassioned effort to provide better educational options for their students
- A collaborative, team-oriented approach
- An opportunity to make a real, positive impact

Further, we find that the leaders and teachers that make this commitment are most suited for success in a turnaround environment. We have found that clear communication, team-building efforts, and positive reinforcement through professional development and mentoring all help to

ensure that school personnel understand the value that they can derive from educational reform. They also help to persuade teachers to give more of their time for instruction and professional development.

4A3: PROVIDING ADDITIONAL TIME FOR STUDENT LEARNING AND TEACHER COLLABORATION

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

Expanding the school day and year: The MTP Turnaround Model includes increased student learning time and time built in for professional development and teacher collaboration. This is a practice we have employed successfully at turnaround schools.

We propose a longer school day and school year than the existing School District Calendar. Extending the school year enables students to graduate with significant more schooling than other children. The extended day allows for additional instruction time devoted to enabling students to master the content.

In our experience, parents, and particular parents of students in Title I schools, value extended school hours and after-school programs that provide additional time-on-task for their children. We set forth requirements for additional instructional time – and we clearly communicate how these hours will benefit their children.

We also incorporate additional professional development for teachers and staff, including specific time for collaborative activities, as we expand the school day and year.

The precise schedule and structure of the school days and school year for Virginia schools would be established with the state education agency. We would propose to increase instruction hours and instruction days by 15 percent or more over the state-required minimums for schools of all grade levels.

Making more effective use of time: Adding hours is not enough. School time must be used more productively.

- We devote more of each school day to constructive learning activities.
- We structure large, uninterrupted blocks of time for the core subjects of math, science and English Language Arts.
- By instituting Personalized Student Achievement Plans (PSAPs), we individualize instruction to help each child get the most out of his/her time-on-task.

4A4: STRENGTHENING THE INSTRUCTIONAL PROGRAM

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.

MTP consistently ensures that the instructional programs for the schools it supports are research-based, rigorous, and aligned with state academic content standards. This is fundamental to the MTP model—it is a practice we have applied successfully across numerous states and districts countrywide.

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

To achieve this objective, MTP works with each school to implement standards-aligned assessments, curriculum, instruction, and interventions.

Professional development is tailored to the specific needs of the schools and their leaders and teachers (see sections 4A1 and 4A2 above). It is designed to help them to use a range of data and assessments (see section 4A5) to recognize gaps and shortfalls, and to deliver data-driven instruction.

Our professional development and full-management programs are grounded in the following key research findings/methods:

Teaching to Multiple Intelligences: MTP recognizes different domains of ability, or “intelligences,” as described by Dr. Howard Gardner.¹ His theory acknowledges that while all students may not be verbally or mathematically gifted, they are likely to have expertise in other areas, such as music, spatial relations, or interpersonal skills. Approaching and assessing learning in this manner allows a wider range of students to successfully participate in classroom learning. This approach capitalizes on their various skills, experiences, and talents, thereby providing them with multiple opportunities to learn and succeed.

Constructivist Teaching Practices: According to the Association of Supervision and Curriculum Development’s *The Language of Learning*, “many researchers say that each individual ‘constructs’ knowledge instead of receiving it from others.” This paradigm encourages teachers to value students’ points of view, structure lessons to challenge students’ suppositions, recognize that students must see relevance in the curriculum, plan lessons around big ideas, and assess student learning in the context of daily classroom investigations. As part of its commitment to constructivist teaching, MTP believes in the principles of experiential learning, that “people learn best by doing” and that “learning is the driving force in human growth and development.” There are decades of research supporting the benefits of experiential learning, particularly in the area of math and science instruction.

Reciprocal Teaching: Using reciprocal instruction, a teacher introduces a concept and then reinforces it by circling back to it in later lessons. The MTP model promotes a spiral curriculum

¹ Gardner, H. *The unschooled mind: how children think and how schools should teach* (1991); Gardner, H., & Hatch, T., *Multiple intelligences go to school: Educational implications of the theory of multiple intelligences* (1989) at 18(8), 4-9.
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design that activates prior knowledge and fortifies the schemata for a framework of retention and cross-curricular connections.

Differentiated Instruction: Expert teachers pay attention to their students' varied learning needs (Danielson, 1996); “to differentiate instruction, then, is to become a more competent, creative, and professional educator.”² Teachers can differentiate instruction in at least four areas: content, process, products/culminating projects, and learning environment. MTP instills effective strategies for successfully tailoring all of these areas to individual student needs, insuring that different learners are all given the best opportunity to succeed.

Operational success cannot exist without academic success: We have seen through experience that schools can tend to gravitate toward focusing on operational issues at the expense of solid academic planning and execution. To ensure that this doesn't happen, we begin immediately to work with principals and teachers to ensure that we are moving rapidly toward creating a clear, standards-based roadmap for academic improvements – and treat that as a separate stream in improvements planning.

Modeling of Effective Practices: As our personnel address each of their tasks, they will consistently model best practices and mentor their school counterparts in the thought and methods behind what they do. Quality leadership in school reform requires that our personnel be effective administrators and educators for school leaders and staff as well as students.

Establishing baselines: Gathering/analyzing baseline data is the first step toward establishing a truly relevant and effective School Improvement Plan. Baseline data, established through measurement and observation, will show each school's standing relative to each of its objectives. This process provides a hands-on opportunity to help school leaders and teachers better understand what makes good data, how to gather it, and how to use it to set priorities and measure performance.

Promoting a highly disciplined approach to curriculum delivery: Program sustainability requires structured accountability. The following are utilized in our full-management engagements and can be incorporated into professional development and coaching programs as well:

- **Creating and managing to a rigorous School Improvement Plan (SIP):** Baseline data will provide the foundation for enriching the initial SIP Activity List we provide here with more specific starting points, goals, timelines and tasks. The SIP will be the school's roadmap for improvements and will support their Strategic Plan Goals. Managing to it means staying on course and continually monitoring effectiveness against its due dates, deliverables and corresponding objectives.
- **Creating and managing a clear curriculum calendar and lesson plans:** While academic planning is already included in the SIP, it is essential to drill down further, ensuring tactical application of SIP goals. Our approach to professional development is hands-on, working with teachers to establish and “own” their curriculum-aligned lesson plans and objectives.
- **Developing accountability for personal development:** In addition to managing to the SIP, school leaders and staff will need to manage their own personal development goals. Doing

² All references from Tomlinson, C. (2001). Differentiation of Instruction in the Elementary Grades. ERIC Digests. Mosaica Turnaround Partners for RFP #DOE-LASTP-2013

the assessments that will establish the baselines for these goals, and developing task plans for achieving them will be an early priority in this project.

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

To effectively enact the Mass Insight Readiness Model, we believe a comprehensive, integrated approach to school improvement is essential. To ensure that school-improvement programs succeed, they must be ambitious yet realistic, collaborative, and pragmatic in use of resources.

Pedagogical improvements set the stage for all other facets of reform. The best pedagogical professional development enables school leaders and teachers to be more effective educators and to become better analysts, problem solvers and learners. Quality professional development in pedagogy models the very precepts of the content, so that participants experience a highly effective learning experience, one they will retain, assimilate and apply as their own. Modeling effective teaching and learning strategies as an inherent part of Professional Development, therefore improves all other aspects of school management and curriculum delivery – it enables school leaders and teachers to better identify the critical paths to academic and operational improvements. We thus advocate an approach that focuses first and foremost on improving pedagogy as the foundation to all other improvement.

Individualized instruction is one of the essential elements of education reform. We will guide teachers in establishing baseline individual development plans for students as well as for themselves – and will guide them in how to effectively use these to make individual as well as class- and grade-level program improvements.

Demonstrating best practices. Across deliverables, MTP is committed to showing, not just telling, how to bring about positive change. As pioneers in education reform, we are versed in researched-based best practices and have the collective experience and expertise to demonstrate those best practices in ways that make them meaningful and actionable for school leaders and educators.

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

In our experience, the most effective approach to education reform is to focus first on setting a firm, consistent pedagogical foundation for learning. Curriculum enhancements will logically follow—and will be more effectively introduced if the pedagogy is addressed first.

Introducing changes—adding, adjusting, and eliminating existing programs—can quickly come after pedagogical improvements. We have considerable experience in recommending and making program changes, large and small, to improve school and student performance.

Presenting these proposed changes in the context of needs assessments, data analyses, and ongoing observation, helps to justify need and to gain the buy-in necessary from all school stakeholders. This, in turn, offers the strongest opportunity to bring about positive change.

(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.

Alignment: MTP has provided professional development, instructional support and full-management services to schools and districts in many US states. Some require alignment with the

Common Core Standards; others require alignment with other, local state standards. In every case, we have ensured that our efforts, and those of the schools we support, are grounded in and aligned with the standards required for the schools we serve.

As mentioned above, we encourage a two-step approach: by introducing and implementing pedagogical improvements, we help teachers improve their delivery of the existing curriculum and to become more analytical, proactive, and creative in finding solutions to challenges they may encounter. Then, once a firm pedagogical foundation is established, it is then clearer where enhancements to curriculum design and development are truly required.

This approach means that teachers better understand why design and development changes are necessary – and how they can improve learning. They become more invested in these changes. We work with them on backward design: beginning with the end in mind, what students will know and do, how they will demonstrate their mastery and then working backward with Socratic discussion and discovery-based approaches to active and engaged learning to discover and own the content.

Throughout this process, all aspects of curriculum design, assessment and delivery are included for a unified approach to academic improvement.

Student engagement: We believe that classroom management is a key to student achievement. It is also essential to fostering productive student-teacher relationships, and to providing relevant instruction in ways that engage and motivate students. Therefore, training in effective classroom management is an integral part of our Professional Development program.

We typically present techniques for effective classroom management in dedicated teacher-training workshops. We also introduce/reinforce these techniques in other Professional Development and through mentoring and coaching throughout the year.

Our classroom management training uses the research-based strategies of Robert J. Marzano. He has shown through his innovative meta-analysis that students in classes where effective management techniques are used have achievement scores that are 20 percentile points higher than students in classes where effective classroom management techniques aren't used.³

In every school we serve, we follow the basic tenets of his work, creating a positive environment that:

- Makes every classroom attractive, motivating, functional and fun.
- Fosters respect and kindness between teachers and students
- Emphasizes organization and responsibility
- Establishes effective and age-appropriate rules and procedures

³ Marzano, R. (2003). *Classroom Management that Works: Research-based Strategies for Every Teacher*. Mosaica Turnaround Partners for RFP #DOE-LASTP-2013

4A5: USING DATA TO GUIDE INSTRUCTION AND FOR CONTINUOUS IMPROVEMENT

Use data to guide instruction and for continuous improvement, including providing time for collaboration on the use of data and providing formative and providing ongoing reports on program effectiveness to include, but not limited to, student achievement, parental involvement, student attendance, and student discipline

A core element of the MTP model is the establishment of a data-driven school culture. Student performance data is continually assessed to assist the staff in making ongoing improvements in curriculum delivery to better meet student needs.

The MTP educational system is built on data and accountability, beginning at the student level through the use of Personalized Student Achievement Plans (PSAPs) and continuing through the teacher and school levels. We continuously monitor different data to stay abreast of shifts and trends in student and school interests and performance.

Effective use of data is an essential component of MTP professional development (PD) programming. We provide this PD in a hands-on format designed specifically to foster collaboration and real-world application.

- In our full-management schools, all of our teachers receive 15 days of pre-service professional development prior to the start of the school year and receive ongoing job-embedded supports that help them to make best use of data to drive instruction and optimize the learning environment.
- Our LTP-excluding-management programs include a mix of these same supports as required/requested by the schools we serve.

Assessments are frequent and varied, and are used to identify strengths and areas for improvement both in the student's learning and the effectiveness of his/her course of study, rather than simply to gauge success or failure. Through a range of assessments, students begin to learn the process of positive self-evaluation and adjustment and are challenged in their ability to apply their learning in different ways. At the same time, teachers have frequent actionable input with which to continually fine-tune curricula and achievement plans. The types of assessments we typically use include but are not limited to:

Assessments of Student Achievement:

Standardized Testing: Standardized testing (national norm-referenced testing in addition to PSSAs) enables our schools to assess their accomplishments in generating satisfactory progress, addressing individualized education programs, and moving student achievement above national norms. We use assessments not just as scorecards, but as tools for adjusting curricula and as an approach to better achieve our rigorous academic goals. In addition, school-wide results are assessed in comparison to peer-group schools and local and national results. We use a range of standardized testing for benchmarking and program assessment, and to address requirements students are likely to face as they progress in their education.

Formative Assessments: We include a significant formative component, (ideally, more than 50% of total assessments), that enable us to enrich and enhance the learning process in two important ways:

- Formative assessments, by their nature, provide students with insights throughout the learning process. This enables them to better identify specific areas for improvement before they are faced with summative evaluations and make the adjustments they need to prepare better for their summative tests. The process of formative assessment makes them more aware of how they learn and gives them more of a partnership role in guiding their own education.
- Formative assessments provide insights of immediate or short-term value that teachers and school leaders can use to improve program delivery. Through professional development and mentoring, we help teachers make best use of a range of qualitative and quantitative assessments not simply to measure progress, but rather to review, refine and generally improve upon the learning process day-to-day. As we do so, we also work with the teachers – and school leadership – to create roll-ups of key aspects of these ongoing assessments. These roll-ups provide the foundation for regular, ongoing formative reporting on academic and program effectiveness.

Skills Assessments: We regular track students' acquisitions of skills such as reasoning and problem-solving.

Performance-based assessments: These assessments require students to actively solve problems and apply knowledge in production-driven learning activities. These activities may include science experiments, math problems, dramatic and oral presentations, video productions, research, etc. The enhanced curriculum will include many of these types of assessments based on projects conducted individually and in groups. (These assessments may also have a summative component).

Authentic assessments using portfolios—print and multimedia: Portfolios will document students' work, display a command of skills and content, and provide insight into the learning process over time. These will include a variety of student work samples along with observations and evaluations of student learning and performance by the student, school staff, parents and peers as applicable.

Rubric/checklist-style recordings for assessment: These involve organizing the information a teacher collects regarding a student's learning process and achievements. Interpretations of these assessments will be used to individualize curriculum and instruction. These methods of assessment are connected to students' lives and learning experiences, and they represent the real-world challenges they will face.

Writing exercises, both in-class and take-home: Like projects and portfolios, these challenge students to articulate what they have learned and what they think. Here, the focus is specifically on writing – the two formats, in-class and take-home – present different challenges: writing against deadlines in two different contexts.

Group project presentations: Project-based learning is at the forefront of progressive education today, and strong group projects present cross-curricular problem-solving and teamwork challenges that emulate real-world experiences the students will encounter in work and higher education. As a part of group project work, students will be challenged to make insightful, constructive assessments of their own work and that of their peers.

We view the various assessments we use not just as scorecards, but as guidance in refining our programming to meet the students’ and school’s goals. They help to inform Personal Student Achievement Plans that support individualized instruction for students at all levels from those who need additional supports to those who will benefit from additional challenges.

Other Measures of Turnaround Program Success:

The MTP school turnaround model is based on the proven philosophy that the dual goals of accelerated academic achievement and sustainable school reform are best addressed by simultaneously changing all elements of a school's operating environment to bring each element into alignment with a central, guiding vision (Keltner, 1998).

Following is a list of the range of different indicators that we believe are all integral to improving academic achievement, fostering a greater love of learning among students, and creating a better, sustainable learning environment:

Students	Leadership/Staff	Parents/Community
Academic Progress Attendance Dropout Rates Promotions Discipline Engagement Graduation Rates	Progress Against Professional Development Goals Formation of Learning Communities Attendance Retention Lesson Delivery Stakeholder Satisfaction Pedagogical Knowledge School Safety, Climate & Culture	Establishment of Partnerships Parent Participation Collaborative School/Community Programming

As part of the initial and ongoing needs assessments for the schools we serve, we establish baselines and track performance on these measures. Most important, we help to establish priorities, focusing schools’ efforts on driving improvement in the areas that can have the greatest near-term and strategic impacts.

Guidance to support this prioritization will be provided through professional development (including Individual Professional Development (IPDP) Plans) and job-embedded monitoring, mentoring and coaching.

4A6: ESTABLISHING A SAFE AND POSITIVE SCHOOL ENVIRONMENT

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

Effective schools are safe and welcoming environments for students and parents. MTP schools provide a place in which children feel safe, both physically and socially, to learn. Students need a supportive classroom environment "in which [they] can participate at a comfortable level without having to worry about being embarrassed or placed in a situation where they will be made to feel foolish." Students will be given varied opportunities to succeed in the classroom and in extracurricular activities. They'll also be given the support and guidance to learn from their mistakes.

Safe schools are ones in which discipline and behavior expectations are clearly defined, communicated and followed. Guided by MTP's experienced child-behavior and classroom-management specialists, we will solicit the input of staff, students and parents in developing effective and appropriate behavior policies for Virginia schools. Essential to our approach is the proactive promotion of productive behaviors. These foster effective interaction and an environment conducive to learning.

Discipline Positive Behavior Intervention System (PBIS): MTP employs a Positive Behavior Intervention System (PBIS) in all of the schools we manage. We have experience introducing and implementing this system across many school turnaround, restart, and transformation efforts. The PBIS system itself will be universal, with a Code of Conduct to be signed by all students, and a system of positive reinforcement to be put into place on a school-wide basis. This Code of Conduct (*a copy of our template is available upon request*), outlines expectations for student behavior, attendance, participation, and more. It also provides expectations for parent/caretaker participation in supporting the students and the school as parent and community involvement. The Code will require each student's commitment to the school and his/her studies.

Social Interventions – Individual: In the MTP model, a Behavior Intervention Specialist (BIS) works with the principal and teachers to identify students' at risk behaviors and develop individualized student plans for needed supports. The school's student study team meets regularly to review the academic, social and emotional needs of students identified as at risk for failure. After-school tutoring provides academic support. When necessary, the school helps to connect the student and his/her family to needed social services. Within the school, special student support groups are conducted routinely by the Behavior Intervention Specialist (BIS). These student support groups may involve the classroom teacher, relevant instructional assistants, SPED personnel when appropriate, as well as the Principal, and BIS.

Social Interventions – Classroom and School-wide: In addition to the individual intervention plans discussed above, MTP introduces a range of programs to address social issues. We introduce student clubs like "The Divas" and "Strong Young Women" to provide students with gender specific, safe groups in which to process issues and questions that arise. All of the efforts provided (school-wide, classroom based, small group or individual supports) are designed to help students feel safe at school and to promote a school environment that is truly an emotionally and physically safe space where students are able to let down their defenses. Once they "let down their guard," we see students engage in exploring questions and ideas that are important to them, being willing to consider new ideas, experiencing success and developing their full potential.

4A7: PROVIDING OPPORTUNITIES FOR FAMILY AND COMMUNITY ENGAGEMENT

Provide ongoing opportunities for family and community engagement.

Because every child needs stability, continuity and a champion who believes in his or her potential, MTP works to foster a close connection between home and school. Strategies include conducting regular conferences with children and their parents; involving parents in school governance; soliciting feedback on the student's educational experience through open meetings and parent surveys; and communicating openly and regularly with parents.

Research has demonstrated that parents are essential partners in a student's success in school.⁴ Emphasis will be placed on parental involvement in student learning and behavior monitoring. School administration, teachers, and other staff will freely call upon parents and/or guardians for assistance with school development and improvement issues, student behavior, and to recruit parent participation in volunteer activities.

As mentioned earlier in this response, the MTP Turnaround model is based on the proven philosophy that the dual goals of accelerated academic achievement and sustainable school reform are best addressed by simultaneously changing all elements of a school's operating environment to bring each element into alignment with a central, guiding vision (Keltner, 1998). Our goal is to develop a collaborative relationship with parents, teachers, administrators and the community to improve school conditions and build local capacity to achieve and sustain improvements in student performance.

Through partnerships with community stakeholders, Mosaica works with schools to build the capacity of school staff (administrators, teachers, and other key support staff) to develop and sustain partnerships with families and community organizations that support student learning and achievement, and to build the capacity of families to be effective agents of change in support of their children's academic success.

The MTP professional development programs include coursework on strengthening communication with both parents and other stakeholders in the community. Mosaica has significant experience in managing school turnarounds, and we understand the importance of ensuring that parents and community members are informed about and supportive of any school turnaround effort. Our workshops include specific programs and procedures that can be used to enhance communication and encourage involvement.

For parents, an important communication tool is the students Personalized Student Achievement Plan (PSAP). At the start of the school year, each student will receive a PSAP with built-in checkpoints to determine individual progress. Each PSAP will be based on an analysis of individual strengths and needs, and will consider both academic factors and other factors relevant to the student's situation such as learning style, social/behavioral issues, key interests and more. Developed quarterly by the home base teacher and agreed to by both the student and parent (or guardian), the student's PSAP will identify specific goals, ensuring the student is appropriately

⁴ "What Research Says About Parent Involvement in Children's Education in Relation to Academic Achievement." Michigan Department of Education. Published at www.michigan.gov/mde/, 2003.
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challenged while fostering greater parental involvement and commitment to the learning process. The PSAP is an excellent way to ensure that parents are aware of and involved in supporting their child's education.

Collaboration with all stakeholders is integral to our approach: We believe that the ability to engage and satisfy all constituents is essential in creating sustainable positive school reforms. School leaders, teachers and board members will personally invite and encourage parent participation in all facets of the school's operation. Parents are encouraged to support students in their academic pursuits. There will be numerous opportunities for parents to volunteer at the school through tutoring, office assistance, fundraising events, chaperoning, working on school projects, or as members of various school committees. Parent representation will be included on the School Board; and, parents will be encouraged to attend School Board meetings.

We help the schools we serve to reach out to parents and other key stakeholders through written and online communications as well as face-to-face, through "town-hall" meetings at the onset of every school turnaround initiative, and throughout the turnaround process. We involve parents directly in their child's education through the use of Codes of Conduct and Personalized Student Achievement Plans, and we encourage and provide numerous volunteer opportunities for parents and other community members. Parents and school staff serve as ambassadors to the broader community, seeking out partnerships with key stakeholders and other community-based organizations that can contribute to a school's success. Our goal is to develop a collaborative relationship with parents, teachers, administrators and the community to improve school conditions and build local capacity to achieve and sustain improvements in student performance.

We will help the schools in conducting regular conferences with children and their parents; involve parents in school governance; solicit feedback on the student's educational experience through open meetings and parent surveys, and communicate openly and regularly with parents. Emphasis is placed on parental involvement in student learning and on monitoring of behavior. School administration, teachers, and other staff freely call upon parents and/or guardians for assistance with school development and improvement issues, student behavior, and to recruit parents for volunteer activities.

Types of programs that we advocate and support/provide include:

- Parent orientation sessions, literature and continuing workshops to provide examples of how parent involvement leads to increased academic achievement.
- Seminars for parents and teachers on how to facilitate effective parent/teacher conferences.
- Opportunities for parents to act as an integral component of education at the school. School leaders will be assisted in seeking parents to undergo training along with teachers for specific community-based activities.
- Parent workshops on helping children study at home and on test preparation.
 - Opportunities for volunteer work and school governance participation. These will be well publicized at all school functions, orientations, and workshops. All parents/guardians will be contacted by school leadership with a personal invitation to participate. These may include – but not be limited to - support such as:

- Working at the school library
- Providing afterschool tutoring
- Assisting in special school events
- Providing real-world insights into different types of careers that students may wish to consider, including entrepreneurial and vocational opportunities.

FULL MANAGEMENT SERVICES

Offerors who also wish to propose “LTP Full Management” services, as set out in Section III. STATEMENT OF NEEDS, B. 1 through 3, must include a written narrative explaining offeror’s approach to meeting each of the mandatory requirements. Offerors should clearly identify each requirement by referencing the corresponding requirement at the beginning of each response and elaborate upon each approach as to its potential effectiveness. Offeror is encouraged to propose and explain additional creative approaches. The Offeror shall include the school levels proposed on Attachment C for this option and provide a comprehensive description of full time equivalents that would be assigned to a school.

MTP provides comprehensive educational services to support the turnaround, transformation, and restart of low-achieving schools. The company’s overarching objective is to provide outstanding education to schools and students who are struggling. Our programs feature exceptional support and implementation of standards-aligned curriculum, and high-quality formative and summative assessments designed to ensure high standards for college and career readiness.

We introduce effective research-based, data-focused instructional improvement systems designed to actively support student, family and community engagement and student achievement. We also include intensive professional development, mentoring, and coaching designed to ensure leadership excellence and ultimate program sustainability at each school we serve.

Following are the FTE positions we propose for each school type and size in Virginia. A description of each of these types of positions is provided after these charts.

ELEMENTARY SCHOOLS	Principal	Asst. Principal	Teacher	BIS	CIS	Aide	Admin Asst.	Finance Coun	Director of Culture	Data Coach	Parent & Community Engagement Specialist
Up to 250 students	1	0	23	1	2	6	1	1	1	1	1
251-500 students	1	0	35	1	2	10	1	1	1	1	1
501-750 students	1	1	47	2	4	14	1	1.5	1	1	1
751 -1000 students	1	1	59	2	4	18	1	2	1	1	1
1001+ students	1	1	83	2	4	26	1	2	1	1	1
MIDDLE SCHOOLS	Principal	Asst. Principal	Teacher	BIS	CIS	Aide	Admin Asst.	Finance Coun	Director of Culture	Data Coach	Parent & Community Engagement Specialist
Up to 250 students	1	1	20	3	2	8	1	1	1	1	1
251-500 students	1	1	32	3	2	16	1	1.5	1	1	1
501-750 students	1	1	44	6	4	24	1	2	1	1	1
751 -1000 students	1	2	56	6	4	30	2	2.5	1	1	1
+ students	1	2	77	6	4	30	2	2.5	1	1	1

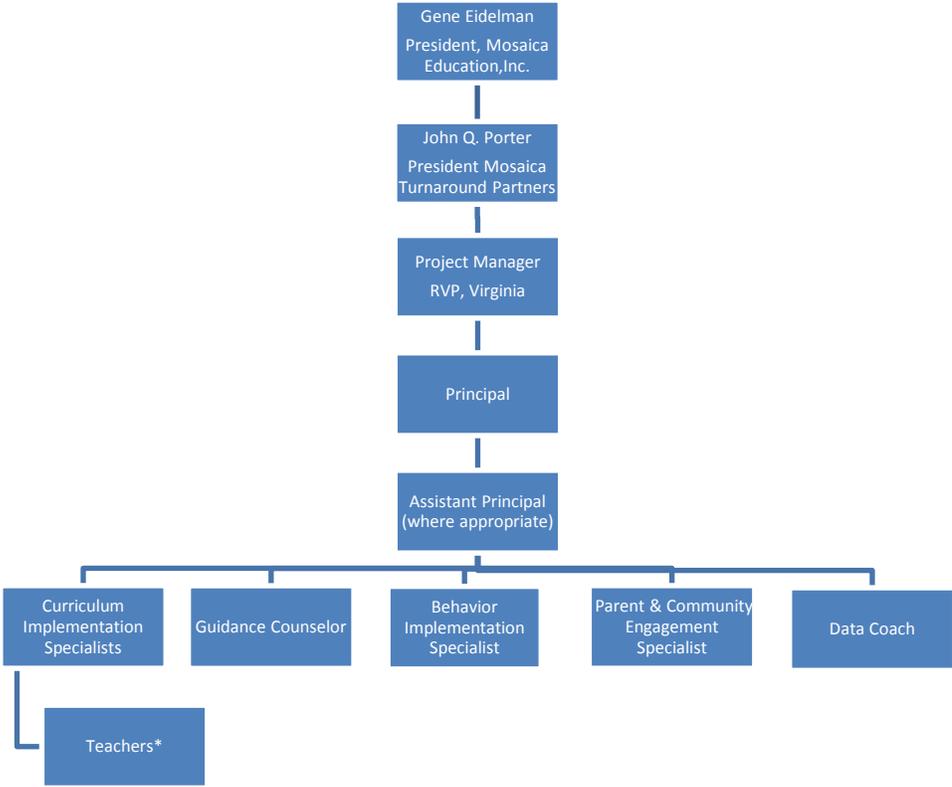
HIGH SCHOOLS	Principal	Asst. Principal	Teacher	BIS	CIS	Aide	Admin Asst.	Guidance Counselor	Director of Culture	Data Coach	Parent & Community Engagement Specialist
Up to 250 students	1	0	26	3	2	8	1	1	1	1	1
251-500 students	1	0	38	3	2	14	1	1.5	1	1	1
501-750 students	1	1	50	6	4	20	1	2	1	1	1
751 -1000 students	1	1	62	6	4	26	2	3	1	1	1
1001+ students	1	1	86	6	4	30	2	3	1	1	1

Position Descriptions:

In addition to ensuring schools are staffed with a highly qualified principal and teaching staff (as described in sections 4A1 and 4A2), the following are proposed to support full-management turnaround efforts for Virginia schools.

- *The Principal:* Will be called upon to lead the school, academically and administratively. He/she will report directly to MTP's Regional Vice President and will have extensive prior experience as a school leader and teacher.
- *Vice Principal:* Will focus on developing a positive school culture and will help to coach teachers in effective classroom management.
- *Curriculum Implementation Specialist (CIS):* Will provide teachers with content specific professional development in areas such as math, literacy and science, and will share best practices.
- *Behavior Intervention Specialist (BIS):* Will provide support to teachers and students through the implementation of a comprehensive Positive Behavior Support (PBS) program. A PBS program provides behavioral intervention to students on three different levels of support to ensure all students maximize their learning experience. In addition, the BIS will work with staff and students to develop an overall climate focused on instruction.
- *Data Coach:* Will ensure the availability of timely, accurate and accessible data with which to refine curriculum and curriculum delivery. He/she will also provide coaching to school leadership and teaching staff in the interpretation and effective use of the available data for defining plans for improvement to overall instruction. This position is optional, based on the need.
- *Parent/Community Engagement Specialist:* Will have responsibility for making school inviting to parents and getting them involved in instructional programs; and reaching out to community groups (clergy, civic, business) to gaining their support for the school.
- *Academic Acceleration Specialist:* Will focus specifically on working with students who are two or more years below grade level to accelerate their learning. This position will also provide coaching to teachers working with these students on a daily basis. (This is an optional position, currently not budgeted)

While the exact staffing will depend on the types and sizes of the schools as indicated above, the general reporting structure for this staffing will be as follows on a per-school basis—and the principal for each school will report into the MTP project manager assigned for Virginia:



Note: Academic Acceleration Specialists can be added as an option

All members of the MTP team will have considerable experience in and preparation for the roles to which they are assigned. We assign our onsite teams only after specific schools have been identified for our services and we have met with the Districts involved. This enables us to match teams and schools for a best fit to the schools’ needs.

All Mosaica Turnaround Partners administrators and staff should embrace the following values:

EXCELLENCE: As educators, average gains are not sufficient. We must have Exponential Expectations of Excellence for ourselves and our students. All students are provided with the tools to display excellence in the classroom, their community, and in their lives. Our teachers are selected based on their ability to encourage excellence in their students through blended learning; research based instructional strategies; and passionate delivery of all course content.

TEAMWORK: Education of our students is a partnership of all major stakeholders in a child’s life. Our school strives to be the heart of the community allowing for collaboration between the school, families, and community members. By working closely as a team, our students can succeed in the 21st Century.

Spirit of EXPLORATION: Our students are encouraged to EXPLORE the world through their studies. Through their participation in the Paragon curriculum, students are encouraged to become global

citizens by appreciating other cultures. Daily activities support student curiosity by allowing them to EXPLORE elements of each unit thereby exposing them to content they would not receive in traditional public education.

An “Ideal Candidate” will demonstrate the following:

- Passion for teaching.
- Content area mastery.
- A thirst for using data to direct instruction.
- A perpetual scholar, constantly staying current in their subject area and eager to learn from others.
- Patience, flexibility, and the ability to adapt.
- Self-confidence.
- Creativity.
- A willingness to go above and beyond the traditional school day.

The MTP leadership team (described above in section 3 and below in 4B1), will play a hands-on role, working closely with the Project Manager for Virginia on maximizing the effectiveness of turnaround efforts within and across the Virginia schools for which MTP provides full-management.

4B1: LEADING THE REFORM EFFORT

Lead the reform effort and be given increased ability to act and the authority to make choices.

Leadership is the most important element of successful reform; and, this leadership must be found at every level of each turnaround school. Turnaround schools thrive through effective relationship building. Commitment by the school staff, administration, parents, students and community is essential to the reform process. We therefore recognize that we must be effective consensus builders, developing a common vision for school mission, goals and tasks, and instilling a sense of pride, ownership and common purpose amongst all stakeholders.

Our selection of key personnel for this project reflects this need. Each of the key personnel (listed above in Proposal Overview and provided again here) is highly qualified in this capacity. They bring successful experience and expertise in raising the performance of low achieving schools of all grade levels in various districts throughout the United States. Team members include:

Name	Responsibility	Key Experience
John Q. Porter	Contract Oversight	<ul style="list-style-type: none"> Implemented reform efforts resulting in an increase in the number of students successfully completing Algebra I or a higher level math course by the end of Grade 9 of 5.5% for all students and 12% and 13% for African American and Hispanic students, respectively. Transformed a district with limited focus on technology into a district with a nationally recognized model for use of technology in education to drive data-driven decision making/ improve student performance. Developed district-wide strategic plan. Aligned and established strategic goals, reform initiatives, and milestones for evaluating and monitoring district-wide achievement.
Michael Robinson	Project Manager	<ul style="list-style-type: none"> Successful experience as an Executive Turnaround Coach/Project Manager Held principal, assistant principal and teaching positions in high-needs districts Successful drove double-digit growth in graduation rates
Steve Gibson	Senior Consultant for Leadership Development	<ul style="list-style-type: none"> Extensive school leadership and teaching experience International educational consulting experience Adjunct professor in education at Johns Hopkins Numerous personal awards for excellence including Maryland Principal of the Year, Washington Post Distinguished Educational Leader, Maryland Distinguished Principal Fellow Award Awards won by schools under his management including Maryland School Performance Awards, Maryland and National Blue Ribbon School Awards
Camille Bell	Turnaround Specialist	<ul style="list-style-type: none"> Expert in providing leadership, coaching and mentoring for low-achieving schools Numerous awards for achievement as principal at a high-needs charter school Experience as an academic intervention specialist and as an instructional support specialist for discipline and school climate
Mildred Mason	Senior Turnaround Consultant	<ul style="list-style-type: none"> Extensive experience as a leader in curriculum and instruction including roles as an Assistant Superintendent, Director of Resources and Instructional Support, Director of reading programs for adults and children Experience in programs evaluation Adjunct University Faculty experience in Michigan and Mississippi Experienced K-12 administrator.
Donn Tignanelli	Senior consultant for Staff Development	<ul style="list-style-type: none"> Comprehensive background in elementary and secondary instruction, curriculum development, team building, community relations, and data analysis. Experienced K -12 school administrator. Extensive experience in strategic planning and leadership development.

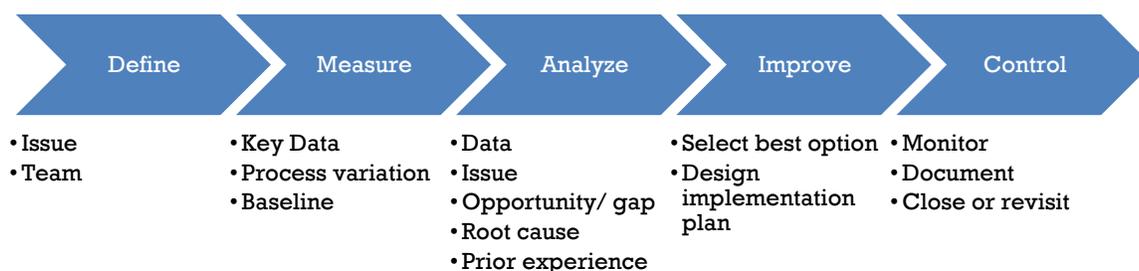
Resumes for these key personnel are included as Appendix A to this response.

This team will execute the essential elements:

- Establishing a clearly articulated baseline for each school, school leader and teacher.
- Outlining a detailed set of short and longer term school improvement plans (SIPs) – including tasks, timetables and reporting requirements – and gaining support for these among all school stakeholders.
- Using the SIPs to manage our efforts and to ensure that we are informing all of our constituents of status on a regular and consistent basis.

With the dual goals of generating ongoing improvement in school performance and student academic results and sustainability of educational reform, we recognize that both how we make decisions and how we share the decision-making process will drive our overall project success.

Utilizing a framework for data-driven decision making: We advocate data-driven decision processes throughout all levels of school and administrative operations. The basic structure of the decision-making process we advocate is borrowed from the business world⁵ – we take a rigorous, methodical approach to process improvement that is designed to start from well-defined issues (KPIs) and baselines, then proceed step-by-step toward high-quality measurable results:



The value of this approach is two-fold:

- This is a proven process that works. It helps to bring issues into focus – and into context. These are important considerations when addressing the multi-faceted challenges of school turnarounds.
- This is a process that can be clearly articulated and justified to others. This will help immeasurably as we work with school leaders – administratively and educationally – to help them first understand the process then to take the lead in making smart, data-driven decisions for their schools.

MTP has worked with several large school districts including Milwaukee, Philadelphia, and Detroit to utilizing this approach. Here is how it works for MTP turnaround schools:

We begin each project with a needs assessment performed collaboratively with the district and school personnel we serve. This effort informs project planning with specific local insights on strengths, weaknesses and the priorities that must be adhered to in order to enact rapid and sustainable change; and, it engages local leadership and personnel in the effort, a critical component in the change process.

⁵ DMAIC (Define, Measure, Analyze, Improve, Control) is drawn from Six Sigma, a proven approach to process improvement. We've adapted it to our educational/administrative challenges.
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The Needs Assessment and subsequent goal-setting, management and monitoring processes will include the following six key steps. These, along with the parameters laid out in this RFP and response, and the insight we bring from prior and active turnaround projects will together define the project plan:

1. A comprehensive Needs Assessment conducted by MTP in tandem with district and school personnel to provide a fresh, objective perspective on school needs. Team members utilize a comprehensive needs assessment tool to analyze the following areas in addition to student achievement data:

- Instructional Leadership
- Professional Development
- Curriculum Alignment
- Instruction
- Balanced Assessments
- Data to Inform Instruction
- Response to Intervention
- Staff Evaluation/Classroom Walk-through
- Professional Learning Communities (PLC'S)
- Parent and Community Involvement
- Graduation Rate
- Financial as needed

2. A Collaborative Review is then conducted to ensure that all parties—district, school leaders, teachers, parents, students and the MTP team—are “on the same page” when it comes to evaluating and prioritizing needs.

3. A Definition of Objectives phase follows, considering and balancing both:

- The specific situation/needs facing each school, and
- The need to ensure both accelerated improvements and project sustainability

4. A Strategic Planning Process sets “SMART” goals for Year 1 of the School Improvement process (Specific, Measureable, Achievable, Relevant, Time-bound), focused on those areas where the school is poised to reap the greatest initial benefit.

5. An Implementation Phase includes specific, measurable steps to achieve the goals outlined in the Strategic Plan.

6. Ongoing Review and Refinement of the program leads to the continual improvement of the program and the delivery of measureable and sustainable improvement in student achievement.

Our approach to schools improvement is collaborative by design: in order for districts, schools, school leaders, teachers, students and the community to embrace the types of substantial changes

required for meaningful reform and improvement, there must be a sense of local ownership and commitment to change that can only be derived from involvement in all aspects of improvement.

From the start, we intend to engage district-level management as well as school leaders in the needs assessment process, refinement of school-improvement plans and define of professional development programs, coaching and mentoring programs tailored to specific school and school-leadership needs.

We will report to district personnel no less than monthly, in a format mutually determined. Our intent is keep district-level management informed of results and involved in planning to address findings from the range of ongoing assessments conducted to ensure that programs are monitored and adjusted as needed on an ongoing basis. This includes monitoring of professional development activities, mentoring and coaching, and planning and leadership activities designed to help school leaders generate positive, dedicated support for school-improvement activities throughout the school community.

As we approach this engagement, we are committed to assisting each school assigned in achieving its goals through improved school operations and instruction developed through mentoring, coaching and professional development delivered to school leaders and teachers. We believe and have demonstrated that the key to making this happen is to cast a wider net.

As mentioned earlier in this response, The MTP school turnaround model is based on the proven philosophy that the dual goals of accelerated academic achievement and sustainable school reform are best addressed by simultaneously changing all elements of a school's operating environment to bring each element into alignment with a central, guiding vision (Keltner, 1998).

Following is a list of the range of different indicators that we believe are all integral to improving academic achievement, fostering a greater love of learning among students, and creating a better, sustainable learning environment:

Students	Leadership/Staff	Parents/Community
Academic Progress Attendance Dropout Rates Promotions Discipline Engagement Graduation Rates	Progress Against Professional Development Goals Formation of Learning Communities Attendance Retention Lesson Delivery Stakeholder Satisfaction Pedagogical Knowledge School Safety, Climate & Culture	Establishment of Partnerships Parent Participation Collaborative School/Community Programming

Team building—and sharing the decision-making process: We know from experience how building effective school teams can facilitate, and thereby expedite, educational reform. We also know that is essential for program sustainability. Therefore, team-building is an integral part of our approach to all of our schools. Some of the elements we use today and plan to incorporate include:

- PD workshops on the importance of team-building for principals

- PD teacher workshops devoted to team-building
- Team exercises incorporated throughout other PD workshops to provide opportunities for teachers to work together in a non-critical context
- Regular planning/discussion sessions by grade and/or subject (as appropriate) to encourage idea-sharing and collaborative program/project development
- Modeling of effective team work by each schools' management team
- Regular reviews/discussions of reform progress with school staff – to keep them informed, involved and invested in the process
- Cultivation of head-teachers-in-training to provide internal leadership for academic teams

Accountability: The use of data to assess the effectiveness of schools, teachers, and students is central to our approach to school improvement: in fact, the MTP system is built on data and accountability, beginning at the student level through the use of Personalized Student Achievement Plans (PSAPs) and continuing through the teacher and school levels. We make a practice of continuously monitoring different data to stay abreast of shifts and trends in student and school interests and performance—and, through job-embedded professional development, we help school leaders and teacher to do so as well. We provide ongoing monitoring and reporting, holding our management team and school personnel accountable to all school stakeholders: students, parents, community and Department of Education.

4B2: DEVELOPING AND RECOMMENDING A BUDGET

Develop and recommend a budget to the local school division or other state and local public education body based on available per student amounts of local, basic Standards of Quality (SOQ), school improvement, appropriated Title, monies, and special education funding in addition to other sources identified and aligned specifically for the turnaround zone.

Budgeting and financial management and control are important to turnaround success. They must be coordinated with the overall reform effort to ensure that funds are allocated in accordance with the findings of each school's needs assessment and School Improvement Plan to ensure that they are applied in the best interests of the specific school.

MTP has developed budgets for many schools, maintaining outstanding integrity, accountability and effectiveness. Mosaica and MTP have finely-tuned processes, honed over more than a decade, for working with schools and the boards of those schools to develop budgets, project and track monthly cash flows, and ensure that all payments are made on a timely basis.

These processes include public bidding as required by state law and a purchase order process with signatures required at varying levels based on the size of the purchase.

We use ADP to process semi-monthly payrolls for each school and ADP also transmits our payroll tax payments to the proper authorities. We have significant experience working on pension contributions for schools.

The board of each school selects an independent financial auditor and we work with that auditor to provide the necessary information and follow-up for timely audit completion.

All these processes are discussed in more detail in the *Mosaica/MTP Financial Policies & Procedures Manual*. The manual delineates the numerous occasions reports are to be provided and decisions are to be presented for review, revision as necessary, and action. These policies and procedures are extensive and clearly define roles and responsibilities. *A copy the manual is available upon request.*

Federal Grants: The majority the schools we serve have substantial lower-income populations, and Federal grants are essential to their operations.

Mosaica/MTP has extensive experience managing school-based federal grants including Title I, IDEA, 21st Century Community Learning Centers, Public Charter School Program grants, the Elementary and Secondary Schools Counseling grant and the Arts in Education—Model Development and Dissemination Grants Program.

We provide technical assistance to the schools on the development and administration of all federal grants. We create programs based on thorough needs assessments - these incorporate both qualitative and quantitative data and take into account inputs from the schools' various stakeholders. All budgets and programs are created through School Improvement committees which include teachers, parents, administrators and community members. The MTP Team is responsible for ensuring all school programs work together without a duplication of effort and focus funds on interventions which will increase academic achievement for all students.

Mosaica Education/MTP ensures compliance with federal regulations by having the Governing Board review all grant budgets and purchases monthly. The MTP Team meets a minimum of once a quarter specifically to review progress towards grant goals and objectives and submits summary reports to the Board of Directors. Reports to state and federal agencies are submitted in a timely manner. Minutes from all Board meetings and SI Team meetings are maintained to document the progress of all grants. Records are retained for a minimum of five years.

4B3: SEEKING OUTSIDE FUNDING TO SUPPORT THE REFORM EFFORT

Work with the school division or other state and local public educational bodies to seek outside funding from the greater community (business, private foundations, federal, and state sources) to support the reform effort.

While Mosaica/MTP has been successful in raising significant funds for various schools we have managed, we make a practice of not factoring outside funding aside from standard federal grants into initial budgets. This conservative approach treats outside funding as supplemental. It ensures school turnaround plans are not jeopardized should additional funding not be secured within a given timeframe.

That said, MTP will utilize their Fundraising and Development team to generate new funding sources for the selected schools. Additional funding will be pursued through foundations, corporations, local businesses and organizations, and state and federal grants.

The schools' parent teacher organizations will be enlisted to help support our fundraising program by heading up smaller projects like Box Tops for Education, Campbell's Soup labels, local business support and in-kind donations, Market Days, and holiday Bazaars.

MTP will also work with the schools to enroll volunteer philanthropic leaders who will participate in the planning and successful completion of a strategic fund raising campaign.

ATTACHMENT C: Required Table for “LTP Full Management” Option

TABLE C: LTP FULL MANAGEMENT

Base unit price per student per school year	Elementary School – high grade 5	Middle School – high grade 8	High school – high grade 12
Up to 250 students	\$12,411 per student per school year	\$12,504 per student per school year	\$14,248 per student per school year
251-500 students	\$9,054 per student per school year	\$9,461 per student per school year	\$10,227 per student per school year
501-750 students	\$8,355 per student per school year	\$8,836 per student per school year	\$9,389 per student per school year
751 -1000 students	\$7,691 per student per school year	\$8,378 per student per school year	\$8,708 per student per school year
1001+ students	\$7041 per student per school year	\$7,390 per student per school year	\$7,719 per student per school year
Column	\$44,552	\$46,569	\$50,291
*Column Average base unit (column total divided by 5)	\$8,910	\$9,314	\$10,058

6. REFERENCES

List at least three (3) references for which the same or similar services for the option(s) proposed were provided to include contact name, address, phone number and a description of the services provided and the time period services were performed.

REFERENCE	TIME PERIOD/EXPERIENCE
<p>Prince Georges County Public Schools - Maryland</p> <p>Duane Arbogast, Chief Academic Officer</p> <p>14201 School Lane Upper Marlboro, MD 20772 301-952-6280 Duane.Arbogast@pgcps.org</p>	<p>2011-2012 school year to present, ongoing.</p> <p>Services:</p> <ul style="list-style-type: none"> LTP excluding management: MTP coordinates turnaround activities and provides comprehensive professional development for two middle schools. MTP provides content coaching in literacy and math, parent and community outreach support, guidance in the use and interpretation of data and executive coaching for leadership team.
<p>Milwaukee Public Schools – Wisconsin</p> <p>Greg Thornton, Superintendent</p> <p>5225 W. Vliet Street Milwaukee, WI 53208 414-475-8001</p>	<p>2011-2013. District is currently looking to create a new contract vehicle for us.</p> <p>Services:</p> <ul style="list-style-type: none"> LTP excluding management: MTP provides Comprehensive Professional development for all staff, data coaching, math coaching, BIS, special education coaching, and an executive coach for leadership team.
<p>Muskegon Public Schools – Michigan</p> <p>Alena Zachary-Ross, Superintendent</p> <p>349 W. Webster Avenue Muskegon, MI 49440 231-720-2000</p>	<p>Began with 2012-2013, five year contract.</p> <p>Services:</p> <ul style="list-style-type: none"> LTP full management of four schools.

7. SMALL BUSINESS PARTICIPATION

Complete Attachment D, Small Business Participation. All offerors must submit the attachment even if they only enter their business name because they are not DMBE-certified and do not have any subcontracting plans. This is a requirement for all prime contracts in excess of \$100,000. If the offeror is DMBE-Certified, complete Section A. If Section B (subcontracting) is applicable, summarize the planned utilization of Department of Minority Business Enterprise (DMBE)-certified small businesses which include businesses owned by women and minorities, when they have received DMBE businesses small business certification, under the contract to be awarded as a result of this solicitation. Also summarize any good faith efforts planned to provide subcontracting opportunities to DMBE-certified small business firms.

THIS SECTION OMITTED PER ADDENDUM ISSUED AUGUST 13, 2013

8. STATE CORPORATION

ATTACHMENT E State Corporation Commission Form

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

Mosaica Turnaround Partners, a Division of Mosaica Education, Inc.

is a corporation or other business entity with the following SCC identification number: **F1937053**

-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):

APPENDIX A

Resumes of Key MTP Personnel

- John Q. Porter
- Michael Robinson
- Steve Gibson
- Camille Bell
- Mildred Mason
- Donn Tignanelli

EDUCATION

Fellow, Broad Superintendents Academy, 2006

Graduate, Public Education Leadership Project, Harvard Business School and Harvard Graduate School of Education, Cambridge, MA, 2006

Juris Doctor, Ohio State University, Columbus, OH

Bachelor of Arts, Catholic University of America, Washington, DC

PROFESSIONAL QUALIFICATIONS SUMMARY

- Proven executive-level manager with strong problem solving, interpersonal and team building skills, especially with diverse groups and stakeholders
- Extensive strategic planning experience in public and private sectors
- Skilled at negotiating and managing large contracts
- Demonstrated track record in obtaining high levels of customer satisfaction while achieving organization objectives
- Successful implementer of business process reengineering/efficiencies, e.g. Baldrige
- Successful at working with low performing schools and students to improve their academic performance
- Motivational and inspirational speaker

PROFESSIONAL EXPERIENCE

President

Mosaica Turnaround Partners

Executive Vice President for Business Development

Mosaica Education, Inc.

March 2010 - present

Atlanta, GA 30326

Member of the corporate executive team of Mosaica Education, Inc., a global education company providing charter and private school management, professional development consulting services, online curriculum and turnaround services to schools and students around the world. Serves as President of Mosaica Turnaround Partners (MTP), a division of Mosaica Education, leading MTP's initiative to improve the performance of low performing schools and districts across the nation. Responsible for day-to-day oversight of MTP, providing management and strategic direction to the organization. Oversees school management staff and deploys consultants to underperforming schools/districts.

Principal, Spectrum Consulting Group

January 2008-March 2010

Rockville, MD 20850

Provided consulting services to public school districts and educational organizations focusing on the use of technology to improve teaching and learning, data-driven educational programs, strategic planning, assessment of technology resources, organizational development, business process re-engineering and professional development. Spectrum Consulting Group is a division of Spectrum International, Incorporated.

Superintendent, Oklahoma City Public Schools
Oklahoma City, OK 73106

July 2007- January 2008

Managed 40,000-student school district with 6,000 employees and a budget of \$250 million. Oklahoma City Public Schools (OKCPS) is a majority minority district (78% minority with 88% eligible for free and reduced lunch) where Hispanics represent the largest minority group. OKCPS has a history of poor student performance with a high dropout rate. There are also 10 charter schools that come under the auspices of the school district.

Accomplishments

- After a year of turmoil at recently opened new school, put in new management team that restored instructional focus and decorum in the school
- Established unprecedented community outreach to parents, business and community leaders
- Developed positive working relationship with the three employee unions
- Contributed to the improvement in governance of the school district
- Spearheaded the passage of a \$243 million bond with the highest passage rates in city history
- Established the framework for significant improvement in the area of student achievement
- Initiated reading program for Preschool through 12th grades
- Began revamping alternative and special education
- Established a staff development initiative and began aligning the curriculum to state standards
- Began implementing zero-based budgeting

Deputy Superintendent
Office of Information and Organizational Systems
Montgomery County Public Schools (MCPS), Rockville, MD

2004 – 2007

Member of four-person district leadership team comprised of the Superintendent and three Deputy Superintendents in the 17th largest school district in the nation with a \$1.98 billion operating budget, 22,000 staff members and more than 139,000 students (54% minority and 30% free/reduced lunch). Managed organizational development, technology, and accountability departments; \$115 million budget and 500 staff members.

Accomplishments

- Built strong relationships with union leadership; facilitated broad-based input into the decision-making process.
- As part of the Senior management, contributed in the district's unprecedented increase in student achievement.
- Increased the percentage of staff trained and improved timely access to professional development resources through the development and deployment of online staff training modules. Further strengthened the system through embedded performance measures allowing district leadership to monitor and evaluate the impact of training on staff and student performance.
- Introduced hand-held assessment devices; provided teachers with immediate feedback on students' strengths and weaknesses. Resulted in increased and improved instructional time.
- Implemented new communication system to address concerns about parent/school communication and emergency preparedness.
- Co-sponsor of the Minority Leadership Recruitment Program aimed at increasing the number of minority teachers entering the Administrative Training Program. The first cohort of 36 program participants is currently being trained.

**Associate Superintendent, Chief Information Officer
Montgomery County Public Schools, Rockville, MD**

2000 – 2004

Led the Office of Global Access Technology. Developed and implemented strategic technology initiatives in more than 200 facilities throughout Montgomery County. Supervised a staff of approximately 300 and administered a budget of more than \$50 million.

Accomplishments

- Transformed a district with limited focus on technology into a district with a nationally recognized model for use of technology in education to drive data-driven decision-making and improve student performance.
- **Awards received:**
 - Consortium of School Networking's First Annual School District Team Award (2004)
 - National School Public Relations Association's Gold Medallion Award for MCPS (2004)
 - First place Best of the Web Award from the Center for Digital Government (2004)
 - MICCA Technology Leadership District Award (2004)
 - Selected as one of three school districts nationwide to host the National School Boards Association annual Technology Site Visit (2004)
 - National School Boards Association Technology Leadership District Salute (2003)
 - The Congressional Black Caucus TEC Champion Partnership Award for the successful partnership between MCPS and the Montgomery County Business Roundtable for Education (2003)
- Introduced zero-based budgeting resulting in savings of \$3.7 million from the technology budget and realignment of \$4.8 million to support new programs. Served as a model for other executive staff offices and has been adopted system-wide.
- Reduced staff attrition from a high of 15% to a low of 2%.
- Developed the Technology Modernization program to update MCPS technology hardware, software, and network infrastructure on a four-year replacement cycle.
- Implemented the Digital Divide initiative. Employed all available resources, including schools, government agencies, community organizations, and businesses to ensure that students and parents in high-poverty areas have equitable access to technology.
- Developed and implemented a Data Warehouse to enable data-driven decision making. Empowered staff members at all levels of the organization to gain access to this separate repository of data. Resulted in staff making informed decisions about instruction and administrators allocating resources based on data.
- Implemented the Instructional Management System, a set of Web-based tools, specifically designed and developed for school administrators, teachers, and parents.

**Chairman and CEO
Spectrum International, Incorporated, Rockville, MD**

1993 – present

Founded and grew a full service information technology firm offering consulting, programming services, enterprise resource planning, document management services, systems integration, software development, data warehousing, independent validation and verification (IV&V) and software testing, and technology research and development.

Accomplishments

- Grew customer base from a single contract in 1993 to dozens of federal, state, local and commercial contracts by 2000.

- Implemented document management, telecommunication and retrieval tools developed internally to enable a state insurance team and outside counsel to win the largest D&O liability settlement in US history at that time.
- Oversaw successful conversion of multiple government clients from paper-based to electronic information management systems.
- Negotiated settlement with Fortune 100 company saving school district over 2 million dollars.
- Developed company into a sought-after teaming partner for large information technology companies such as BAE Systems, IBM, Lockheed Martin, GTSI and Aspen Systems.

Executive Vice President and Partner 1989 – 1993
Shared Network Services, Document Automation Corp. (DAC), Gaithersburg, MD

Member of team that did leveraged buy-out from Unisys Corporation consisting of 300+ employees with 6 national offices. Restructured and created a new management team that directed a multimillion dollar program delivering information systems and services to Fortune 500 and government clients. Managed budget; responsible for profit and loss; and oversaw staff of over 125 people.

Accomplishments

- Increased client base three-fold by including additional vertical industries, including pharmaceuticals, health care and insurance.
- Served as overall project coordinator for DAC’s key pharmaceutical and international contracts and brought all work on time and under budget.

Director of Administration and Strategic Planning 1987-1989
Hadron, Inc. /Acumenics Research and Technology, Inc., Fairfax VA

Managed technical and business development staff responsible for developing, promoting, pricing, and selling information management and systems integration products and services. Assisted the Chairman of the Board in the merger and acquisition process. Spearheaded the integration under a common vision and strategic plan of an organization that had previously existed as 26 separate corporations.

Regional Sales Manager—Government and Commercial Services 1984 – 1987
Control Data Corporation/Quorum Systems, Alexandria, VA

National Sales & Marketing Manager, Telecommunications 1981 – 1984
Control Data Corporation Business Information Services
(formerly IBM’s The Service Bureau Company), Alexandria, VA

Deputy Director, Greater Washington Metro Office 1979 – 1981
(on loan from Greater Washington Board of Trade)
The National Alliance of Business, Washington, DC

Assistant Manager of the Human Development Bureau 1979 – 1981
The Greater Washington Board of Trade, Washington, DC

Associate 1977 – 1979
Verner Liipfert Bernhard & McPherson, Washington, DC

SELECTED PRESENTATIONS AND PUBLICATIONS

- *Center for International Development at Harvard University, Global Empowerment Meeting* “Innovations Transforming Education” Cambridge, Massachusetts (2011)
- *San Jose Unified School District* “How to Move Your School District from Good to Great” San Jose, California (2011)
- *McGraw Hill Intervention Summit* “Hands-on Professional Development for Expedited Academic Improvement” San Francisco, California (2011)
- *American Association of School Administrators* “Creating a Knowledge Management System: Aligning Goals, Human Systems, and Technology to Get Results” New Orleans, Louisiana (2007)
- *American Association of School Administrators* “Montgomery County Leads the Way with a Comprehensive Online Professional Development System”, New Orleans, Louisiana (2007)
- *U.S. Department of Education* “Data Driven Decision Making: From the District to School to the Classroom”, Washington, DC (2006)
- *American Educational Research Association* “Learning From Student Assessment Results: Lessons in External Partnerships”, San Francisco, CA (2006)
- *Government Finance Officers Association* “Tomorrow’s Technology Today”, Montreal, Canada (2006)
- *Public Education Leadership Project at Harvard University* “Differentiated Treatment in Montgomery County Public Schools” case study (2006)
- *The Journal K-12 Technology* magazine feature, “Driving High-Tech Assessment” (2005)
- *EdTech*, cover story “Securing Schools in the Homeland, Protecting Students and Staff in the Digital Age” (2003)
- *Scholastic Administrator*, “District Salute—Meet the Pacesetters”, (2003)
- *Technology and Learning*, “Great Expectations, Limited Resources: 12 Tips on Doing More With Less” (2003)
- *The Montgomery County Business Gazette* cover story, “John Q. Porter, On Technology and Self-Sufficiency” (2002)
- *African-American Times* cover story, “The New Face of Suburban Business” (1999)
- *The Montgomery County Business Gazette* cover story, “Faces of Change – Six Leaders Forging a New Path” (1997)

SELECTED HONORS AND AWARDS

- *CIO of the Year Award* - featured in *Public CIO* magazine (2005)
- *Win Win Strategies Foundation* – Educational Leader of the Year (2006)
- Received the Education Technology Think Tank’s (ET3) Technology to Empower Community (TEC) *Leaders Investing in Equitable Futures Award* (2005)
- Received The Congressional Black Caucus *Champion Leadership Award* (2003)
- *Governor’s Citation* (2000) - recognized for outstanding services and distinguished leadership
- *Outstanding Leadership in Public Service* - recognition from Maryland House of Delegates (2000)
- *Outstanding Leader in Public Service* - Montgomery County (2000)
- *Business Leader of the Year* - African American Business Council (1999)
- *MLK Humanitarian of the Year Award* - Montgomery County (1999)
- Honored by the Montgomery County Executive for outstanding service and commitment to the Montgomery County Task Force for Police-Community Relations (1998)

SELECTED PROFESSIONAL AND COMMUNITY AFFILIATIONS

Professional Affiliations (Business)

- Member, Oklahoma City Greater Chamber of Commerce Board of Advisors
- Member, Leadership Oklahoma City, Class 26
- Member, Executive Leadership Council (national organization of Fortune 1000 companies)
- Former member, Advisory Group, *Scholastic Administrator* magazine
- Former Chairman, Montgomery County (MD) Chamber of Commerce
- Former Appointee, Governor's Workforce Investment Board (MD)
- Former Chair, Governor's Workforce Investment Board Technology Workforce Task Force
- Former member, Board of Directors, Montgomery County Workforce Development Corporation
- Former member, Board of Directors, Leadership Montgomery County
- Former member, Montgomery County Executive's Economic Advisory Council

Professional Affiliations (Education)

- Fellow, Broad Superintendent's Academy Alumni Association
- Member, District Administration Advisory Panel
- Former Board Member, Consortium of School Networking (CoSN)
- Former member, Advisory Group, *Scholastic Administrator* magazine
- Former member, Intel Education Council
- Former member, Center for Digital Education Advisory Board
- Former member, Ednet Advisory Board
- Former member, U.S. Department of Education, Office of Education Technology, Technical Work Group
- Former member, Regional Education Laboratory - Mid-Atlantic (REL-MA) Expert Advisory Committee
- Member, eSchool News Advisory Board
- Former Chairman of the State of Maryland CIO Council
- Former member, 21st Century Skills Advisory Board, United States Department of Education
- Former National President, The Black Law Student Association

Community Activities

- Member, Board of Directors, YMCA of Oklahoma City
- Member, Oklahoma City Rotary Club (Club 29)
- Member and Former President, Alpha Phi Alpha Fraternity, Montgomery County, MD
- Member, Sigma Pi Phi Fraternity, Beta Mu Chapter
- Former member, Board of Directors, United Way of Oklahoma City
- Former member, Board of Directors, Shady Grove Adventist Hospital
- Former member, Board of Directors, Montgomery County Police Boys' and Girls' Club
- Former member, Board of Directors, Glen Echo Park Partnership for Arts and Culture
- Former member, Board of Directors, Olney Theatre
- Former Chair, County Executive's Task Force on Police/Community Relations
- Former Chair, Board of Directors, For Love of Children
- Former Trustee, United Way Montgomery County

MICHAEL H. ROBINSON

380 Dominique Court
Fayetteville, Georgia 30214
(404) 317-9994
Mikerobinson84@ymail.com

GOAL

To pursue a challenging leadership position that will enable me to utilize my knowledge and experiences to help students reach their fullest potential.

EDUCATION

Argosy University-Sarasota

- Ed. D.; Educational Leadership JAN 2008

Jacksonville State University

- Ed. S.; Educational Administration DEC 1997

University of the District of Columbia

- M.A.; Administration and Supervision JULY 1993
- B.S.; Special Education MAY 1990

PROFESSIONAL EXPERIENCE

Langston Hughes High School (Fulton County Schools) July 2008-Present

Principal

- *Appointed by superintendent to open newly constructed high school*
- *Facilitated the naming committee to select the name for the new high school*
- *Collaborated with stakeholders to establish the instructional programs*
- *Collaborated with stakeholders to establish the mission and vision*
- Analyze school data to develop and implement the school improvement plan
- Consistently monitor instruction to ensure teacher quality and student growth
- Establish career pathways for students via small learning communities
- Implement High School That Works Reform Model (Ten Key Practices)
- Balance and manage the cost center and local school budgets (Over \$17,000,000.00)
- Recruit, hire and evaluate all certified and classified personnel
- Facilitate continuous learning activities for faculty and staff

Creekside High School (Fulton County Schools) Nov 2002-June 2008

Principal

- Analyzed school data to develop and implement the school improvement plan
- Monitored instruction to ensure teacher quality and student growth
- Created a 9th grade academy to increase success rate for 9th grade students
- Balanced and managed the cost center and local school budgets (\$16,000,000.00)
- Recruited, hired and evaluated all certified and classified personnel

**Tri-Cities High School (Fulton County Schools)
Curriculum Assistant Principal**

AUG 1999-OCT 2002

- Assisted with the monitoring of instruction
- Developed educational programs to enhance student achievement
- Effectively communicated with stakeholders
- Built the master schedule for the 4X4 block schedule
- Recruited and evaluated certified and classified personnel
- Coordinated the Student Information System (SASI)
- Coordinated local, state and national testing

**Tri-Cities High School (Fulton County Schools)
Special Education Teacher/Head Boys Basketball Coach**

AUG 1993-JULY 1999

- Developed and executed a behavior modification plan for all students
- Wrote and implemented individualized educational plans
- Wrote and executed daily lesson plans
- Supervised student teachers
- Conducted lessons and workshops

**Evans Junior High School (District of Columbia Public Schools)
Special Education Teacher/Boys Basketball Coach**

SEP 1990-JULY 1993

- Developed and executed a behavior modification plan for all students
- Wrote and implemented individualized educational plans
- Wrote and executed daily lesson plans

PROFESSIONAL ACTIVITIES, AWARDS and HONORS

2002-Present

- Serve as a Coach for newly appointed Secondary Principals in the State of GA
- Serve on the National Committee on Student Contest and Activities for the National Association of Secondary School Principals
- Received a Resolution from the State House of Representative for excellence in leadership and education
- Appointed Principal by the Superintendent to open a brand new high school
- District P representative on the Board of Directors for the Georgia Association of Secondary School Principals
- Member of the teacher recruitment team for Fulton County Schools
- Member of the National Alliance of Black School Educators
- Serve on interviewing committees to select district level employees
- Who's Who Among American Educators

1993-2002

- Chaired the Block Scheduling Committee for Tri-Cities High School
- Served on the teacher recruitment team for Fulton County Schools
- Co-Chaired the Strategic Planning Committee for Tri-Cities High School
- Served on the High School's discipline committee for Fulton County Schools
- Co-Chaired of the Scheduling Committee for the Services for Exceptional Children Department at Tri-Cities High School

1990

- Dean's List at the University of the District of Columbia
- Inducted into Kappa Delta Pi (International Honor Society in Education)

References Available Upon Request

Stephen O Gibson
3983 Whispering Meadow Drive
Randallstown, Maryland 21133
stephenogibson@verizon.net
Home: 410- 521-2527
Cell: 443-527-5057

Education:

Baltimore City Public School – Graduate from Baltimore Polytechnic Institute

University of Maryland, College Park – B.A. Secondary Education

University of Maryland, College Park- M.A. School Administration

Employment History:

1977 -1984	Social Studies Teacher- Glenwood Middle School, Howard County Maryland Public Schools
1984- 1985	Social Studies Team Leader- Glenwood Middle School, Howard County Maryland Public Schools
Jan 1985- July 1985	Assistant Principal – Harper’s Choice Middle School, Howard County Maryland Public Schools
1985-1987	Assistant Principal – Centennial High School, Howard County Public Schools Maryland
1987-1989	Assistant Principal- Howard High School. Howard County Public Schools, Maryland
1989-1999	Principal – Patapsco Middle School, Howard County Public Schools, Maryland
1999-2002	Principal – Lime Kiln Middle School, Howard County Public Schools, Maryland
2002-2005	Principal – Hamilton Middle School, Baltimore City Public Schools, Baltimore. Maryland on loan from Howard

County Public Schools under Maryland Distinguished Principals Fellowship

2005-2008 Principal – Burleigh Manor Middle School, Howard County Public Schools, Maryland

2008- Present International Educational Consultant
Adjunct Professor- Johns Hopkins University

Awards:

Individual:

1984 Howard County Teacher of the Year
1997 Maryland Principal of the Year
1998 Washington Post Distinguished Educational Leader
2002 Maryland Distinguished Principal Fellow Award
2002 Representative for the United States of America at International Education Conference London, England

School Based:

Maryland School Performance Award 1997 – Patapsco Middle School
Principal- Maryland and National Blue Ribbon School- 1997 Patapsco Middle School
National Middle School Conference Visitation Site – 1998 Patapsco Middle School
Principal – Maryland and National Blue Ribbon School 2007 Burleigh Manor Middle

Presenter:

Numerous Local, State, National and International Conferences

Detailed information upon request

Consultant to schools and school districts across the United States, Bermuda and Bahamas

International Education Consultant to The World Bank

Camille S. Bell, PhD
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Owings Mills, Maryland 21117
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Cell: (443) 829-4651

OBJECTIVE: *To provide professional development and leadership guidance to teachers, administrators and school districts based on proven systems of academic, operational and cultural excellence. To work among professionals committed to improving academic and social outcomes for students based on experience in leading schools through data-driven decision making, implementation of research-based curriculum and instruction, forging uncommon levels of parent/community involvement and student driven teaching and learning. To instill in students a sense of responsibility, accountability and leadership that will give them a competitive edge when pursuing college, career and life endeavors.*

Educational Consultant

2008 - Present

Camille Simone & Company LLC.

- Instructional Coaching provided to Transformational Schools
- Mentoring New Teachers and Teachers in need of classroom supports in Urban Environments
- Mentoring New Principals in High Risk Schools
- Monitor Student Achievement Management (District Benchmark analysis, Interim Formative & Summative Assessments
- Assisting school base personnel with developing community partnerships
- Providing Professional Development to staff on best practices in high risk schools
- Providing Gap Analysis & recommendations for needed instructional programs to assist with closing the gap.
- Instructional Redesign based on data analysis
- Creating Intervention Programs and schedule realignment based on data triangulation
- Data Analysis & Instructional Strategic Planning
- Visit schools regularly and attend leadership, staff and collaborative team meetings
- Provide reading materials for teachers and principals to assist them in staying relevant in instructional trends.
- Maintain a cohesive relationship with the client while providing weekly progress reports.
- Work directly with students in a teaching capacity when needed.

Current & Former Clients:

- Global Partnership Schools
- Baltimore City Public Schools
- Hyde Public Charter Schools

Principal

07/05 – 7/1/11

Montebello Elementary-Junior Academy - Pre-K-8th Grades

A Baltimore City/Edison Learning Partnership School, Baltimore, MD

Responsibilities include:

- Successfully provided instructional leadership & strategic planning for school improvement
- Served as liaison between Edison Learning Inc. & Baltimore City Public Schools to ensure that all expectations were met
- Lead instructional and operational reform for staff and students through continuous professional development
- Developing vertically aligned instructional program to ensure instructional competencies are met across grade levels
- Realigning the Special Education instructional focus at Montebello, enabling a population of 85 tested diverse learners to achieve 78.8% proficiency in reading and 58.8% proficiency in math.
- Coordinating and facilitating professional development for all faculty and staff around topics including but not limited to:
 - Data Teaming, Benchmark and Data Integration in the Classroom
 - Curriculum Alignment & Instructional Rigor
 - Understanding State Standards using Maryland's Voluntary State Curriculum
 - Professional Learning Communities

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- Empowering Teachers as Instructional Leaders
- Empowering Para-Educators as Teaching Partners
- Co-Teaching, Co-Teaming and Co-Planning
- Character Development and PBIS
- Understanding Differentiation
- Cooperative Learning
- Technology Integration (focusing on benchmarks and other platforms to enhance instruction)
- Implementing School-wide Professional Learning Communities at all grade levels
- Supervising Administrative, Instructional, Operational and Support staff
- Screening and hiring of all building level staff
- Managing a school budget of \$8 million to ensure fiscal solvency
- Overseeing building operations, custodial and office practices and procedures
- Facilitating the school's transition from a full elementary to a Pre-K through 8th grade facility
- Facilitating a \$350k technology upgrade to include Promethean Boards, Activotes and Expressions, wireless neck microphones and a sound system in every classroom
- Developing school culture and implementing programs such as PBIS, Respect and Protect and a host of incentives for improved student behavior and increased academic performance
- Creating data teams to ensure the correlation of student achievement data and daily instructional practices
- Working with the Baltimore Facilities Department to modernize the school to include adding classrooms, state of the art science labs, lavatory additions in the modular units and major demolition and renovation of key areas.
- Monitoring instruction to ensure rigorous practices are taking place in the classroom
- Monitoring student achievement progress on a weekly basis via formative assessments for each instructional subgroup
- Conducting weekly data and instructional meetings with professional learning community members to ensure that the school-wide mission and vision is being upheld
- Building partnerships with parents, community, churches, corporations & local universities
- Creating continuous fundraising opportunities to ensure flexible spending dollars for student activities
- Assisting Edison Learning with increased growth opportunities by serving as an exemplary model and demonstration site for potential clients from the US and abroad

Junior Academy Director - (Unit Principal)
Charter School of Science & Technology
An Edison School, Rochester, NY

07/04 – 6/05

Responsibilities included:

- Assisting Building Principal with instructional leadership for the Junior Academy
- Responsibility for hiring, supervision & evaluation of Middle School Teachers
- Providing instructional support and intervention services
- Developing Academy culture
- Serving as PBIS Coach school-wide
- Providing school-wide instructional professional development for Elementary & Middle School
- Serving as Leadership Team Member and Principal's Cabinet Member
- Serving as Principal Liaison to the Board for Middle School
- Implementing PBIS & Respect & Protect Program Academy wide
- School event planner to enhance school culture to foster positive school morale

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<p>Teacher <i>Rochester City School District</i> <i>131 West Broad Street</i> <i>Rochester, New York 14614</i></p>	12/98-07/04
<p>Academic Intervention Specialist <i>Nathaniel Rochester Community School K-8</i> Responsibilities Included:</p> <ul style="list-style-type: none"> • Coordinated the After School Program • Staff Development –Turnkey Training • America’s Choice Leadership Team Member • Positive Behavior Intervention & Supports Team (P.B.I.S.) – Coach • Respect & Protect School Intervention Coach • E.S.S. Team Member • Worked with the School Base Planning Team to create and implement the School Improvement Plan • Assumed Administrative responsibilities when asked by the Principal • Coordinator of Young Ladies Group – “<i>Diva’s Club</i>” • Coordinator of Black History Month Celebrations & School Talent Shows 	9/03 - 6/04
<p>Instructional Support Specialist – Discipline and School Climate Responsibilities included:</p> <ul style="list-style-type: none"> • Administrative Assignment – School Discipline Specialist in conjunction with the Assistant Principal • Administer Administrative Detentions • 6th Grade Lunchroom Supervision • Discipline Investigations • Behavioral Conferences with Parents • Principal’s Selection Team Participant • Positive Behavior Intervention & Support Team (P.B.I.S.) – Coach 	1/03 – 6/03
<p>7th Grade Social Studies Teacher <ul style="list-style-type: none"> • Social Studies Showdown Coordinator • Coordinator of Young Ladies Social Group – “<i>Diva’s Club</i>” </p>	9/02–12/02
<p>Senior High School Alternative Program of Education (SHAPE) Responsibilities Included:</p> <ul style="list-style-type: none"> • Middle & High School Social Studies Teacher (7th – 11th grade curriculum) • Staff Professional Developer - Discipline Techniques • Home School Re-Entry Counselor • Middle School Scheduling • Community Service Coordinator • Special Assignments as assigned by School Principal 	8/99 – 06/02
<p>East High School Responsibilities Included:</p> <ul style="list-style-type: none"> • High School Social Studies Teacher – Long Term Substitute • Global Studies I • American History II • Coordinator of Ebony Culture Club’s Fashion Show • Student Teaching Experience 	9/98 – 6/99 1/99 – 6/99 9/98 –12/98

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Additional Opportunities and Key Accomplishments

- Awarded Edison Learning's Highest Principals of Distinction 4 and 5 Star Award based on the following:
 - Student Achievement
 - Fiscal Solvency
 - Customer Satisfaction
 - Operational Excellence
 - Fidelity to the Edison model

Award & Achievement History:

- 2005-2006 – Met AYP & Fiscal Solvency, Montebello Awarded Double Four Star Status
- 2006-2007 – School Exceeded Financial Targets and received 5 Star Financial Recognition
- 2007-2008 – Met AYP & Fiscal Solvency, while moving Montebello to its highest achievement targets since inception. Awarded Double Four Star Status from Edison Learning and Special Recognition from the CEO of Baltimore City Schools for the increases made in Special Education
- 2008-2009 – Missed AYP by .4% in FARMS/Math however Montebello achieved its highest scores ever in reading, math and special education and exceeded all financial targets. As a result, Montebello received the 5 Star Financial and Operational Award of Excellence.
- 2009-2010 – Montebello achieved its highest historical math scores showing continuous gains as well as cohort gains in grade levels of up to 30%. Montebello again exceeded all financial targets thus receiving the Double 5 Star Award for Financial and Operational Excellence.
- 2010-2011 – Through our most challenging school year, Montebello outscored the Baltimore City School District in Math by Double Digit Gains with the 3rd graders out performing the district and state achievement outcomes. Middle School math gains out performed the district in grades 7th & 8th grades by double digit gains and grades 4th - 6th were in line but Montebello outscored the district. In reading Montebello outscored the district at all grade levels as well as in Special Education. In addition Montebello is in line to received Edison's Double 5 Star Award for Financial and Operational Excellence.

Additional Recognitions:

- Key Note Speaker for Harlem's Children's Zone with Geoffrey Canada 2006
- Received a Mayoral Citation for School Excellence 2007-2008
- City Council President Certificate of Outstanding Achievement 2007-2008
- Named National Technology Principal of the Year – Edison Learning 2008-2009
- PBIS Implementation Award of Excellence – Montebello 2009-2010
- PBIS Implementation Award of Excellence – Montebello 2010-2011
- Received Outstanding Leadership Recognition from Baltimore City Schools 2010-2011

Professional Development Facilitator for Edison Learning

2006 - 2011

Topics include but not limited to:

- Instructional Rigor and Technology Integration in Urban Classrooms
- Cooperative Learning and Differentiated Instruction
- Using Data to Drive Instructional Excellence
- The Importance of Professional Learning Communities
- Creating Positive School Cultures
- Positive Behavior Interventions and Supports - PBIS
- Connecting Schools and Communities to Build Positive Partnerships
- Transformational Leadership of Urban Schools

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Additional Professional Experiences in Educational Leadership:

- Formal Mentor for Edison Learning New Principal's Mentor Program 2009 - 2011
- Formal Mentor for Aspiring Principals and Administrators 2007- Present
- Professional Development Facilitator for Baltimore City Principals & Teachers 2009- 2011
- Professional Development Facilitator for Hyde Public Charter School 2008- 2010
- Edison Learning National Principal's Roundtable Member 2008 -2009
- Professional Development for Morgan University Students 2007 – Present

Professional Learning Activities

- Edison Learning National Conferences, various locations, twice a year with National Leaders in Education
- Capella University Colloquium, Orlando Florida, July, 2007
- Capella University Colloquium, Lansdowne Virginia, February, 2008
- Steven Covey, Baltimore Maryland, Time Management & Effective Planning, 2007
- Capella University Colloquium, Atlanta Georgia, April, 2008
- American Management Association, Professional Communications in Difficult Situations, Atlanta, Ga. 10/08
- Douglas Reeves, 90/90/90 Schools, Los Angeles, California, 2009
- Douglas Reeves, Data Teaming to Drive Student Achievement, Las Vegas Nevada, 2009
- Differentiated Instruction for School Leaders, Restin VA: July, 2010
- ASCD 2010 Conference on Teaching & Learning, San Antonio, Texas: March, 2010
- ASCD 2011 Conference on Teaching & Learning, San Francisco CA: March, 2011
- Urban Teacher Residency United Symposium, Chicago IL: May, 2011

Professional Affiliations

- ASCD Elite Member
- Students First Organization
- National Association of Educators
- Phi Theta Kappa Honor Society Member
- Phi Alpha Theta History Honor Society Member

Curriculum & Assessments & Interventions

- **Reading & History Programs**
 - Open Court/ Imagine It!
 - Success for All
 - Foundations – Primary Intervention Program
 - Wilson Reading – Intervention Program
 - America's Choice
 - Writers Workshop
- **Math & Science Programs**
 - Everyday Math
 - Prentice Hall Math & Science
 - Saxton Math – Intervention Program
 - Math Works – Supplementary Program
- **Assessments & Intervention**
 - Dibels
 - Stanford 10
 - Scholastic Reading Inventory
 - Scholastic Math Inventory
 - Data Driven Skills Focused Assessments
 - Monthly Computerized Benchmark Assessments – Math, Reading & Language Arts

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- RTI Intervention Program
 - Individual Student Intervention Plans
 - Individual Student Acceleration Plans
 - Weekly Skill Focus Assessments using Data & Technology

Education & Certification

Maryland State Department of Education Teachers Certification Advanced Professional Certification Secondary Social Studies 7-12 Administrative I Administrative II – Principal’s Certification	Expires 6/2013
Capella University Ph.D. in Educational Leadership – K12 Concentration in Urban Reform Conferred: July 13, 2010	3/07- 7/10
State University of New York College at Brockport Master of Science in Educational Administration [8/03] Certificate of Advance Study [5/15/04] School Building Administrator – Permanent Certification School District Administrator/Superintendent - Permanent Certification	1/02 - 5/04
State University of New York College at Geneseo Bachelor of Arts in History [1999] Secondary Certification: 7-12 Social Studies	1/97 – 8/99
Monroe Community College Associates in Liberal Arts & Science [1996]	8/95 – 12/96

Professional References Provided Upon Request

Mildred Mason, Ph.D.

28 Wenonah Drive - Pontiac, Michigan 48341
(248) 758-0230 Home- (248) 842-1886 Cell
m.vmason@gmail.com

Post Graduate

Michigan State University, East Lansing, Michigan
Courses in technology
Saginaw Valley State University, University Center, Michigan
Courses in education leadership
Trevecca Nazarene University, Nashville, Tennessee
Courses in education administration

Graduate

Michigan State University, East Lansing, Michigan
Ph.D. in Higher Education Administration 1980
M. A. in Secondary Education 1972

Undergraduate

Tennessee State University
B.S. in English 1965

Employment

The M & M Group, Educational Consulting
2007– Date

- Mentoring administrators in area Charter Schools for Mosaica Education, Inc.
- Providing leadership development to school leaders
- Consulting and advising districts and schools on how to improve student achievement, reduce the drop out rate, increase the graduation rate, increase parent participation and increase community involvement
- Providing staff development training in using data to make decisions regarding teaching and learning
- Implementing research based best practices in schools
- Assessing school climate to ensure the focus is on student learning
- Building capacity in schools

Superintendent of Schools, School District of the City of Pontiac MI
2003-2007

Demonstrated Experience and Skills in the following areas:

- Serving in leadership positions in large districts, including Metro Nashville Public Schools in TN, Jackson Public Schools in MS, Grand Rapids Public Schools in MI as well as other districts including, Saginaw Public Schools in MI, and Buena Vista School District in MI and Pontiac Public Schools in MI
- Developing programs and initiatives for gifted and talented students
- Providing program options for all students
- Communicating, connecting and planning with parents, students, staff, local churches, residents, agencies, elected officials, higher education institutions and businesses
- Working collaboratively with commissioners, school board members and state representatives
- Maintaining fiscal integrity and accountability
- Accessing grants and other resources to support district needs
- Implementing standards and accountability throughout the district
- Developing a learning environment for staff to increase instructional efficacy

Assistant Superintendent of Curriculum & Instructions, School District of the City of Pontiac MI
2001-2003

- Realigned, upgraded, revised and enhanced the curriculum to comply with local, state, national and international standards
- Aligned staff development with district needs
- Led district teams in implementing whole school reform initiatives and character education
- Provided leadership in implementing International Baccalaureate Programs and increasing the number of honors classes
- Used evidence based research to increase students' achievement, graduation rate and time on task
- Decreased students' dropout rate
- Ensured instructional accountability

Director of K-12 Resources & Instructional Support Administrator, Metropolitan Davidson Nashville Public Schools-Nashville TN
1997-2001

- Served as a cabinet member for the Director of Schools with responsibilities for the following offices:
 - Research and Evaluation
 - Technology Services
 - Professional Development

Library Services
Title I & Other Grants
Strategic Planning

- Planned, facilitated and coordinated activities to improve student achievement in the Pearl Cohn and Overton clusters
- Assisted with the implementation of concept schools and program initiatives
- Assisted with the comprehensive analysis of the organizational structure
- Established partnerships with community agencies, higher education and businesses

Associate Superintendent of Curriculum & Instruction, Jackson Public Schools-Jackson, MS1995-1997

- Provided supervision for three area superintendents in the district
- Conducted curriculum audits and made adjustments to align with local, state, national and international standards
- Aligned staff development with district needs
- Led district teams in implementing whole school reform initiatives and character education
- Provided leadership in implementing the International Baccalaureate Program and increased the number of honor classes
- Used evidence based research to increase students' achievement, graduation rate and time on task
- Decreased students' dropout rate
- Ensured instructional accountability

High School Principal, Buena Vista School District, Saginaw, MI
1991-1995

- Served as instructional leader and guided staff in instructional efficacy
- Provided leadership in ensuring that the district adopted curriculum was taught by teachers and learned by students
- Supervised and evaluated building staff
- Developed need assessments for students, staff, parents and schools
- Assisted staff with implementing intervention programs
- Led the instructional staff in using data to inform instruction
- Supervised and supported curricular and extra curricular activities
- Linked the school with the community, including business, industry and higher education
- Provided a safe and orderly environment

Elementary School Principal, School District of the City of Saginaw, Saginaw, MI
1989-1991

- Served as instructional leader
- Provided leadership in ensuring that the district adopted curriculum was taught by teachers and learned by students
- Supervised and evaluated building staff
- Developed student, staff, parent and building needs assessment

- Developed and implemented plans to address student, staff, parent and building needs
- Assisted staff with implementing intervention programs
- Led the instructional staff in using data to inform instruction and to make decisions about teaching and learning
- Supervised and supported curricular and extra curricular activities
- Linked the school with the community, businesses and higher education
- Provided a safe and orderly environment

Middle School Assistant Principal, School District of the City of Saginaw, Saginaw, MI
1980-1989

- Served as instructional leader and guided staff in instructional efficacy
- Implemented and maintained computerized scheduling program
- Upgraded, revised and enhanced the curriculum to align with local, state, national and international standards
- Developed and implemented parent involvement programs
- Provided staff development training to building staff
- Coordinated programs and activities with district departments
- Assisted in the recruitment and assignment of school personnel
- Implemented leadership development program for students, staff and parents
- Developed partnerships with local community leaders and businesses

Reading Team Leader, Grand Rapids Public Schools, Grand Rapids, MI
1978-1980

- Supervised a group of reading teachers in conducting demonstration lessons to improve instructional practices
- Provided staff development training in reading instructions to teachers
- Conducted action research to determine the most effective strategies and programs
- Developed reading materials for teachers
- Analyzed assessment results and assisted teachers in implementing intervention strategies

Director of Adult Reading Academy, Delta College, University City, MI
1975-1978

- Created a model adult reading program for the United States Department of Health Education and Welfare (Department of HEW)
- Coauthored a chapter in a book Published by Department of HEW regarding characteristics of adult learners
- Served as field reader for the United States Department of Health, Education and Welfare
- Provided mentorship for reading academy leaders
- Conducted research on the adult learner

- Managed and supervised staff in teaching reading to adults

Program Evaluation Analyst, City of Saginaw, Saginaw, MI
1973-1975

- Evaluated programs funded by Model Cities funds
- Developed evaluation designs for programs to provide qualitative and quantitative information to the Mayor and Council members
- Reported results and recommended adjustments for continued funding

Conference Coordinator, Michigan State University, East Lansing MI
1972-1973

- Planned and facilitated logistics for national conferences held at Kellogg Center
- Assisted the university in marketing the conference facility
- Arranged and facilitated press releases for resolutions resulting from conferences

Resident Advisor, Michigan State University, East Lansing, MI
1971-1972

- Provided advice, counsel and support services to student residents
- Provided an atmosphere conducive to studying and quality dormitory living
- Developed programs to support residents in adjusting to campus life

Teacher, School District of the City of Saginaw, Saginaw MI
1966-1971

- Taught the district adopted curriculum and ensured that each child mastered the content
- Developed professional and caring relations with students, parents and staff
- Communicated high expectations
- Taught appropriate behavior and used research based strategies to optimize effectiveness

College and University Adjunct Assignments

- 1995 - 1997 Adjunct Faculty, Jackson State University, Jackson, MS
- 1965-1994 Adjunct Faculty, Delta College, University City, MI
Grand Valley State University, Allendale, MI
Michigan State University, East Lansing, MI

Professional Activities and Associations

- Education & Directions Committees, Mayor's Transition Team

- Association for Supervision and Curriculum Development (ASCD)
- Michigan African American Superintendents Association
- National Association of Black School Educators
- Board member of Clinton Valley Boy Scouts of America
- Member of the Oakland County Veterans' Group
- Member of the Pi Lambda Theta - International Honor Society
- Member of the Kiwanis Club of Pontiac
- Graduate of Leadership Tennessee
- Charter Board Member, Ruben Daniels Educational Foundation
- Charter Board Member of Leadership Saginaw

Related Experience

- Elected to Saginaw City Council
- Served as Mayor Pro Tem

Governmental and Mayoral Committee Assignments and Appointments

- Michigan Concerned Citizens for the Arts
- Michigan Residential Builders & Contractors
- Chairperson, Personnel Committee, City of Saginaw, Saginaw MI
- Chairperson, Cable Television, City of Saginaw, Saginaw, MI
- Chairperson, Community Enrichment Commission, City of Saginaw, Saginaw, MI

DONN F. TIGNANELLI

3651 Aynsley Drive
Rochester Hills, MI 48306
(248) 978 -8505
donntignanelli@yahoo.com

SUMMARY OF QUALIFICATIONS: Visionary leader possessing extensive experience in strategic planning and leadership development. Experienced K -12 school administrator with a comprehensive background in elementary and secondary instruction, curriculum development, communications, multi-cultural education, school safety, budget and finance, professional learning communities, group facilitation, team building, grant writing, community relations, and data analysis. Results orientation as evidenced by improved scores on district MEAP and MME assessments.

PHILOSOPHY OF EDUCATION: The mission and vision for educators must be to ensure that student learning is supported by a quality curriculum, substantive instructional strategies, on-going data driven assessment and parent/community support to enable each learner to achieve his/her highest potential.

EXPERIENCE - EDUCATIONAL ADMINISTRATION

ASSISTANT SUPERINTENDENT OF CURRICULUM AND INSTRUCTION

Van Dyke Public Schools

2005 to Present

Acting Superintendent – September 2010

- Supervision and evaluation of principals at four elementary schools / one middle school / one high school and one alternative center for education. Oversee the development and implementation of pre – K, elementary, middle school and high school instructional programs. Plan and execute district school improvement program including all professional development. Determine staffing allocations for elementary, middle, and high school instructional programs. Screening and selection process for hiring new staff. Monitor the implementation of professional learning communities at elementary, middle and high schools. Negotiate employment contracts with various employee associations. Represent instructional staff at all student expulsion hearings. Liaison for Galileo teacher leadership project. Director of Van Dyke Public Schools teacher leadership program.
- Direct elementary and secondary instructional programs including high school reform efforts. Recipient of \$1.2 million United Way-Venture Fund high school reform grant. Overseeing implementation of “First Things First” high school reform effort. Responsible for Response to Intervention (RTI) program to address student achievement gaps in English Language Arts and Mathematics. Design and execution of eighth and ninth grade mentoring program designed to decrease freshman failure rate and to improve high school graduation rate. Facilitated diversity programs at high school and middle school including *Challenge Day*. On-going development and implementation of strategies designed to increase student achievement on MEAP / MME assessments. Developed curriculum for English Language Arts, Mathematics, Science, Social Studies, Music, and Physical Education. On-going work with teachers on secondary initiatives in a variety of content

1

areas. Presentations of all curriculum related initiatives to the Van Dyke Curriculum Frameworks Committee and Van Dyke Public Schools Board of Education.

- Director of Federal and State Grants including Title I, Title IIA, Title IID, and Section 31 A. Develop and monitor budget allocations to schools appropriated under Federal and State grants. Establish and monitor professional development budget for Van Dyke Public Schools to align with the Michigan School Improvement Framework and Van Dyke Public Schools School Improvement Program. Plan and coordinate all efforts associated with improving academic achievement to ensure that schools achieve Adequate Yearly Progress under No Child Left Behind and Education YES! District Michigan Educational Assessment Program (MEAP) and Michigan Merit Exam coordinator.
- Member of Van Dyke Public Schools Superintendent's Cabinet. Provide input on all decisions affecting the Van Dyke Public Schools general operating budget, sinking fund, and debt retirement fund. Executed plan to reduce general operating budget including the reduction of elementary school buildings. Implementation of \$62 million bond issue approved by voters in May 2008.

DIRECTOR OF COMMUNITY RELATIONS / COMMUNICATIONS
Rochester Community Schools
1998 to 2005

- Provided direction to the communications and community relations programs for Rochester Community Schools. Monitored and developed Board of Education policies and regulations relating to parent and community involvement. Chief writer and editor for school district publications. Managed media relations and was school district spokesperson. Updated and maintained the Rochester Community Schools website. Supervised the development of school district policies and regulations related to communications, community involvement, citizen advisory boards, advertising in schools and on school property. Freedom of Information Act (FOIA) coordinator.
- Designed school safety programs, and established the Rochester Community Schools Trauma Response Team. Developed and implemented staff development programs for training purposes of building level Trauma Response Teams, staff, and parent groups. Supervised the implementation of the Michigan Homeland Security Grant in all school district facilities. Developed policies, regulations and guidelines relating to emergency response, grief and loss, medical management and chaperone responsibilities for thirteen elementary schools, four middle schools, and three high schools. Attended and implemented specialized training programs in emergency response, unified incident command and critical incident stress management.
- Directed and implemented diversity programs for Rochester Community Schools. Developed and presented staff development workshops relating to diversity for teachers, support personnel, administrators and parent groups. Aligned curriculum resources to content standards and benchmarks to the implementation of diversity within the elementary curriculum. Collaborated with Human Resource Department to develop and implement a program for minority recruitment of elementary, middle, and high school

teachers. Received and implemented specialized training in linking diversity with the K – 12 curriculum.

- Member of Superintendent's Cabinet. Established goals, objectives and action plans for marketing and community relations for the Rochester Community Schools Strategic Plan. Designed the structure for the Goals 2010 process to provide community involvement for all school district stakeholders. Provided leadership for special projects associated with Cabinet.
- District liaison to PTA. Developed and coordinated parent involvement programs by working closely with Rochester PTA Council to improve and enhance parent involvement for all Rochester Community Schools. Delivered special presentations to PTA relating to school district initiatives including annual budget presentations.
- Provided leadership to the passage of two successful bond issues, Headlee Override, and Non-Homestead Property Tax Renewal elections.
- Supervise Enrichment / Leisure Learning program designed to generate revenue to support the Rochester Community Schools general operating budget.

DIRECTOR OF THE ROCHESTER COMMUNITY SCHOOLS FOUNDATION
Rochester Community Schools
2003 to 2005

- Raised over \$1.5 million over a period of two years in contributions to Rochester Community Schools through special events, major gifts, and individual contributions.
- Implemented and presented fundraising programs to support and advance arts, academics, and athletics for Rochester Community Schools.
- Wrote grants resulting in funding in excess of \$50,000 to Rochester Community Schools. Developed resources for teachers relating to successful grant writing.
- Maintained relationships with a twenty-three member Board of Directors charged with setting policy and overseeing the work of the Rochester Community Schools Foundation.
- Developed strategies to increase revenue through special events, planned giving, naming opportunities and advertising to increase revenue to the Rochester Community Schools Foundation.
- Negotiated exclusive contracts with Pepsi Beverage Company, Dell Computers and Kaiser Photography Studios creating new revenue in excess of \$600,000 over a five year period.

DIRECTOR OF CAREER AND TECHNICAL EDUCATION
Rochester Community Schools
2001 – 2003

- Directed curriculum and instruction of Career and Technical Education programs.

- Supervised state and local funding for Career and Technical Education courses.
- Developed curriculum for Business Education, Life Skills, and Computer Aided Design courses.
- Supervised advisory committee for Career and Technical Education courses.

DIRECTOR OF COMMUNITY SERVICES

Rochester Community Schools

1998 - 2001

- Provided direction to the Rochester Community Schools Adult Education program, election services, children's programs, mailroom and in-house printing.

PRINCIPAL

Rochester Community Schools

Brewster Elementary School

1994 - 1998

- Provided direction as instructional leader in the development of programs to support the mission and vision of Brewster Elementary School.
- Developed curriculum-based programs to support the delivery of instruction and student learning, and school improvement programs.
- Developed and presented professional development programs related to instructional innovation and student learning.
- Provided leadership for curriculum integration and technology alignment.
- Developed career programs for business, students and educators at the building and district level in coordination with the Rochester Chamber of Commerce.
- Designed and executed parent education programs with PTA to increase parent involvement.
- Served as liaison for on-site pre-student teaching program with Oakland University.

PRINCIPAL

Rochester Community Schools

Summer Learning Program

1993 to 1997

- Planned and developed elementary, middle and high school courses for the Summer Learning Program.

- Supervised students, support and instructional staff in program serving over seven hundred students annually.
- Managed registration process, budget and staffing for the Summer Learning Program.
- Managed all financial aspects of Summer Learning Program including ordering, payroll and record keeping.
- Planned weekly staff development programs designed to improve student achievement.

**Rochester Adams High School
Rochester Community Schools
1979 – 1994**

ASSISTANT PRINCIPAL (1990 – 94)
STUDENT ASSISTANCE PROGRAM FACILITATOR (Substance Abuse Education) (1987 – 1990)
MARKETING AND DISTRIBUTIVE EDUCATION TEACHER (1979-1987)
DISTRIBUTIVE EDUCATION CLUBS OF AMERICA ADVISOR (1979-1990)

- Designed student centered activities and instructional programs at nationally recognized exemplary high school.
- Global education coordinator, traveled with student delegation to Russia – 1994.
- Chief writer of successful Blue Ribbon School Application – 1992.

EDUCATION

MADONNA COLLEGE

Linking Diversity with the Curriculum 2004

ROCHESTER COLLEGE

Leadership Development 2004

MICHIGAN STATE UNIVERSITY

Educational Administration
 College of Lifelong Learning, 1992 – 1994
Master of Arts - Curriculum and Instruction, August 1986

WESTERN MICHIGAN UNIVERSITY

Bachelors of Applied Science
 Marketing and Distributive Education with Vocational Certification, June 1979

SPECIALIZED TRAINING

Bridge to China Program – College Board; Beijing, China – December 2009
MI-LIFE – Michigan Improvement Leadership Enhancement - 2009
Assessment for Learning – Quality Leadership by Design
Professional Learning Communities; PLC Institute – September 2008
Critical Incident Stress Management Certification – April 2005
Langford Quality Schools
Data Decision Making / Data Analysis
Oakland Schools Diversity Academy
A Framework for Understanding Poverty

AFFILIATIONS

Oakland University – Governing Council for Elementary Teacher Preparation
Van Dyke Public Schools Foundation for Educational Excellence
MACA – Macomb Curriculum Association
Rochester Rotary Member 2003 - 2005
Leadership Greater Rochester 2004 – Charter Member
Rochester Community Schools Foundation – Board of Directors
Rochester Regional Chamber of Commerce – Workforce Development and Diversity
Michigan School Public Relations Association
Association for Supervision of Curriculum Development
Rochester / Auburn Hills Community Coalition Board of Directors 1996 - 1998

AWARDS

Unity Award – Van Dyke Public Schools 2009
PTA Council – PTSA Honorary Life Member 2000
National Council of Fundraising Executives Volunteer Award 2002

REFERENCES

Dr. John M. Schultz, Retired Superintendent, Rochester Community Schools,
248.651.3413 (Home)

Mrs. Kathleen Spaulding, Superintendent, Van Dyke Public Schools, 586.758.8333 (Office)

Ms. Alena Zachery, Principal, Lincoln Middle School, 586.758.8320 (Office),
248.327.6366 (Home)

Ms. Sharon Bienkowski, Principal, Carlson Elementary School, 586.758.8345 (Office),
586.781.4439 (Home)