

Commonwealth of Virginia Department of Education

Low Achieving School Turnaround Partners

TECHNICAL
ORIGINAL

DUE: August 15, 2013 at 2:00 PM

James Monroe Building
21st Floor, Procurement Office
101 N. 14th Street
Richmond, VA 23219



PEARSON

Ann Sells
Commonwealth of Virginia
Department of Education
Procurement Office
101 N. 14th St., 21st Floor
Richmond, VA 23219

SCHOOL ACHIEVEMENT SERVICES**PEARSON**

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RE: RFP #DOE-LASTP-2013-04—Low Achieving Schools Turnaround Partner

15 August 2013

Dear Ms. Sells:

Pearson, through its School Achievement Services group, a business of NCS Pearson, Inc. (Pearson), offers this proposal in response to RFP #DOE-LASTP-2013-04 to serve as a Low Achieving Schools Turnaround Partner.

Our expertise has been developed through our work with public schools across the country. Our extensive scope of services, combined with our rich resources, knowledge, and skill set, make us an excellent choice to work collaboratively with Virginia schools to build sustainable capacity to turn around chronically underperforming schools.

Our proposal outlines our experience and capacity to help Virginia's underperforming schools improve academic performance, effectively implement the Virginia Standards of Learning, increase supports for students, build parent and community engagement, and strengthen behavioral support programs. We offer the Virginia schools the following strengths:

- Nationwide experience in effective instructional transformation using an approach supported by research and documented through student success
- Expertise in working with chronically low-performing schools to increase instructional capacity and student achievement
- A staff of highly experienced, dedicated educators with years of work in public schools
- Broad, deep resources and the capacity to address instructional needs at the division, school, and classroom level, including leadership and shared schoolwide responsibility for student achievement

Virginia schools will receive job-embedded support and guidance from field specialists and consultants who will work to meet the specific requirements of your schools, leaders, teachers, and students.

Ann Sells
Commonwealth of Virginia
Department of Education
15 August 2013
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We appreciate the time you will take reviewing our proposal and look forward to discussing our proposed solution with you. Questions may also be directed to Patricia Whiteaker at 202.378.2173 or pat.whiteaker@pearson.com.

Sincerely,

A handwritten signature in blue ink that reads "Matt Stricker". The signature is fluid and cursive, with the first name "Matt" being more prominent than the last name "Stricker".

Matt Stricker
Vice President, Finance
School Achievement Services
NCS Pearson, Inc.

Please send decision letter to:
Patricia Whiteaker
School Achievement Services, Pearson
1919 M Street NW
Suite 600
Washington, DC 20036-3560
T: 202.378.2173
E: pat.whiteaker@pearson.com
F: 202.783.3672

**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:

NCS Pearson, Inc.
1919 M. Street NW, Suite 600
Washington, DC

Zip Code: 20036

eVA Vendor ID or DUNS #: 076325252

Fax Number: (202) 783-3672

E-mail Address: pat.whiteaker@pearson.com

Date: 
By: July 23, 2013
(Signature in Ink)

Name: Matt Stricker
(Please Print)

Title: Vice President of Finance

Telephone Number: (202) 378-2173

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.

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■ Executive Summary

To effectively address the Commonwealth of Virginia Department of Education's need to provide low-achieving schools with turnaround partners that offer academic improvement supports in core disciplines (math, science, history/social studies, and language arts), Pearson recommends our research-based improvement framework, which is applicable to any K–12 learning community. This framework, the Lead Turnaround Partner Framework (LTPF), provides the type of school improvement support the Virginia Department of Education (VDOE) is seeking for its lowest-performing schools.

Our responses to each component of the Request for Proposals (RFP) detail how the LTPF effectively addresses the academic and behavioral needs of low achieving schools. Following, we provide a summary of the framework's five core components and detail how they can improve teaching and instruction in these schools and build capacity to sustain these improvements.

The Five Core Components of the LTPF

Pearson's LTPF is a comprehensive, school-wide improvement framework that supports high-quality instruction and rigorous outcomes across five areas that are recognized as critical to school success. The five areas are listed below:

- Standards-Aligned Curriculum, Instruction, and Assessment;
- High-Performance Leadership, Management, and Organization
- Strengthened Engagement
- Data-Driven Culture
- Sustainability for Continuing Improvement

These areas provide a cohesive model that starts with a foundation of strong standards and instructional practice. Once the learning community understands how they can best achieve improved student outcomes, the emphasis shifts to using data and sustainable frameworks that keep the momentum high for improved learning activities. Critical to the framework is an additional emphasis on student behaviors and their impact on the learning environment. The LTPF includes a positive behavior support structure that helps schools simultaneously identify academic **and** behavioral areas of concern and addresses them with immediate research-based interventions through Pearson consultants and online resources.

The “standards aligned” and “data-driven” aspects of our improvement framework merge seamlessly with Virginia’s rigorous Standards of Learning (SOL) and assessments in grades K–12, particularly in the core content areas of math, language arts, and science. In fact, the LTPF carries its most significant academic interventions within the core content fields of mathematics and English language arts. Furthermore, the LTPF promotes an improved emphasis on college and career readiness indicators, meaning selected activities are driven by an emphasis on increasing individual competency and capability.

The LTPF has been developed based on research and 20 years of experience in applying these principles in struggling and low-performing schools throughout the world. In fact, the framework is largely based on a model that was featured as an effective solution for school improvement in the Mass Insight Education and Research Institute report, *The Turnaround Challenge*. We provide more information on the research behind this framework in the Experience document.

LTPF Addresses Individual School Needs

Our recommended LTPF is a comprehensive school-wide reform model that data shows is highly effective and capable of promoting long-term change in school capacity. The LTPF is a flexible, data-driven, and personalized framework that incorporates local school and community data with educational research to guide the school as it develops necessary transformation skills.

To make the LTPF model a reality in Virginia schools, we start by working with the designated school leadership team that drives reform decisions and Teacher Workgroups that serve as the place for formal and informal trainings. Pearson educational consultants work closely with these collaborative groups throughout planning and implementation, providing onsite technical assistance and/or coaching to foster a culture of improvement among all staff members.

Sustainability, or capacity-building, for continuing improvement is a primary focus of the LTPF design. Our proprietary, validated technical support system promotes continuous improvement via distributed leadership and collaboration as well as through professional development, coaching, and technical support. The technical support system incorporates structures and processes for monitoring, adjusting, and sustaining implementation over time to provide for school-level capacity building and a gradual transfer of responsibility from Pearson to school staff.

Because Pearson believes in customized rather than stock solutions to truly address local school concerns, we work with each school to determine whether additional activities or interventions are needed to address specific concerns. In the Narrative section of this response, we have provided details about optional programs and interventions that participating schools may select to expand the impact of the LTPF.

Ready to Work with Virginia Schools

To provide meaningful support to low-achieving schools, the VDOE needs a partner who can implement a framework that uses research-based turnaround principles while also providing enough flexibility to address individual school issues and improvement goals. Pearson can provide this solution through the LTPF. Using our carefully crafted framework, we can help the VDOE meet its goals to increase student achievement in Virginia's persistently lowest-performing schools.

PEARSON

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: NCS Pearson, Inc.

	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			

Experience

Requirement

- IV.B.3 A written summary statement for the option(s) proposed to include:
- a. Experience in providing the same or similar services contemplated herein.

Response

An Experienced Partner

Our Lead Turnaround Partner Framework (LTPF) is based on a comprehensive, standards-based school improvement model that has provided measurable gains in schools and districts across the country for 15 years. Recent revisions to the model have included the addition of Pearson Learning Teams, our research-based professional learning communities model, that helps teachers and leaders address challenges and change across all content fields and grade levels.

To support positive behavior frameworks in Virginia schools, we have merged Review360 to with our proposed LTPF for the Virginia Department of Education (VDOE). Virginia schools that partner with Pearson will be the first in the nation to benefit from our expanded school improvement model that boasts a social and emotional support resource proven to reduce suspensions, expulsions, and classroom disruption and lead to improved student achievement.

From the earliest days of the framework, we have rigorously worked with states and districts to help schools raise student academic performance and staff expertise. By providing a comprehensive school design that includes evidence-based instructional solutions, technical assistance, job-embedded coaching services, formal and informal professional development offerings, and instructional materials, Pearson has had the privilege of helping schools engage in an exciting, outcomes-based transformation process.

At the core of the framework is a collaborative emphasis on learning teams, or professional learning communities, made up of grade- or job-alike staff members. We detail the work of these collaborative teams during the transformation period in the Narrative portion of our response, but we highlight the inclusion of learning teams because research shows their positive impact on reform.

(IV.B.3.a) The Pearson Learning Teams research base comes from nearly four decades of research and replication studies conducted in the classrooms and schools of low-income urban communities. With research findings published in several peer-reviewed journals, Learning Teams is one of the few programs that is able to scientifically isolate the positive effects of teacher collaboration on student achievement.

Research indicates that when implemented well, Learning Teams leads to improvements in overall school culture, including wider distribution of leadership, more effective team meetings, higher expectations, and positive attributions for student outcomes.

- **Improved Student Achievement.** The Learning Teams model was initially developed during a six-year, prospective case study of a single elementary school. From 1990 to 1995, the case study school shifted from lowest achieving to surpassing district averages on both standardized tests and performance-based assessments (Goldenberg, 2004).

In a five-year comparison study, student achievement in Title I Learning Teams schools rose by 41 percent overall and 54 percent for Hispanic students, gains that were significantly greater than those made by demographically-matched comparison schools (Saunders et al., 2009).

According to an independent value-added analysis of Learning Teams in middle and high schools after just one year of program implementation schools with at least one well-functioning workgroup showed higher growth overall on state achievement tests than demographically matched comparison schools in most subjects and impressively higher growth in three high school subject areas (Daley 2008).

- **Distributed Leadership.** Findings from an external evaluation of Learning Teams schools indicate that teachers assume more academic leadership roles in their groups, enjoy more distributed leadership, and experience a heightened sense of professional responsibility (McDougall et al., 2007).

Multiple evaluations and replication studies of the Learning Teams model indicate that when teachers engage in structured, collaborative inquiry in job-alike teams, grade-level meetings become more focused on instruction. This instructional focus emerges from deliberate planning around instructional goals and student outcomes, resulting in “meaningful instructional changes” in teacher practice (Ermeling, 2009; McDougall et al., 2007; Gallimore et al., 2009).

- **Higher Expectations and Instructional Attributions.** Research indicates that teachers in Learning Teams schools express higher expectations for student learning and are more likely to shift attributions of improved student performance toward “specific, teacher-implemented, instructional actions” and away from external factors such as student traits or other non-instructional explanations (McDougall et al., 2007; Gallimore, et al. 2009).

(IV.B.3.a) In addition to the LTPF for school improvement, Pearson offers several highly regarded instructional solutions in the core areas of literacy, mathematics, and science. These programs have been designed to address and reduce student achievement gaps. We have highlighted several of these programs in the Narrative section of this proposal. Many districts have combined the content-specific programs with the LTPF to provide a cohesive framework of tiered interventions for all student populations.

By working collaboratively and addressing specific needs, we have helped improve student achievement in low-performing schools and districts in the following states: Arkansas, California, Colorado, Georgia, Hawaii, Indiana, Massachusetts, Michigan, Mississippi, New Mexico, North Carolina, and Virginia. We are also experiencing great results with schools in the US Territory of Puerto Rico, which indicates that the LTPF fits well into diverse cultures, communities, and student cohorts.

Requirement

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

Response

Schools Experience Gains in Student Achievement with Our Framework

More than 1,000 schools in 19 states have implemented our comprehensive school improvement model, evidencing great results over time. The model has in fact garnered national attention. *The Turnaround Challenge*, a 2007 landmark report by Mass Insight on evidence-based solutions for America's lowest performing schools, identified the model as a leader in providing effective mechanisms of support for school transformation.

Our school turnaround work is just a part of the work we do with teachers, students, and leaders to improve and enhance education. Educating 100 million people worldwide, Pearson is the global leader in educational programs, providing research-based print and digital programs to help students of all ages learn at their own pace, in their own way.

We have successfully served education and educators for more than 75 years. Our success is founded in working collaboratively with education stakeholders to deliver innovative products, technology, and services that respond to challenges in education and help improve student achievement. We have extensive experience in large-scale program management and school improvement at the state and district levels, including operational quality monitoring and management and in training school and district staff.

(IV.B.3.b) Pearson is also the leading pre-K–12 curriculum, testing, and software company in the US, reaching nearly every student and teacher with one or more of our products and services.

We offer a wide range of solutions that integrate our instructional, assessment, and reporting capabilities. We provide industry-leading digital instructional solutions for grades pre-K–12, as well as student information, assessment, reporting, professional development, and business solutions.

Through the breadth of products and services Pearson provides each implemented LTPF will be cohesive and unique, as based on district, teacher, student, instructional, learning, language, social-emotional, and cultural needs.

Following, we provide data on the gains some of our customers have experienced after using our school improvement framework. We have also provided customer references for your review.

Proven Results (IV.B.3.b)

Pearson has worked with numerous schools during the past five years, including schools with federal School Improvement Grant (SIG) funding, to implement and support frameworks for improved student and school outcomes. Our efforts have resulted in improved academic, instructional, and leadership outcomes for K–12 schools. The following figure highlights recent improvements in schools facing similar concerns to those evidenced by the current Virginia school cohort.

Recent School Improvement Data—Academic Results				
Project Name	School/District Impacted	Project Dates	Project Results	Specific Results (with data)
Hawaii State Department of Education	Hawaii Public Schools, HI	2002–Present Pearson has completed multiple projects in Hawaii schools since 2002. Our specific results are from a subset of three schools.	Twelve schools made steady improvements in reading	After five years of improvement work in three schools, the median percent of students proficient in reading, on the Hawaii State Assessment, increased 23 points in elementary and middle schools. The median percent proficient in mathematics increased by 27.5 percent.

Recent School Improvement Data—Academic Results				
Project Name	School/District Impacted	Project Dates	Project Results	Specific Results (with data)
DeKalb Title I Schools	DeKalb County Public Schools, GA	2010–2013	Four schools have students who made double digit gains in reading and writing	Sky Haven School increased its student proficiency by 32 percentage points in one year. In math and English language arts, all four district schools saw double digit gains in the percentage of students who met or exceeded the standards.
DeKalb State Improvement Grant (SIG) Schools	DeKalb County Public Schools, GA	2009–2011	Partner schools exceed district improvement at all levels	ELA —Partner elementary schools exceeded district gains on state writing test. Math —Partner high schools exceeded district and state average increases in Math II End of Course Testing. All partner middle schools exceeded district gains in math proficiency on CRCT as cohort moved from grade 6 to 7.

Recent School Improvement Data—Behavioral Results				
Project Name	School/District Impacted	Project Dates	Project Results	Specific Results (with data)
Brownsville Independent School District	Brownsville Independent School District, Brownsville, TX	2009–Present	Review360 supports dramatic reduction in punitive disciplinary actions, suspensions, and expulsions	<ul style="list-style-type: none"> ▪ 25% reduction in total suspensions (from 25,258 to 18,872) ▪ 42% reduction in out-of-school suspensions (from 9,410 to 5,491) ▪ 16% reduction in In-school suspensions (from 15,848 to 13,381) ▪ 40% reduction of expulsions (from 58 to 38)
Houston ISD Special Education	Houston Independent School District, Houston, TX	2001–Present	Review360 helps improve the overall behavior and academic performance of special education students with severe and chronic emotional and behavioral issues	<ul style="list-style-type: none"> ▪ 10% improvement in behavior as measured by percentage of time meeting behavior goals from 50% to 60% of the time (0.41 effect size) ▪ 13% improvement in reading proficiency as measured by state assessment (from 57% proficient to 70% proficient) ▪ 18% improvement in math proficiency as measured by state assessment (from 41% proficient to 59% proficient) ▪ The slope in improvement was significantly greater than the district’s special education benchmarks

Recent School Improvement Data—Behavioral Results				
Project Name	School/District Impacted	Project Dates	Project Results	Specific Results (with data)
Mobile County Schools	Mobile County Schools, Mobile, AL	2011–Present	Review360 helped reduce the disproportionate suspension of minority special education students	<ul style="list-style-type: none"> ▪ 17% reduction in suspensions of special education students in Year 1 ▪ 86% reduction in suspensions of special education students in Year 2

Virginia References (IV.B.3.b)

Pearson is currently working with three schools/divisions in Virginia to help meet the guidelines for school improvement grant efforts (improvements in academic achievement). These schools serve as our references for our efforts in your state.

Virginia References				
Name and Title	School District	Phone	E-mail	Project Scope
Dr. Natalie Holloran, Project Director, School Improvement	Norfolk Public Schools, Norfolk, VA	757-628-3989	nhallora@nps.k12.va.us	SIG 3-year partnership with Pearson 2011–Present
Brian Smith, Principal, Dillard Charter Academy	Dillard Charter Academy, Goldsboro, NC	919-581-0166	Bsrs30@yahoo.com	SIG 3-year partnership with Pearson 2011–Present
Gayle H. Breakley, Assistant Principal, JM Langston Focus School	Danville Public Schools, Danville, VA	434-799-5249	gbreakle@mail.dps.k12.va.us	SIG 3-year partnership with Pearson 2010–2013

Additional Case Studies (IV.B.3.b)

Additional K–12 case study information about school success can be found online at:
http://assets.pearsonschool.com/asset_mgr/current/201232/Simply_Results.pdf.

Requirement

c. 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.

Response

Our Qualified, Experienced Staff

Pearson's School Achievement Services—Professional Development group is built on the foundation of diverse individuals who bring a variety of skills, talents, and knowledge to assist clients in making systemic change to improve students' academic progress and to sustaining professional growth. Our highly qualified Professional Development Field Staff (Service Consultants, Education Specialists, and National Faculty) will provide the services outlined in the proposal. All members of our staff have teaching experience as well as experience with adult learning. An internal certification process is conducted so that all staff members are prepared with the knowledge and skills needed to meet each contract's needs.

Pearson will provide the VDOE with well-qualified consultants who regularly provide services of a similar nature to schools across the nation. Due to the size and scope of Pearson's global support for learning, we have the staff capacity to train small or large groups in a variety of learning environments. Once an official contract is signed, the Pearson project manager will connect with division or school staff to determine actual training cohort size and needs.

Each professional development course/service will be delivered by experienced, certified educational consultants who are former educators and administrators with proven experience in K–12 education and continuing education for adults. In each training session, they will help your educators understand research-based strategies and how to apply them in the context of Virginia's goals and initiatives.

Resumes for the individuals included in the figure below are provided on the pages that follow.

Name	Title
Hershene Borrin	Project Manager
Michael Kelly	Achievement Advisor
Emily Simmons	Education Specialist
Niyoka Johnson	Mathematics Field Service Specialist, SAS
Amanda Peterson	Assistant General Manager, SAS
Ed Neelley Jr.	Sales Director, Smarthinking
Jenifer DeHart	Implementation Specialist, Smarthinking
Andre Banks	Director of Implementation, Clinical Assessments

Name	Title
Doug Maraffa	Implementation Specialist, Clinical Assessments
Maggie Gunther	Senior Product Trainer, Review 360
Neilia Weatherly	Senior Product Trainer, Clinical Assessments
Sydney Herndon	Implementation Specialist, Clinical Assessments
Roland Espericueta	Implementation Specialist, Clinical Assessments
Rosemarie Allen	Director of Educational Operations, Clinical Assessment
<p>*NOTE: Because exact project dates have yet to be determined with district staff, it is possible that named consultants may have training conflicts with the final dates for projects in Virginia schools. If this occurs, Pearson consultants carrying comparable credentials and experience will fulfill training needs.</p>	

Additional Resources (IV.B.3.c)

In the event that additional personnel are required to fulfill the needs of Virginia schools and divisions, Pearson has teams of field specialists that have extensive training and experience working with teachers and leaders across our country that can be relocated or travel to support the LTPF. Pearson can also, if necessary, screen and identify talented Virginia educators, provide extensive training, and then closely mentor/monitor their effectiveness before placing them into service in Virginia schools. As with all Pearson hiring, women and minorities are encouraged to apply.

Hershene Borrin

Relevant Professional Experience

Pearson

Project Manager/South Region (2007–Present)

- Assisting with the organization, implementation, and evaluation of projects in North Carolina and Virginia
- Assisted in projects with organization, implementation, and evaluation in North Carolina and Georgia

Senior Associate, Cluster Leader/Literacy Specialist (2002–2007)

- Provided school improvement support to schools and districts with America's Choice
- Worked with elementary, middle and high schools in the South Region

Georgia Department of Education

Literacy Coach (2001–2002)

Atlanta Public Schools

Literacy Specialist, Teaching and Learning Department (1996–2001)

- Responsible for training and supporting the teaching staff in Atlanta Public Schools in the area of literacy
- student teacher supervisor, new teacher mentor, and staff developer

Reading Recovery Teacher Leader(1991–1996)

- Responsible for training Reading Recovery Teachers in Atlanta Public Schools and Muscogee County Schools along with providing Continuing Professional Development to trained Reading Recovery Teachers in both systems

Teacher (22 Years)

Georgia State University

Adjunct Instructor (5 Years)

Education

- Ed. S Educational Leadership, West Georgia University, Carrollton, GA
- Ed.S. Elementary Education. Mercer University, Atlanta, GA
- Reading Recovery Teacher Leader, Georgia State University, Atlanta, GA
- MA, Elementary Education, Mercer University, Atlanta, GA
- BS, Elementary Education, University of Tennessee, Knoxville, TN

Michael Kelly

Relevant Professional Experience

Pearson

Achievement Advisor (2010–Present)

- Collaborates regularly with the principal, district personnel, Instructional Coaches, certified staff, and professional development service providers regarding achievement progress
- Conducts classroom walk-throughs with principal and Instructional Coaches
- Collects classroom and leadership effectiveness data and prepares monthly achievement reports
- Establishes systems to administer, collect, share, analyze, and report benchmark data at the building level
- Supports site leadership teams in the implementation and maintenance of Learning Teams (LT)
- Participates in weekly progress monitoring calls with K–12 Solutions team
- Monitors the progress of struggling students and offers suggestions for intervention to meet students' instructional needs

Appomattox County High School

Interim Principal (2008–2010)

- Hired to provide leadership in developing a strategic improvement plan, improving school climate, and improving test scores in math department
- Maintained operations of the high school until a permanent principal was hired

Education Ministry, St. Lucia

Assistant Leadership Trainer (Summer 2009)

- Assisted Lynchburg College with needs assessment and training of all principals on the island of St. Lucia
- Evaluated principals' assignments, including personal improvement plans
- Conducted school visits to evaluate principals

Bedford County School System, VA

Principal (1989–2008)

- Served as principal for schools throughout the district
- Directed schedule development, staff recruiting and selection, staff evaluation, data analysis, community relations, crisis management, strategic planning, team building
- Achieved test scores to meet state accreditation and Annual Yearly Progress (AYP)

Education

- MEd, Learning Disabilities, Lynchburg College
- MEd, School Administration, Lynchburg College
- BS, Special Education, East Stroudsburg State College

Professional Affiliations

- National Association of Secondary School Principals
- Phi Delta Kappa
- Virginia Association of Secondary School Principals
- Virginia Association of Elementary School Principals

Professional Certifications and Recognitions

- Endorsements for Administration and Supervision Pre-K–12 and Special Education/Learning Disabilities K–12
- Virginia Postgraduate Professional License
- Petty Award for Distinguished Alumni, Lynchburg College
- School Bell Award for Innovation and Excellence, Virginia Association of Elementary School Principals
- State Teacher of the Year, Virginia Association of Children with Learning Disabilities

Other Skills

- Served on Leadership Initiative Advisory Council, Virginia Tech
- Is a trained presenter for the Center of Teacher Effectiveness for *Time to Teach*, a classroom management model
- Has prepared and presented many workshops to educators

Emily Simmons

Education Specialist, School Achievement Services

Professional Profile

Pearson's SAS Literacy School Improvement Field Specialist	3 years
Virginia Department of Education's Training & Technical Assistance Center	5 years
Learning Specialist Pulaski County Schools, Virginia	5 years
Special Education Teacher Roanoke City Schools, Virginia	5 years

Experience

Emily Simmons has worked with districts nationwide in analyzing needs and determining solutions for low performance. As a literacy specialist, she provided training for schools in Georgia and Texas. She works in Virginia, Missouri, North Carolina, and Washington D.C. in implementing whole-school reform, including workshops, coaching, and technical assistance.

Simmons has provided training to schools to implement the literacy Common Core State Standards. Her coaching and technical assistance ensures that teachers are equipped to make the necessary instructional shifts for students to be successful with the CCSS. In Virginia she has worked with teachers to implement the instructional rigor needed for students to achieve the Standards of Learning.

Education

Ed.S. Educational Leadership: Teaching & Learning, July 2012, Liberty University, Lynchburg, VA

M.S. Special Education, August 2004, Radford University, Radford, Virginia
Concentrations: High Incidence Disabilities: Learning Disabilities and Emotional Disturbances, GPA: 4.0

B.S. Interdisciplinary Studies, December 1994, Radford University, Radford, Virginia,
Concentrations: Social Sciences and Special Education

Niyoka S. Johnson

Mathematics Field Service Specialist, School Improvement

Professional Profile

Mathematics Field Specialist, Pearson	1 year
Mathematics Coach, Atlanta Public Schools, Atlanta, GA	4 years
Mathematics Instructor (grade 8 mathematics, department chair, gifted and accelerated), DeKalb County Schools, Decatur, GA	4 years
Adjunct Mathematics Instructor, Chattahoochee Technical College–Marietta Campus, Marietta, GA	1 year
Mathematics Instructor (grades 6 and 7 mathematics and Title I), Clayton County Public Schools, Jonesboro, GA	4 years

Experience

Niyoka Johnson has been with Pearson for one year, providing assistance to schools implementing *Math Navigator*. In her role as Field Specialist, she provides training, support, and on-site professional development to mathematics teachers in various districts. She has extensive experience in providing mathematics training nationally for all grade levels, as a presenter at NCEE America’s Choice National Conference and Georgia Council of Teachers of Mathematics.

Johnson has worked with various districts in analyzing needs and implement whole-school professional development opportunities that address both current research and future instructional needs in all content areas. As a mathematics coach, she observed content area teachers, provided feedback, training, and strategies to improve instructional delivery. Her work in this position included using observation and student performance data to determine appropriate learning needs to design and deliver site-based professional learning. She also provided leadership as grade 6 assistant administrator and coordinated the assignment of mentors to new faculty while serving as mentor to all faculty and staff relative to job performance and professional development.

Education

Educational Leadership and Administration Certification, State University of West Georgia, Carrollton, GA

Gifted Certification Endorsement, Georgia State University, Atlanta, GA

Ed.S, Curriculum/Instruction, Argosy University, Atlanta, GA

MA, Curriculum/Instruction, Central Michigan University, Atlanta, GA

BA, Mathematics Middle Grades Education, Clark Atlanta University Georgia, Atlanta, GA

Amanda Ware Patterson

Assistant General Manager, South Region

Professional Profile

Assistant General Manager, South Region, School Achievement Services	1 year
Consultant, Ware Educational Services, LLC	3 years
Assessment & Academic Achievement Coordinator, DeKalb County School System, Stone Mountain, GA	6 years
Assistant Principal of Instruction, DeKalb County School System, Stone Mountain, GA	5 years
Adjunct Professor, Mercer University, Atlanta Campus	2 years
Professional Development Instructor, DeKalb County School System, Stone Mountain GA	11 years
Classroom Teacher (Grades 5–7), Reading Specialist (K–12), DeKalb County School System, Stone Mountain, GA	7 years

Experience

Dr. Amanda Ware Patterson joined Pearson in 2011 with more than 20 years of educational experience, beginning as a classroom teacher. She earned her reading certification to be able to effectively target instruction to her students' reading deficits. Patterson has extensive experience in systemic school reform implementation and advanced knowledge in the disaggregation of data, instructional best practices, and school improvement. Her consulting expertise, coupled with her experience in professional development, has impacted the education of thousands of students. She has served in several administrative capacities (including Assessment and Academic Achievement Coordinator, Assistant Principal of Instruction, and Design Coach) in one of the largest school systems in the United States. In addition to her K–12 experiences, she also worked for two years as an adjunct professor at Mercer University in Atlanta, teaching aspiring teachers how to effectively teach reading in the classroom and guiding best practices in research.

Education

EdD, Nova Southeastern University, Fort Lauderdale, FL
 MEd, Middle Grades Education, Mercer University, Atlanta, GA
 Reading Specialist Certification, DeKalb County Schools, Stone Mountain, GA
 Educational and Instructional Leadership Certification, University of Georgia
 Bachelor of Social Work, University of Georgia

Edward Neelley Jr.

Relevant Professional Experience

Pearson

Sales Director/Mid-Atlantic Region (2008–Present)

- Responsible for sales of Smarthinking
- Represents Smarthinking in presentations by Pearson to schools and districts in Delaware, Washington DC, Maryland, Pennsylvania, West Virginia, and Virginia

Independent Consultant

Independent Senior Executive Consultant (2001–2008)

- Developed strategic marketing, sales, services, business development plans, and programs
- Responsible for product marketing, sales process development and execution, market research, and analysis for several products

Blackboard, Inc.

Senior Vice President of Marketing (1999–2001)

- Responsible for all marketing functions including brand development, print and online vehicles, sales marketing, and product marketing

Education

PhD., Communication, University of Illinois, Urbana, IL

MA, Communication, University of Illinois

BA, Speech Communications, David Lipscomb College, Nashville, TN

Jenifer DeHart

Relevant Professional Experience

Pearson

Implementation Specialist (2008–Present)

- Facilitates the implementation of Smarthinking services on client campuses and responds to administrator, faculty, and students needs regarding the tutoring service
- Presents online and in-person trainings and demonstrations to various groups at participating institutions
- Works with on campus coordinators to develop marketing strategies to promote the service
- Worked with students, potential students, and parents to align StraighterLine courses with educational goals
- Developed company policies including an Academic Integrity Policy and revamped the Student Handbook
- Tracked student progress and provided administrative and technical support throughout the courses
- Created online course components in response to student needs (study skills review, practice activities, tutorials)

Montgomery College, Rockville, MD

Adjunct Faculty (2008–Present)

- Teaches developmental studies courses focusing on study strategies to diverse student backgrounds
- Created a pamphlet for faculty reference when dealing with disruptive/distressed students

Education

M.Ed., Higher Education Student Affairs, University of South Carolina, Columbia, SC
BA, Elementary Education, Clemson University, Clemson, SC

Andre Banks

Relevant Professional Experience

Pearson

Director of Implementation, Clinical Assessments (2012–Present)

Psychological Software Solutions, Inc.

Director of Implementation (2002–Present)

New Directions Professional Training & Development

Owner (2002–Present)

Dallas Independent School District

Behavioral Program Specialist (1997–2007)

Education

M.Ed., Special Education, University of North Texas, Denton, TX
BA, Art Education, Prairie View A&M University, Prairie View, TX

Certifications

- Nonviolent Crisis Intervention, Certified Trainer
- Texas Behavior Support Initiative, Certified Trainer
- Boys Town Specialized Classroom Management, Well-Managed Classroom, and Common Sense Parenting, Certified Trainer

Doug Maraffa

Relevant Professional Experience

Pearson

Implementation Specialist, Clinical Assessments (2012–Present)

Kingwood College

Adjunct Professor, Alternative Certification Program (2000–Present)

Psychological Software Solutions, Inc.

Implementation Specialist (2010–2012)

Region 4 Education Service Center

Education Specialist, Behavior (2005–2009)

Richardson Independent School District

Behavior Specialist (2000–2005)

Education

MS, Special Education, Texas A&M University, College Station, TX
BS, Education, Stephen F. Austin State University, Nacogdoches, TX

Maggie Gunther

Relevant Professional Experience

Pearson

Senior Product Trainer, Review 360 (2012–Present)

- Trains teachers on data-tracking software used in school districts

Psychological Software Solutions

Implementation Specialist (2011–2012)

- Trained teachers, including those in the Dallas Independent School District, on software solutions.

Carrollton-Farmers Branch Independent School District

Administrative Consultant (2009–2010)

- Consulted on federal grants and financial planning for the special education department.

Executive Director of Special Education (1999–2009)

- Served as administrator for the district-wide special education department in a recognized school district serving approximately 2,600 students with disabilities in inclusive settings on all school campuses.

Education

MA, Speech Pathology, Northwestern University

BA, Speech and Language, University of Colorado, Boulder, CO

Neilia Weatherly

Relevant Professional Experience

Pearson

Senior Product Trainer (2012–Present)

- Work with school districts to configure software solutions to meet their needs
- Train district staff on Review 360 and monitor the use of the program
- Troubleshoot with district staff when needed

Psychological Software Solutions

Implementation Specialist (2008–2012)

- Worked with school districts to configure software solutions to meet their needs
- Trained district staff on Review 360 and monitor the use of the program

Scranton

Contract Trainer (2007–2008)

- Trained teachers in various school districts in the US on the use of educational software programs

Crowley Independent School District

Special Education Director (2003–2007)

- Directed all aspects of the district's special education department
- Managed the Deaf Education Co-op, which served deaf students from six school districts

Education

MA, Education and Counseling, Sam Houston State University, Huntsville, TX
BS, Special Education, Oklahoma State University

Sydney Herndon

Relevant Professional Experience

Pearson

Implementation Specialist (2011–Present)

Dallas Independent School District

Special Education Instructional Technology Specialist (2010–2011, 2003–2007)

- Created content for online and face-to-face teacher and administrator training
- Administered and taught online and face-to-face teacher and administrator training

Royal Horticultural Society Garden at Wisley

Volunteer in Education Department (2008–2010)

- Assisted the education officer or freelance teacher with the preparation and delivery of workshops for both primary and secondary schools
- Maintained a mobile computer lab and created workshop presentations using PowerPoint and SMART Notebook

Education

BA, Art, University of Texas at Austin

Roland Espericueta

Relevant Professional Experience

Pearson

Implementation Specialist (2009–Present)

- Help school districts implement Review 360 software
- Provide consultation to school districts regarding behavioral programming and special education services
- Manage customer accounts in South Texas, New Mexico, and California

Northside Independent School District

Special Education Area Coordinator (2000–2009)

- Evaluated teachers with the PDAS appraisal system and supervised eight behavior specialists
- Supervised, organized, and managed BMC programs for grades K–12
- Consulted and problem-solved with parents, teachers, and principals regarding special education programs, placements, and discipline

Education

MS, Educational Administration, Texas A&M University at Kingsville
BA, Political Science and Latin American Studies and History

Rosemarie Allen

Relevant Professional Experience

Pearson

Director of Educational Operations (2012–Present)

Psychological Software Solutions

Vice President, Educational Operations (2009–2012)

Educational Consultant (2007–2009)

Dallas Independent School District

Associate Superintendent, Student Support and Special Services (1997–2007)

Education

PhD, Guidance and Counseling, Texas A&M University/Commerce

MEd, Guidance and Counseling, Texas Tech University

BSE, English and Government, Texas Tech University

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- Calkins, A., Guenther, W., Belfiore, G., & Lash, D. (2007). The Turnaround Challenge. Report accessed at www.massinsight.org.
- Daley, G. (2008). Implementation and Value Added Analysis of Learning Teams. Inter-Office Report to Director of Research and Planning: Department of Research and Planning: Los Angeles Unified School District.
- Ermeling, B. (2009). Tracing the effects of teacher inquiry on classroom practice. *Teaching and Teacher Education*, 26 (3), 377-388.
- Gallimore, R., Ermeling, BA, Saunders, WM, & Goldenberg, C. (May, 2009). Moving the learning of teaching closer to practice: Teacher education implications of school-based inquiry teams. *The Elementary School Journal* (special issue edited by Morris & Hiebert), 109 (5), 537-553.
- Goldenberg, C. (2004). *Successful school change: Creating settings to improve teaching and learning*. New York: Teachers College Press.
- McDougall, D., Saunders, WM., & Goldenberg, C. (2007). Inside the Black Box of School Reform: Explaining the How and Why of Change at “Getting Results” Schools. *International Journal of Disability, Development and Education*, 54(1), 51-89.
- Saunders, W.M., Goldenberg, C.N., & Gallimore, R. (2009) Increasing achievement by focusing grade level teams on improving classroom learning: A Prospective, Quasi-experimental Study of Title 1 Schools. *American Educational Research Journal*, 46, 4, 1006-1033.

Narrative

Requirement

IV.B.4 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.

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.

Response

Full Management vs. Excluding Management

Pearson does not engage in local personnel, fiscal, or calendar decisions and is not proposing LTP Full Management services. But we can and will support each school’s or division’s capacity to meet the seven components detailed in the Statement of Needs.

Pearson’s Approach to Turnaround Support (IV.B.4)

As highlighted in the Executive Summary of this proposal, our approach to Virginia school transformation rests in the Lead Turnaround Partner Framework (LTPF) improvement model. The framework consists of five core components that lead to research-based interventions for participating schools. These interventions include site-based formal professional development, job-embedded coaching and modeling services, instructional, behavioral, and leadership strategies, and data-driven structures for school-wide reform.

(IV.B.4) We have identified the five components as the following categories:

- Standards-Aligned Curriculum, Instruction, and Assessment
- High-Performance Leadership, Management, and Organization
- Strengthened Engagement
- Data-Driven Culture
- Sustainability for Continuing Improvement

Our LTPF is designed to address all seven components outlined by the Commonwealth of Virginia Department of Education (VDOE) in its Statement of Needs for this Request for Proposals (RFP). Each of our proposed intervention strategies for the seven requirements is outlined in the following figure.

LTPF Alignment with VDOE Requirements		
VDOE Requirement	LTPF Component	Potential Effectiveness
A1. Provide strong leadership	<p>Component 2: High-Performance Leadership, Management, and Organization</p> <p>In this component we focus on the following:</p> <ul style="list-style-type: none"> ▪ Coaching and modeling to empower and equip the instructional leader ▪ Distributed leadership through a Leadership Team structure ▪ General leadership skills that include data-driven decision-making processes <p>This component of the LTPF builds a strong framework for continuous improvement through a distributed leadership model.</p>	<ul style="list-style-type: none"> ▪ In-place instructional leader who effectively manages and supports continuous instructional improvement through effective use of data ▪ A system of distributed leadership with a focus on continual instructional improvement through data-based decision making ▪ Local Leadership Teams empowered to make effective staffing decisions for principal or other leadership positions

LTPF Alignment with VDOE Requirements		
VDOE Requirement	LTPF Component	Potential Effectiveness
A2. Ensure effective teachers and improved instruction	<p>Component 1: Standards-Aligned Curriculum, Instruction, and Assessment</p> <p>In this component we focus on the following:</p> <ul style="list-style-type: none"> ▪ Instructional planning aligned to the Virginia Standards of Learning (SOL) ▪ Professional development resulting in research-based instructional design and delivery ▪ Collaborative Teacher Workgroups (professional learning communities) ▪ Data-driven assessment processes to guide instructional revisions <p>This component of the LTPF builds a collective commitment to systemic improvement to provide high-quality instruction for all students by combining content area concentrations in math and language arts with a school-wide focus on instructional practices that support students' development of college and career readiness.</p>	<ul style="list-style-type: none"> ▪ Use of a continuous monitoring system that informs personalized professional development ▪ Capacity-building professional development that supports improved instruction in the core areas of math, language arts, science, and social studies ▪ Well-functioning Teacher Workgroups exhibiting data-driven collaborative development of tightly-aligned units of instruction supporting the SOL ▪ Improved student achievement

LTPF Alignment with VDOE Requirements		
VDOE Requirement	LTPF Component	Potential Effectiveness
A3. Redesign the school day/year for extended learning time	<p>Component 3: Strengthened Engagement</p> <p>In this component we focus on the following:</p> <ul style="list-style-type: none"> ▪ Improved behavioral outcomes through a positive behavior support framework ▪ Redesigned and/or extended school days supporting effective school cultures, community support, and highly specific academic or behavioral interventions to address the needs and concerns recognized throughout the school day <p>In reality, our entire LTPF addresses requirement A3. The first four components of the framework address curricular and instructional data-driven needs. Schools entering into redesigned or extended learning time must make careful data-driven decisions about student learning needs. Pearson's LTPF empowers schools to ask what is needed and how can the school day or year can be restructured to address teaching and learning needs.</p>	<ul style="list-style-type: none"> ▪ Additional 300 or more hours of instruction for students ▪ A culture of professionalism for staff that pursues data-driven and student-specific learning and behavioral interventions ▪ A culture of high expectations for students, teachers, and leaders as well as shared responsibility for personalized learning ▪ Improved student achievement

LTPF Alignment with VDOE Requirements		
VDOE Requirement	LTPF Component	Potential Effectiveness
<p>A4. Strengthen school instructional program</p>	<p>Component 1: Standards-Aligned Curriculum, Instruction, and Assessment In this component we focus on the following:</p> <ul style="list-style-type: none"> ▪ Instructional planning aligned to the SOL ▪ Professional development on research-based instructional design and delivery ▪ Collaborative Teacher Workgroups ▪ Data-driven assessment processes to guide instructional revisions <p>Special emphasis is given to the collaborative efforts of Teacher Workgroups that regularly examine student and staff work samples and school data to identify areas of need and reform. Teacher instructional skills are expanded through collaborative efforts, job-embedded coaching, and formal professional development on research-based instructional strategies.</p>	<ul style="list-style-type: none"> ▪ Well-functioning Teacher Workgroups that continually collaborate for instructional design and delivery aligned to expectations of the SOL ▪ Improved student achievement
<p>A5. Data-driven instruction and improvement process</p>	<p>Component 4: Data-Driven Culture In this component we focus on the following:</p> <ul style="list-style-type: none"> ▪ Data that is effectively used as an integral part of school reform ▪ Leadership and instructional data skills to improve the school's ability to target necessary interventions across a diverse student body <p>We help build habits of appropriate and effective use of data to guide school decisions. After initial Leadership Team data training we work to extend these skills to an increasing number of school staff, thereby impacting and improving all aspects of school policy and practice through Leadership Team data training and Teacher Workgroup data support.</p>	<ul style="list-style-type: none"> ▪ An established culture of using data to determine teaching, learning, and behavioral improvement for all student and staff populations ▪ An established system of formative assessments aligned to the SOL and used to prescribe instructional decisions

LTPF Alignment with VDOE Requirements		
VDOE Requirement	LTPF Component	Potential Effectiveness
<p>A6. Improve school environment/school safety</p>	<p>Component 3: Strengthened Engagement</p> <p>In this component we focus on the following:</p> <ul style="list-style-type: none"> ▪ Improved behavioral outcomes through a positive behavior support framework ▪ The development of an effective Engagement Workgroup charged with driving school change that supports the unique needs of all students ▪ An alert protocol that provides an early warning for students most at risk for school failure ▪ Systems for monitoring interventions focused on improving school climate change <p>Highly engaged students are satisfied learners. Review360, our data-driven framework for Virginia’s positive behavior intervention and support structure, provides school staff with relevant disciplinary data and research-based recommendations for extinguishing undesired or dangerous student behaviors while supporting positive student interactions.</p> <p>Improved school climates and behavioral outcomes help schools focus on timely interventions for at-risk students. OneView, our web-based monitoring system, allows our partnering schools and divisions to have ready access to data on the progress of the school’s turnaround. Our Graduation Risk Insight (GRI) system aggregates the most relevant and predictive data points from partnering middle and high school student information systems to identify the students mostly likely to drop out.</p>	<ul style="list-style-type: none"> ▪ An established positive behavior support framework designed to identify and address undesired or anti-social behaviors and support positive behavioral patterns ▪ Regular data reports on student behavior and school disciplinary patterns ▪ An awareness of improvement through a comprehensive school approach that blends learning and behavioral outcomes ▪ A school culture that reflects focus and enthusiasm for high levels of learning for students, teachers, and leaders ▪ Teachers and leaders that confidently use behavior strategies that facilitate academic focus

LTPF Alignment with VDOE Requirements		
VDOE Requirement	LTPF Component	Potential Effectiveness
A7. Improved family and community engagement	<p>Component 3: Strengthened Engagement</p> <p>In this component we focus on the following:</p> <ul style="list-style-type: none"> ▪ The development of an effective Engagement Workgroup charged with driving school change that fosters expanded parent and community engagement ▪ Developing community-wide support for high levels of student engagement and achievement <p>The core of this component is the Engagement Workgroup. This group specializes in building school and community support for improved outcomes and in data analysis around the positive behavior support framework. This component specializes in the social and emotional supports needed for turnaround conditions. It speaks to the need for tiered learning and behavioral interventions.</p>	<ul style="list-style-type: none"> ▪ A renewed and improved staff emphasis on engaging the community as partners in learning ▪ Adoption of data-driven practices to drive school-community relations ▪ Students, parents, teachers, and leaders take pride in their school and in local student efforts ▪ Confirm that two-way communication between school and students' homes is in place and effective

III. STATEMENT OF NEEDS

Requirement

A. The Contractor shall:

Furnish all labor and resources on an as-needed, when-needed basis to increase student achievement in persistently low-achieving Virginia public schools. To increase student achievement, the contractor shall develop and implement an academic program for one or more of the core discipline areas of mathematics, science, history/social science and language arts using the following desired approaches or other proposed approaches approved by VDOE as a result of this RFP, as well as those that may be refreshed or added during the performance of any resulting contract. The contractor shall integrate all academic and support services to include the following turnaround principles or meaningful interventions designed to improve the academic achievement of students in persistently low-achieving schools. Services must be aligned with all of the following “turnaround principles:”

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

Response

Creating Strong Leaders in Virginia Schools

Pearson thought-leader and internationally recognized author Michael Fullan explains that effective leadership is the core of school reform. Effective leaders recognize and embrace the skills needed to bring about deep and lasting change and to motivate staff to welcome sustainable frameworks of improvement. Effective leaders understand what motivates people to act and work to build the self-efficacy and community capacity of all stakeholders, leading to a consistent and cohesive change cycle.

This is exactly the type of leader that low-achieving schools in Virginia need. Struggling schools need someone who is not afraid to be the voice of reform and the catalyst of growth. Pearson offers multiple leadership supports and programs that have been developed in partnership with Fullan and other nationally recognized thought leaders (such as Lyle Kirtman and Dr. Robert Marzano). From job-embedded leadership coaching to formal workshops on creating a culture of change, Pearson interventions can help the VDOE grow its cadre of effective school leaders.

Building Leadership Capacity (A1.1–A1.3)

Although Pearson does not hire, fire, or command local control over the areas of scheduling, staff, curriculum, and budget, our programs effectively build local school and division capacity to engage in powerful and challenging decision-making processes in these areas of school concern. Critical to our leadership approach is an emphasis on the notion of “distributed leadership,” meaning each school develops a Leadership Team that works in tandem with building administrators (principals or assistant principals) to develop a school-wide culture of empowered decision-making processes. In simple terms, we help schools establish the notion that no one person has all of the answers and that effective decisions are collaborative decisions.

We build school and division leadership skills through the following research-based interventions:

- An emphasis on effective and results-driven leadership skills guided by the Leadership Team
- Onsite, job-embedded leadership coaching, modeling, and technical assistance support
- Formal professional development workshops on leadership skills

As an optional support resource, Pearson offers a web-based leadership program known as Principal Compass. While priced separately from the LTPF in this proposal, Principal Compass can further enhance any school’s or division’s emphasis on improved leadership and leadership selection skills for new personnel.

A thorough description of each of these leadership interventions follows, starting with the framework.

Cultivating High-Performance Leadership, Management, and Organization through Distributed Leadership (A1.1–A1.3)

The LTPF trains leaders and Leadership Teams to support school improvement efforts at every level in the following ways:

- Empowering staff through a distributed leadership approach
- Balancing support and pressure to help teachers transform their practices
- Focusing the school on organization-wide activities proven to positively impact student success

Each Virginia school that adopts the LTPF will establish a new or strengthen current school-based distributed leadership models for the reform process. This work is driven by a Leadership Team and then expanded to each classroom teacher through the collaborative work of Teacher Workgroups.

(A1.1–A1.3) The Leadership Team is led by the school principal and also includes assistant principals and other key stakeholders who serve as facilitators of Teacher Workgroups. Members of the Leadership Team share in the responsibilities of problem solving, decision making, and communicating a unified and clear message to the school community.

The Leadership Team has the following five key roles:

- Establish and maintain the vision of improvement for the school
- Drive and manage the LTPF implementation process
- Provide the organization needed to support LTPF implementation
- Monitor the progress and quality of implementation and redirect the work of school improvement as needed to maintain progress toward improved student achievement
- Develop and nurture collaboration by using a systems approach to change that actively engages the entire school in shared responsibility and shared learning

Each of these roles is developed through professional development and systematic technical support provided by Pearson education specialists throughout the LTPF implementation period. Support is provided on a systematic basis to create an ongoing loop of information and response to information that fosters a continuous cycle of improvement. What is initially modeled in the Leadership Team setting is recreated in each Teacher Workgroup setting, further distributing leadership.

Bringing administrators and teachers together with a shared goal of improving instruction through collaborative learning has the potential to improve instruction and promote distributed leadership. Without these school-based professional learning communities, changes in attitudes and knowledge brought about by targeted professional development do not make it into the classroom in any meaningful way (Darling-Hammond et al., 2009; Goldenberg, 2004). Schools are more successful at transformation when the principal distributes roles and responsibilities for making decisions and accomplishing tasks.

Because distributed leadership involves more people in the process of change, resistance decreases and buy-in increases (Cross City Campaign for Urban School Reform, 2005; Borman et al., 2003; Datnow & Stringfield, 2000). Its success depends upon individual members of the Leadership Team accepting responsibility to communicate, share information, participate, follow through on tasks, and do their jobs.

Schools with well-functioning distributed leadership are characterized in the following ways:

- More staff communication about teaching and learning
- Improved discussion and implementation of strategies about improved achievement
- A stronger embrace of local staff subject-area expertise for change

Onsite Coaching and Professional Learning Services (A1.1–A1.3)

Pearson education specialists provide technical support on a systematic basis to create a continuous loop of information and response that fosters a continuous cycle of improvement.

Our Pearson education specialists perform the following tasks:

- Help initiate LTPF implementation practices
- Monitor teacher and leader practice
- Provide constructive feedback on progress
- Provide scaffolding as needed in order to maintain progress
- Nurture the development of strong linkages among all of the school's settings for LTPF implementation

Leadership receives primary attention in terms of technical support. An education specialist participates in each school's Leadership Team meetings. That participation includes facilitating the data-driven culture professional development modules as well as providing technical support for the progress monitoring and implementation activities of the Leadership Team.

Allied with these activities is guided practice by the education specialist. The education specialist works closely with the principal, assistant principals, and other Leadership Team members in classroom visits to establish systematic practices for data gathering, analysis, and response.

Technical support provided by education specialists reaches into the operations of the workgroups on an as-needed basis. This may take the form of participation in selected meetings and communication with each school's workgroup facilitators. Additionally, decisions about the education specialist's involvement in the workgroups are driven by data gathered in the course of progress monitoring.

The school's Leadership Team setting provides a venue for continuing communication about needs and progress exhibited by school staff.

~~The amount of specialist support is decided collaboratively based on the needs of each school. A minimum of 40 days and a maximum of 120 days (our pricing is based on 40 days of specialist support) allow each school to receive the type of coaching and modeling it requires to turn around its practices.~~

Professional Development for Leadership Skills (A1.1–A1.3)

Pearson understands that one-shot workshops are not the solution to sustained change. But when carefully selected to support and expand the knowledge and skills highlighted by our framework, additional workshops can be highly beneficial.

For example, the framework places a rigorous, job-embedded emphasis on data-driven decision making processes, but if the client determines that participants need additional support, we can provide a variety of workshops that emphasize the markers of data-driven cultures. Similarly, if the client determines that despite the job-embedded supports and trainings provided within the LTPF implementation leaders lack a thorough understanding of the indicators of effective teachers, we offer multiple workshops focused on instructional best practices with technology or across the core content areas.

The 2013 Pearson School Achievement Services (SAS) catalog contains more than 300 professional development offerings (priced separately), including many supportive workshops. Our workshops are currently aligned to the national standards in core content areas and can be aligned to the Virginia SOL. Pearson consultants can work with each school or division to explore and consider the most relevant workshops from our current catalog. We have included copies of the catalog in the **Appendix** to this proposal.

An Optional Resource: Principal Compass (A1.1–A1.3)

In addition to helping administrators and teacher leaders develop effective leadership practices, Virginia seeks a turnaround partner that can strengthen and empower leadership skills related to personnel, fiscal, staffing, curricular, and calendar concerns. The skills needed to make these important division and school decisions include a critical analysis of data-driven leadership practices. After all, it takes data on current principal or teacher performance to determine whether to retain a teacher or leader in any given educational setting. Fiscal data about expenditures and deposits or spending patterns over a multi-year period are required for any type of validated budgetary process, and calendar and curricular decisions are best driven by a triangulation of state and local policies and standards, fiscal data, and stakeholder input.

Pearson's role in supporting personnel, fiscal, curricular, and scheduling decisions is that of capacity builder. We support improved understanding of the markers of effective principals and the type of philosophies they adopt concerning use of school funds, school time, and the individuals and resources selected for each day of instruction. We are able to build this understanding through our Principal Compass™ program.

Principal Compass provides a Workplace Personality Inventory (WPI) tool that helps divisions and schools select the right candidate for leadership positions.

Evaluating and Training Leaders (A1.1–A1.3)

Principal Compass provides a user-friendly, web-based, self-paced tool that builds competencies and allows leaders to consistently evaluate their own skills and understanding. Developed in partnership with ASCD and well-known school leadership researchers, including Dr. Robert Marzano, the program builds leadership skills through the following three steps:

1. **Analysis of Leadership Styles.** Participants and/or participant teams assess their leadership styles and workplace skills through a variety of web-based assessments, including Marzano’s Leadership Growth Framework and Lyle Kirtman’s WPI. These tools are regularly accessed by participants to monitor growth in leadership concepts and skills. Self-assessment data is benchmarked against that of more than 300 high-performing principals nationwide.

The program uses the data to recommend **personalized professional development support**, whereby each participant receives a customized list of relevant learning modules and videos based on quantitative self-assessment data.

2. **Personalized Recommendation of Professional Development.** Once leaders identify areas of need, they begin working through virtual learning modules created in partnership with school leadership researchers, including Fullan, Marzano, and Kirtman. Principal Compass offers online modules that help build the competencies of highly effective school leaders, with alignment to the five domains and 24 categories of Marzano's principal effectiveness rubric.

Additionally, videos and tutorials are available on a wide range of educational topics. Sample module titles include the following:

- Developing Competencies of Effective Principal Leadership
- Creating a School Climate Conducive to Learning
- Understanding the Fundamentals of a Data-Driven Culture
- Improving Student Achievement
- Leading Change for Sustainable Results
- Engaging the Community
- Creating a Moral and Ethical Environment
- Running Effective Meetings

Learning modules contain video components that include interviews with successful administrators and/or teachers and sample instructional practices (i.e., a teacher modeling effective reading strategies). Participants remain active learners as they study virtual content designed to improve skills and knowledge across targeted areas of need. Participants can access the virtual content anytime, anywhere, and share ideas using social networking tools. This peer-to-peer social media service helps leaders bring learning back into local school settings. All Principal Compass modules are aligned with the five Marzano rubrics as well as ASCD and Pearson rubrics.

- 3. Progress Monitoring** (addressing A1:1 and A1:2). The success of Principal Compass as a coaching tool for school leaders rests in the willingness of participants to continuously reassess skills and knowledge. In LTPF fashion and in a manner similar to the instructions teachers often provide to students, Principal Compass asks leaders to assess and understand current gaps or deficiencies in knowledge and skills while simultaneously working toward improved ability.

Growth is determined through the process of reassessment, meaning participants periodically re-take the online assessments used to establish initial training recommendations (Marzano’s Leadership Growth Framework and Kirtman’s WPI). Each reassessment provides the participant with graphical, real-time data in a reader-friendly report available for printing or saving. The graphics provide a quantitative measure of individual growth over time, meaning participants can tell at a glance whether knowledge and skills are changing. Highlighted areas of deficiency prompt the Principal Compass program to recommend training modules specific to the leader’s areas of need.

Principal Compass also enables self-monitoring processes by providing a “Show Your Understanding” and “Apply It” activity to each module. These tasks require participants to apply newly gained skills and knowledge to real-world school settings. Real-world applications improve leader expertise and establish deeper levels of self efficacy with leadership requirements.

Progress monitoring is further enhanced by schools that choose to upload their Interstate School Leaders Licensure Consortium-aligned leadership rubrics.

Reviewing Principal Performance (A1.1)

Pearson’s approach to helping schools and divisions review current leadership performance and make subsequent personnel decisions about retention is a capacity-building approach. We help Virginia teams identify the data-driven markers of effective school leadership so they can partner those markers with local foci and priorities to select or retain the most effective reform leaders. In fact, our approach to helping schools select effective teachers is similar to our approach with leaders. For that reason, we have addressed the Pearson approach to teacher and leader selection and retention processes in the following section (sections A2.1–A2.4).

Requirement

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

Response

Identifying and Supporting Effective Leaders

Through the LTPF implementation, Pearson provides formal and informal training and assistance for local school identification of and support for effective teachers capable of advocating and improving their school's reform process.

The VDOE is looking for an effective partner who can support the following two significant activities around effective teaching:

- **Staff Selection:** 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; help local staff recognize, select, and grow effective teachers/leaders within the local community, providing that turnaround schools maintain the most effective staff members.
- **Professional Learning:** Helping local staff identify gaps or weaknesses in teacher and leader activity and providing necessary, research-based supports to close gaps and improve skill and capacity for long-term success.

Our recommended interventions for accomplishing these significant tasks follow.

Selecting Effective Teachers and Leaders (A2.1–A2.2, A2.4)

Recognizing and Retaining Strong Leaders

To help divisions and schools select effective leaders Pearson recommends the Workplace Personality Inventory (WPI) tool embedded in Principal Compass (Principal Compass is not included in the price proposal for this response). This tool helps schools and divisions select highly effective leadership candidates.

Developed by Lyle Kirtman, the WPI can complement interviewers' instincts and help divisions make the right hires. The use of typical software screening does not always match the real factors and traits of successful leaders in education today, but the WPI offers a more effective screening.

(A2.1–A2.2, A2.4) Kirtman, an experienced management and leadership consultant, developed a set of competencies for highly effective principals that is based on research and built on present and future challenges in education. Using a range of highly validated leadership assessments to help develop a leadership profile and to benchmark the profile of a candidate of choice, the assessments may be used with finalists in conjunction with reference checking and interviewing efforts to find the right person for a specific role.

The inventories used are re-normed regularly to maintain high validity and reliability; the WPI was recently normed for principals based on a sample of 200 principals nationwide. This sample substantiated the trends that Kirtman determined about leadership competencies from a previous sample of 600 educational leaders and 200 principals. Using this database and research for the selection and development of highly effective principals is important to achieving success.

From US Department of Labor occupational data, WPI anticipates behavior and predicts job fit and satisfaction. This assessment produces scientifically valid results designed to identify individuals who may provide overly-favorable responses to “fake” their scores. Questions that are highly relevant to the position are used to identify areas of possible concern, so that interviewers can drill down and get a clearer picture of the candidate in the interview process. The clear, easy-to-interpret results make the WPI an ideal way to screen principal applicants.

The WPI assesses the following 16 key work styles that tie to success in any job:

- Achievement/Effort
- Persistence
- Initiative
- Leadership Orientation
- Cooperation
- Concern for Others
- Social Orientation
- Independence
- Self Control
- Stress Tolerance
- Adaptability/Flexibility
- Dependability
- Attention to Detail
- Integrity/Rule Following
- Innovation
- Analytical thinking

Selecting and Retaining Effective Teachers (A2.1–A2.2, A2.4)

Our response to requirement 5 of the Request for Proposals (RFP) addresses the data focus of our recommended framework. When schools and divisions use effective data inputs for critical decisions around staffing and retention, effective personnel decisions can result.

A sister program to Principal Compass is Teacher Compass Suite™.

The Pearson Teacher Compass Suite includes:

- **Teacher Compass Observe™**—an award-winning online program for effectively managing classroom observations and guiding teachers to personalized professional development. This tool is included in our per-student cost and will be used by our specialists as they conduct classroom walkthroughs as part of our proposed turnaround framework. (Principals and other supervisors can use this tool to evaluate teachers independently at an additional cost.)
- **Teacher Compass PD™**—for engaging teachers in personalized ongoing training, reflection, and collaboration. (These professional development trainings can be offered at an additional cost outside of our per-student cost proposal.)

Teacher Compass™ Suite

Teacher Compass Observe (A2.1–A2.2, A2.4)

Teacher Compass Observe is included in the LTPF model. Teacher Compass Observe supports the collection of objective data to measure teacher performance to determine growth or identify and remediate instructional deficiencies. Teacher Compass Observe is a critical piece of the LTPF, and we believe that the data gathered from its use will yield leaders who recognize and understand the most effective markers of reform teachers.

Developed in partnership with Johns Hopkins University, Teacher Compass has been in use in K–12 schools for more than 10 years. Teacher Compass combines cloud-based technology, research-driven content, and renowned expertise to deliver a powerful solution for teacher effectiveness.

With Teacher Compass, Virginia users can upload artifacts—including video—as evidence for evaluations. Administrators can track observed evidence, rubric scores, and a longitudinal report for teachers. Teacher Compass apps for both iPads® and Android tablets enable observations to be completed without Internet connectivity.

Using Teacher Compass Observe in the LTPF (A2.1–A2.2, A2.4)

Within the LTPF, Teacher Compass Observe is primarily used by Pearson education specialists who routinely conduct classroom walkthroughs on iPads. Because Teacher Compass Observe is an easy-to-use, customizable online tool for collecting, organizing, and analyzing teacher performance data, our education specialists are empowered to generate immediate and relevant teacher performance data and graphs for local leaders throughout the reform process.

(A2.1–A2.2, A2.4) Teacher Compass Observe does not replace the division’s or school’s current teacher evaluation process or erase classroom observation processes by local staff unless the division or school chooses to purchase the program and align it with the current teacher evaluation program.

Teacher Compass Observe allows Pearson education specialists to provide local leaders with reputable data about the general performance of adults within the school building. How local leaders choose to use the data for personnel decisions is best left to the local divisions and schools.

If participating schools decide they want local leaders or teacher leaders to have access to Teacher Compass Observe for conducting local observational processes, they may opt to purchase use of this robust tool at an additional cost.

Releasing or Transferring Ineffective Teachers (A2.1–A2.2, A2.5)

Pearson recommends that local personnel staff engaged in hiring and transfer decisions establish a minimum set of criteria for teaching within turnaround environments, including prior high marks on teacher evaluation instruments. When these criteria are established and implemented, the transfer of staff among schools is improved, as local leaders have a set marker of effectiveness required of any teacher going to work in a low-achieving school. If these decisions require consideration of or revisions to collective bargaining outcomes, Pearson cannot involve itself in the discussions.

An Optional Resource: Teacher Compass PD (A2.3)

The Teacher Compass PD program is priced separately and may be selected as an optional resource for schools interested in a web-based, self-paced professional development resource for teachers.

Teacher Compass PD creates individualized professional development plans for teachers based on observation data from Teacher Compass Observe. These professional growth plans are then connected to suggested professional development opportunities, including an accessible online library of relevant training content and videos.

Teacher Compass PD is a customizable bank of professional development offerings that can integrate with local evaluation forms and align to teachers’ areas of need to help supervisors create differentiated professional development plans. The vast library of professional development content is expanding and now contains more than 3,000 videos, tutorials, and documents on a wide range of professional development topics. The library enables teachers and school leaders to browse, search, and share professional development content from renowned authors such as Dr. Robert Marzano, Rick Stiggins, and Dr. Jon Saphier.

Job-Embedded, Ongoing Professional Development (A2.3)

Our proposed framework places a primary emphasis on effective instructional practice. We provide schools with Pearson educational specialists who provide job-embedded coaching supports and consistently mentor individuals through improved practices. We use the framework to walk teachers through key processes that build capacity over the long-term. These processes include the following:

- Adopting standards-aligned curriculum with content area expertise
- Using research-based instructional practices
- Collecting and analyzing student assessment data for improved personalized learning

The implementation of the LTPF and its instructional focus involves a summer Launch Institute that serves as the catalyst of forthcoming change. It is also the first significant collection of professional development days for participating staff. There are six basic components to this initial institute, including an emphasis on leadership skills as well as language arts and mathematics proficiency.

Note that all staff members do not attend every day of the Launch Institute.

Launch Institute (A2.3)

The Launch Institute initiates the school's process of improvement. It provides face-to-face professional development for the full school faculty led by Pearson education specialists. Dates for the Launch Institute are established in consultation with the school or division. When possible, the Launch Institute should be completed before the beginning of a new school year. The Launch Institute incorporates six linked professional development activities.

- **Leadership Team Institute**

Anchoring the Launch Institute is a full-day institute for the Leadership Team designed to kick off its work in steering the implementation process. The Leadership Team includes the principal, assistant principals, grade level and/or content area representatives (who also serve as workgroup facilitators), and designated leaders for functions related to student services and community engagement. The institute's content includes the following:

 - Leadership supports for the framework components
 - The roles and responsibilities of workgroups
 - Supporting Virginia SOL implementation
 - The School-Wide Instructional Focus (SIF), including its purpose, goals for Stage 1, and role of the Leadership Team in supporting it
 - Planning for the Strengthened Engagement component
 - Establishing the development of a Data-Driven Culture

- Implementation expectations, including progress monitoring processes and systems
- Implementation planning

▪ **Workgroup Facilitators Training**

Groups of school staff with a shared focus and area of responsibility will form workgroups. This training session provides an introductory training for the individuals who are designated the facilitator of each workgroup.

The teachers on each grade level (elementary) or within content fields (middle and high school) form a workgroup. In addition, staff with responsibility for student services collaborate as part of the Engagement Workgroup.

This one-day training session is designed to help workgroup facilitators become familiar with the function of the workgroups, with the role of the workgroup facilitator, and to practice using shared protocols for supporting the success of the workgroups.

▪ **Overview and Visioning Session for the Entire School Faculty**

An Overview and Visioning session brings the entire school faculty into the Launch Institute, setting the stage for the school's work and serving as a prelude to the two-day session for all faculty that follows. Conducted over a half-day, this session provides an overview and description of how the work on implementation unfolds. It builds on this foundation with an exercise that engages the school in creating a shared vision for teaching and learning as well as a culture of high achievement and engagement that they will work to create.

Elementary and Secondary Launch Institutes (A2.3)

Launch Institutes for elementary schools and middle and high schools differ following the first three professional development activities.

Elementary Level (A2.3)

At the **elementary level**, the Launch Institute continues with the following activities:

▪ **School-Wide Instructional Focus Institute**

This one-day institute provides a unifying focus for instruction across the school. Teachers plan to launch their year's work on building standards-aligned curriculum and instruction. The activities incorporate strategies for helping all students to develop the ability to use academic language and for helping develop Independent Learner Competencies, including scaffolded support for English language learners and students with disabilities. The establishment of effective learning routines and rituals and instructional practices is emphasized throughout the institute.

- **Literacy/Language Arts Institute**

This institute lays the foundation for implementing curriculum and instruction aligned to the Virginia English language arts (ELA) SOL and related assessments. It focuses on improving the quality and rigor of instruction. The institute is delivered separately to grades K–2 teachers and grades 3–5 teachers—each for one-half day. Institute activities revolve around lessons that model standards-aligned instruction consistent with state standards.

- **Mathematics Institute**

This institute lays the foundation for implementing curriculum and instruction aligned to the Virginia math SOL and related assessments. It focuses on improving the quality and rigor of instruction. The institute is delivered separately to grades K–2 teachers and grades 3–5 teachers —each for one-half day. Institute activities revolve around establishing effective learning environments for math.

Middle and High School Level (A2.3)

At the **middle school and high school level**, the Launch Institute shifts from grade level focus to content area focus and continues with the following activities:

- **School-Wide Instructional Focus Institute for the Entire School Faculty**

A two-day institute for the entire school faculty lays the foundation for the school's work on the School-Wide Instructional Focus. It includes the following:

- The purpose of having a School-Wide Instructional Focus
- The vital importance of college and career readiness for all students
- School-wide goals for developing students' ability to use academic language and their college and career readiness competencies
- Strategies for helping all students to develop the ability to use academic language and for helping them develop college and career readiness competencies across content areas, including strategies that provide scaffolded support for English language learners and students with disabilities

Faculty members will work together by department during this institute workshop to establish the practices of the workgroups that will provide the primary setting for continuing implementation throughout the year.

- **English Department Institute**

A one-day institute for the English Department follows the School-Wide Instructional Focus Institute. This institute focuses on improving the quality and rigor of instruction in language arts and lays the foundation for the English Department's work on aligning curriculum and instruction to the Virginia ELA SOL and related assessments.

This institute links closely with the content and activities of the School-Wide Instructional Focus Institute to provide a coherent approach for language arts teachers.

The English Department Institute activities revolve around the Foundation Unit, which provides a model of standards-aligned instruction consistent with state standards. Teachers plan for teaching this unit to launch their year's work on building aligned curriculum and instruction.

- **Mathematics Department Institute**

A one-day institute for the Math Department follows the School-Wide Instructional Focus Institute. This institute focuses on improving the quality and rigor of instruction in math and lays the foundation for the Math Department's work on aligning curriculum and instruction to the Virginia math SOL and related assessments. This institute links closely with the content and activities of the School-Wide Instructional Focus Institute to provide a coherent approach for math teachers.

The Math Department Institute activities revolve around the Foundation Intro's short instructional units that provide a model of standards-aligned instruction consistent with the state standards. Teachers plan for teaching this unit to launch their year's work on building aligned curriculum and instruction.

Additional Supports (A2.1–4)

As our specialists, in coordination with local school and division staff, complete walkthroughs and classroom observations using rubrics that measure such important constructs as engagement in learning and instructional effectiveness, we obtain necessary data that helps teachers and leaders identify their own and community-wide strengths and weaknesses. We provide recommended interventions for these weaknesses, as detailed thoroughly in our response to requirement 5.

More complete listings of job-embedded professional development included in the LTPF during Year 1 are included in the **Appendix** as Appendix A (elementary) and Appendix B (secondary). Three-year overviews of training included in the LTPF are included as Appendix C (elementary) and Appendix D (secondary).

Recruiting and Retaining High-Quality Teachers (A2.4)

As educators frequently acknowledge, good teachers want to teach in good schools, and this cannot happen when teachers or leaders fear that a long-term placement in a toxic school environment would destroy their career or motivation for what they do well. Low-achieving schools are sometimes toxic, and this sort of school culture will never attract or retain strong teachers and leaders.

Although Pearson does not engage with school systems in job fairs or interview processes, we have developed a highly-effective approach to recruitment and retention. Successful and engaging school environments will attract high-quality teachers.

(A2.4) Pearson recommends the following action steps for effective teacher and leader recruitment and retention:

- Build current teacher and leader capacity with standards-aligned curriculum and instruction to establish a rigorous expectation of techniques and practices
- Empower current teachers and leaders to be the agents of change in their environments through distributed leadership
- Empower the greater community to embrace the school's change process and be an advocate of good news
- Focus on school and community messaging strategies so that the school is in control of its reputation

Our framework components along with the efforts of the Pearson educational specialist and division and school staff can help make these changes within low-performing school environments.

We also recommend that schools and divisions create partnerships with schools of education, establish financial incentives for effective teacher and leaders, and provide opportunities for career advancement as part of their school improvement plans.

Contract Restructuring (A2.5)

Pearson does not involve itself in local teacher or leader contractual decisions.

Requirement

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

Response

Providing Additional Learning Time

Redesigning the school day/year, including expanded time for teaching and learning activities, requires careful consideration of various inputs, including the following:

- Local policies and procedures
- Fiscal restraints
- Transportation options
- Curricular requirements
- Student data, with particular emphasis on at-risk students

(A3) The higher the quality of instruction, especially as it accommodates students' differing education backgrounds, abilities, and learning styles, the greater the academic achievement (Aronson, Zimmerman, & Carlos, 1998). To that end, Pearson will participate in collaborative planning to help schools optimize instruction during the regular school day and help design learning activities for both teachers and students that improve teaching and learning.

When extended learning time is devoted to purposeful, engaged learning activities, student achievement improves (Aronson et al., 1998). To keep the state in alignment with federal recommendations for extended learning time, it is our expectation that at least 300 additional hours should be added to the student day to support students who lack proficiency in literacy and math. A combination of enrichment and exploratory opportunities for students will encourage them to buy into a transformed school culture of high expectations for learning.

Intervention Programs for Extended Learning (A3)

There are many Pearson options for effectively using extended learning time to improve student academic outcomes in reading, writing, mathematics, and science. These interventions must consider effective Tier II and Tier III Response to Intervention (RtI) academic interventions to support struggling students across the disciplines. Pearson can offer participating schools several research-based programs and supports for use in the classroom or for extended learning time (at an additional cost) outside of the supports included in our proposed LTPF.

- **Effective Tier II and Tier III academic interventions** such as the Navigator and Ramp-Up programs support students who struggle with literacy (reading and writing), math, and science.
- **Digital tools** such as SuccessMaker* and AIMSweb®† motivate students to learn through game-like structures that provide immediate feedback, encouraging students to take responsibility for their learning.
- **Course completion programs** such as GradPoint help students who have fallen behind in coursework to catch up, supporting more timely graduation.
- Our technologically innovative **1:1 Learning Framework** is proven to increase student achievement through an engaging personalized learning environment for students and professional development for teachers and leaders (an overview of Pearson's 1:1 Learning Framework is included in the **Appendix**).
- **Smarthinking Online Tutoring** offers 24/7 student academic support.

* SuccessMaker is a research-based, technologically grounded math and reading intervention program that lets students work at their own pace to practice challenging skills and constructs aligned to state or national math or reading/language arts standards.

† AIMSweb is an assessment, data management, and reporting system for grades K–12 that provides the information school districts need in a fast, reliable, and cost-efficient manner. It supports tiered assessment and instruction (such as RtI) as a model for helping students progress, and it uses data to efficiently allocate limited instructional resources. AIMSweb provides brief, nationally-normed assessment instruments for universal screening and progress monitoring in reading, language arts, mathematics, and behavior.

(A3) Pearson looks forward to working with individual divisions and schools to determine whether any of these additional resources would fit in their traditional or extended school schedules.

The key to a successful extended learning time component rests in the school's ability to personalize academic and enrichment opportunities for identified student needs. Clearly, if students are struggling in mathematics, extended learning time with literacy support is not the best option. One of the benefits of Pearson support programs is that many include built-in data options that provide teachers and students with immediate feedback on student skills. Immediate data feedback yields more personalized learning interventions. This approach equates to a win-win for all involved in extended days or extended school years.

Specialized Support in Core Disciplines

The LTPF is designed to provide a unique solution for every school. Components described thus far are applicable to all classrooms across the K–12 spectrum, regardless of the classroom discipline or type of benchmark and summative assessments. But every Virginia school is unique. Some schools will have pressing needs that are not common to all turnaround schools.

Pearson can provide additional, specialized supports for the core disciplines. These additional supports are **priced separately** from the LTPF framework and can be used either in combination with or separate from the framework. The level of supports that schools select will depend entirely on collaborative decisions based on local data across the four content fields and existing instructional materials that are effectively improving instruction.

The following pages describe additional core content area support programs that are not included in our price proposal for this RFP but have established efficacy in improving student achievement.

Literacy, Math, and Science Interventions

Literacy Navigator, *iLit*, *Math Navigator*, *Science Navigator*, and *onRamp to Algebra* are flexible supplemental programs that can be used in after-school or summer school settings as well as during the regular school year to help teachers and students meet individual learning needs. The goal of adding these instructional programs is to provide students with an additional layer of support, particularly for students performing at least one year below grade level expectations.

Each of these programs includes the following objectives:

- Provide explicit instruction in critical skills
- Engage students in learning
- Support ELLs and students with special needs
- Use data to monitor progress, differentiate instruction, and analyze student growth
- Integrate technology to improve teaching and learning

Literacy Interventions

Supplemental Literacy Programs		
Features	Literacy Navigator	iLit
Target Audience	Students in grades 4–8+ who struggle to read at grade level	Students in grades 6–10 identified as needing Tier III intervention
Lesson Duration	30–45 minutes	30–45 minutes
Setting Options	<ul style="list-style-type: none"> ▪ Before or after school ▪ During school ▪ Summer school 	<ul style="list-style-type: none"> ▪ Core Reading Intervention
Materials	<ul style="list-style-type: none"> ▪ Teacher Edition ▪ Student Reader ▪ Pre- and Post-Test ▪ Checkpoints ▪ Class Profiles 	<ul style="list-style-type: none"> ▪ Teacher TabLit ▪ Student TabLit ▪ Server TabLit
Professional Development for Teachers	<ul style="list-style-type: none"> ▪ Online PD resource ▪ 2-day orientation recommended 	<ul style="list-style-type: none"> ▪ On-site, Online, or Blended ▪ 24/7 PD Support through MyTrainingConnection.com ▪ Extensive point-of-use PD in teacher app

Literacy Navigator

We offer *Literacy Navigator* as a supplement to the core language arts curriculum as a Tier II intervention. Each *Literacy Navigator* lesson builds content knowledge as students in grades 4–8+ grapple with increasingly complex text and ideas. It teaches research-based comprehension skills that students need to build a coherent understanding of the text as a whole.

Each lesson contains multiple comprehension strategies based on Walter Kintsch’s Construction-Integration Model of Comprehension. Some of these strategies, listed below, are used to build an understanding of the text base:

- Saying What the Text Means
- Making Ideas Cohere
- Addressing Vocabulary

- Reading That is Focused—Questioning During and After Reading
- Understanding of Text Structure
- Using Graphic Organizers to Display the Relationship Between Ideas

Other strategies, such as the following, are aimed at constructing a mental model:

- Think-Alouds
- Discussion
- Writing

During lessons, students practice applying relevant background knowledge, recasting the information of the text in their own words, building appropriate graphic organizers, and engaging in discussion to deepen understanding of what they have read. They practice applying the knowledge they have gained from reading the previous paragraph, page, and chapter to read further. *Literacy Navigator* lessons teach comprehension and help students store content in long-term memory so it becomes knowledge.

Literacy Navigator modules engage students in reading to build comprehension. The Student Reader for the Foundations module, for example, contains texts arranged in a sequence that requires readers to bring forward knowledge from previous readings. Readings increase in difficulty as the module progresses, which helps students build a mental model.

In the Word Study module, the Student Reader is filled with opportunities for students to expand their vocabulary by working with target words, prefixes and suffixes, word families, and pronoun references.

Checkpoints and Class Profiles—formative assessments and tools for monitoring progress—are embedded in each *Literacy Navigator* module. The assessments are derived from the student work that shows how well students have understood the material presented.

In addition, each *Literacy Navigator* module includes pre- and post-tests. The Foundations module yields a score for total comprehension and sub-scores for ability to: retrieve details, identify referents, link main ideas and parts of text, understand vocabulary, develop inferences, and comprehend mid-level relationships such as cause and effect, sequence, and comparison.

iLit

iLit is a core reading intervention program for struggling readers. It's the first and only instructional solution built and delivered on the iPad. For the cost of a typical program, a customer can purchase the iLit program plus the necessary hardware. A Mac Mini® alleviates division technology burdens. iLit pulls unmotivated students back into the mix with high-interest texts, personalized study plans, and game-like interfaces. It supports teachers with real-time alerts, instruction, training, and data reporting.

Available for grades 6–10, Pearson's iLit is a comprehensive literacy solution designed to produce two or more years of reading growth in a single year. Based on a proven instructional model that has produced successful results for students in divisions across the country for more than a decade, iLit has been carefully crafted to prepare students for success on the new assessments. Individual, small group, and whole-class instruction is personalized based on a constant stream of data from a wide range of embedded assessments, including text-based performance tasks. iLit engages students through its vast library of high-interest nonfiction, instant support, engaging activities, and built-in reward systems that motivate students and track their progress.

iLit uses a gradual-release workshop model, which steadily moves students from explicit, teacher-led instruction to independent application of skills. Students read independently every day, choosing from a library of more than 400 texts. This constant exposure to new and exciting texts both builds their background knowledge and grows their love of reading. After independent reading, the lesson shifts to whole class instruction, guided practice on the skills used to comprehend complex texts, small-group instruction, and independent performance-based assessments. Whether students are reading independently, reading along with the teacher, or applying the skills on their own, iLit tracks student performance and uses the data to adapt and drive instruction.

Reading and writing are tightly aligned in a manner that repeatedly models this for students in the following ways:

- Students write daily about the texts they are reading and are required to go back into the texts for evidence.
- Writing opportunities are paired with the reading of texts that narrate, inform, and present arguments.
- Unit-level extended writing tasks and projects engage students in research and writing from sources.

Students are given daily opportunities to practice close reading and read independently at their current reading level. Reading level is measure and adjusted weekly through embedded comprehension assessments. The Interactive Readers for close reading practice stair step in complexity from week to week. The independent reading library includes titles ranging from a Lexile level of 100 to 1900.

Every week, students engage in additional writing activities and projects, including full-length essays. Pearson's exclusive writing engine provides point-of-use instruction and personalized feedback in argumentative, narrative, and informative writing. It encourages revision and evaluates how well students develop and support a claim. Teachers provide a final score, and can reassign and add comments to each assignment. They are also able to see the feedback each student receives from the engine.

Study plans diagnose each student's strengths and weaknesses, and build a personalized practice plan tailored to their needs. Each study plan ends with a short assessment.

iLit's Performance Dashboard gives teachers easy access to all of the assessment data gathered by the program. Teachers can quickly see snapshots of the class's overall performance or drill down to see which skills an individual student has yet to master. iLit presents data in a way that allows teachers to accurately monitor student growth and adapt instruction to increase student achievement.

Mathematics Interventions

Supplemental Mathematics Programs		
Features	Math Navigator	onRamp to Algebra
Target Audience	Students in grades 1–8+ who struggle with mathematics	Middle school age students at-risk for performing poorly in Algebra 1.
Lesson Duration	30–45 minutes	45 minutes
Setting Options	<ul style="list-style-type: none"> ▪ Before or after school ▪ During school ▪ Summer school 	<ul style="list-style-type: none"> ▪ Before or after school ▪ During school ▪ Summer school
Materials	<ul style="list-style-type: none"> ▪ Teacher Edition ▪ Student Edition ▪ Student Study Cards ▪ Show Me Cards (to be used with whiteboards) ▪ Diagnostic Screener ▪ Pre- and post-tests 	<ul style="list-style-type: none"> ▪ Student Edition Curriculum Units ▪ Consumable workbook ▪ Student Online License to: <ul style="list-style-type: none"> ○ Student Edition eText ○ Homework with Interactive Learning Aids ○ Interactive Math Tools ○ Online Concept Book ▪ Teacher Edition Curriculum Units ▪ Teacher Program Overview Guide ▪ Teacher Online License ▪ Presentation Screen DVD
Professional Development for Teachers	<ul style="list-style-type: none"> ▪ 1-day orientation recommended ▪ Optional Mathematics Institute and onsite coaching available 	<ul style="list-style-type: none"> ▪ 1- or 2-day onsite professional development ▪ Program Overview and online Unit Introduction professional development videos

Math Navigator

Math Navigator targets the skills, problem solving, and key concepts students need to succeed in mathematics classes. The *Math Navigator* intervention program supplements the regular math program. The modules are specifically targeted for students in grades 1–8+ who struggle with mathematics and need additional time and focused instruction to strengthen their performance in their regular course work. At the elementary level, the program features modules on topics including place values, number operations, multiplication, division, fractions, measurement, and word problems. Secondary modules target decimals, percents, rational numbers, functions and graphs, and expressions and equations.

Research indicates the importance of identifying and correcting students' misconceptions in mathematics (Swan, 2005). *Math Navigator* modules provide highly targeted, intensive instruction that uncovers the sources of students' misunderstandings and enables students to rebuild their knowledge and skills on a solid conceptual foundation. It helps them successfully advance into new areas of mathematical learning. *Math Navigator* will help teachers identify, surface, and revise student misconceptions. It corrects misconceptions that may have originated across multiple years of schooling so students can meet grade-level standards and succeed on assessments.

Math Navigator includes 26 discrete modules, each with 20 days of instruction. Each module includes a set of comprehensive instructor materials along with student materials. Each lesson involves work on building skills and understanding, including solving problems with and without context, so students can overcome misconceptions and replace them with a deep understanding. Lessons typically include a mix of individual and partner work as well as teacher-led discussions and teacher-student conferences.

Students are placed in the modules that fit their particular needs based upon the program's assessments. A screener helps schools identify appropriate modules for each student. In addition to the pre- and post-tests that help identify student gains from the modules, checkpoints throughout the module allow instructors to catch and help students revise misconceptions even further. The pre-test also identifies individual student areas of weakness. This feature helps the classroom teachers who work daily with a student determine how to provide the student with additional support—perhaps through focused teaching or by using manipulatives.

onRamp to Algebra

onRamp to Algebra is an intervention program designed exclusively to help at-risk students adequately prepare for Algebra 1. The program is ideally implemented the year prior, to build and solidify foundational skills and conceptual understanding. *onRamp to Algebra* is a complete instructional system that uses technology to deliver online homework support and in-class presentation screens for whole class participation.

Although the program can be implemented solely with the printed student and teacher editions, it is optimized when coupled with in-class technology such as whiteboards or projectors as well as when students access its online learning aids, which provide scaffolded, point-of-use homework support.

onRamp to Algebra is designed to be delivered in a single block class period. Each of the 112 lessons uses a classroom Workshop Model, designed to help students be constantly active and engaged participants throughout the entire 45-minute class.

Each lesson has the following structure:

- The lesson Opening begins with a “bell-ringer” 15-second front-of-class animation followed by 10-minutes of direct instruction. The Opening part of the daily lesson involves student participation designed to immediately engage the students and to segue them into the day’s lesson.
- The students then break into Work Time (25 minutes), during which they work both independently and collaboratively, discussing problems and concepts with partners or in small groups.
- A 10-minute Closing encourages students, at the direction of the teacher, to share solutions and strategies with the entire class.

onRamp to Algebra is a blend of print and digital components, but is designed for flexible implementation to accommodate all classrooms. The program can be fully implemented in the following ways:

- Using just the print materials found in the Student and Teacher Editions
- With the use of a teacher computer, the digital presentation screens can be projected front-of-class to facilitate class discussion
- With student access to the Internet where homework can be done online, using built-in learning aids for scaffolded support

onRamp to Algebra can be used immediately by all classrooms, but the implementation options above allow the program to grow with the technology plans of each school.

Furthermore, the program is optimized to be used in parallel with the school’s core middle grades math curriculum, either in lieu of an elective, or in an extended-day model.

The program can also be implemented as either a summer school model (by eliminating one or two of the six units) or as a replacement core math curriculum. *onRamp to Algebra* is designed to focus exclusively on preparing students to be successful in Algebra 1; therefore strands such as statistics and geometry are not covered.

Science Interventions

Supplemental Science Program	
Features	Science Navigator
Target Audience	Students in grades 6–8 who struggle with key concepts, complex content and/or reasoning
Lesson Duration	30-45 minutes
Setting Options	<ul style="list-style-type: none"> ▪ Before or after school ▪ During school ▪ Summer school
Materials	<ul style="list-style-type: none"> ▪ Teacher Edition ▪ Student Edition including formative assessments ▪ Science Process Skills reference book
Professional Development for Teachers	<ul style="list-style-type: none"> ▪ Online PD resource ▪ 1- or 2-day orientation recommended ▪ Optional onsite coaching available

Science Navigator

Science Navigator is a supplemental program designed for students who need extra support to acquire the process skills necessary for their future high school science courses. Many students are coming to middle school or entering high school without having experienced a strong science program. Some have had little or no science instruction before grade 6. The content knowledge and reasoning skills expected in the middle and high school grades are based on established prior knowledge and process skill development. Students lacking these foundational pieces are at serious risk for poor performance.

Science Navigator is organized around energy topics from earth science, life science, and physical science courses. The program addresses the benchmarks for the ACT EXPLORE® test in science. ACT research suggests that the foundations for college readiness and success are determined as early as the eighth grade.

The program is based on the following three central strategies for improving student performance in science:

- Guided inquiry
- Development of reasoning skills
- Reading comprehension

Inquiry lessons are designed around the 5E Learning Cycle and provide students with scaffolded opportunities to engage both in investigation and in data collection and analysis. Reasoning skills are organized around the ACT Benchmarks. Students learn skills and strategies for interpretation of data, scientific investigation, and evaluation of models, inferences, and experimental results. Reading comprehension strategies are developed

through readings on selected topics related to each module. These strategies are based on the Construction-Integration Model of text comprehension developed by Walter Kintsch.

Science Navigator modules are designed to be used as supplemental units to adopted curriculum where students' background knowledge on key concepts, complex content, and/or reasoning development is inadequate for success with the current curriculum. The modules are also helpful in providing students with learning and applying thinking skills expected on high-performance assessments.

Science Navigator has the following three core modules and suggested placements:

- Foundations of Energy (Grade 6)
- Energy in Living Systems (Grade 7)
- Energy in Physical Systems (Grade 8)

Formative assessments are embedded in each *Science Navigator* module. They are derived from the student work that shows how well students have understood the material that is presented.

Expand Student Knowledge, Course Credits with Online Tutoring (A3)

The blended delivery of the preceding interventions can be complemented with virtual coursework as well as Smarthinking online tutoring. Not all students are on the same page—or even on the same chapter. However, online and blended learning can provide students the advantages of a wide range of interactive learning opportunities that attract and hold students' attention. Internet-based instruction enables school systems to be flexible and expand their offerings to students, from credit recovery to Advanced Placement® (AP®) courses—thus expanding students' ability to learn and grow now and succeed later in life.

GradPoint

GradPoint offers complete, research-based, flexible, and engaging online courseware for high school and middle school learners. Pearson's GradPoint meets state and national standards, and the rigorous courses and interactive framework promote objective-based mastery, helping learners reach academic success at their own pace.

With web-based, interactive multimedia courses, GradPoint offers comprehensive digital curriculum used to personalize blended learning, dropout prevention, and credit recovery programs for adolescent learners in high school and middle school. Courses compare favorably to traditional semester courses in length and rigor while featuring research-based

‡ *Advanced Placement, Advanced Placement Program, AP, and Pre-AP are registered trademarks of the College Board, which was not involved in the production of, and does not endorse, these products.

and standards-aligned content and a continuously expanding course library. Division teachers are also empowered with tools to create, customize, and share courses and assessments.

All courses in GradPoint are delivered on a simple and intuitive learning platform specifically designed to meet the needs of the K–12 market. Our platform harnesses the course content and administrative functions so users can access GradPoint through a single, convenient login. GradPoint provides a wide variety of reporting functions and a host of customization features for the teacher, including the ability to hide content based on student mastery and to create personalized lessons or pathways for individual students. Additionally, students and educators can access all courses, materials, and reporting functions 24 hours a day from an Internet connection.

Smarthinking Virtual Tutoring (A3)

In addition to opportunities for extended days/years, we have included virtual academic tutoring in our proposal for Virginia schools. As part of the detailed LTPF, we will provide participating middle and high schools with Pearson’s Smarthinking virtual tutoring support in math and language arts. While this support may prove effective during the traditional or extended school day, it is best used by students during out-of-school hours when they need help with academic assignments. Further details about this support program are provided in our response to requirement 4.

Requirement

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

Response

Comprehensive Instructional Programs

School instructional programs are best strengthened by an initial acknowledgement of the following key factors of reform:

- Adoption of a research-based, standards-aligned curriculum
- Alignment between the adopted curriculum and state academic content standards
- Availability of relevant instructional support resources and professional training

- Continuous evaluation of the appropriateness and rigor of selected curricula and associated instructional methods
- Alignment between curriculum, instruction, and assessment and the Virginia SOL

When these indicators are effectively addressed within transformation schools, the result can be improved overall rigor, deepened student-teacher relationships, and an increasingly relevant instructional program in which students understand real-world applications of introduced knowledge bases and skill sets.

Our proposed framework helps schools meet these critical indicators as the Leadership Team and school leaders help staff develop a school-wide emphasis on standards-aligned curriculum, instruction, and assessment. This instructional component of our LTPF provides multiple job-embedded supports.

Standards-Aligned Curriculum, Instruction, and Assessment (A4.1–4)

Standards drive school reform and dictate what students should know and be able to do within the learning environment. Virginia’s standards present rigorous expectations for student knowledge and skill. Consequently, the first step in each school’s reform process will be to confirm that local staff adopt and align school standards to the Virginia SOL; each division or school will have the same expectations for their students as the state does.

The alignment of school and state standards with curricular resources requires school and division staff to work closely with Pearson specialists and the change process. As a local team assesses current alignment, the school is empowered to question whether curricular inputs nudge students closer to meeting the standards. Once skills are acquired, the alignment process should be continuous. While Pearson staff model the alignment process during provided **math and literacy institutes**, the end goal is for staff to acquire the skills necessary for aligning standards and curriculum in all content areas within collaborative Teacher Workgroups.

School-Wide Instructional Focus (A4.1–4)

As a school solidifies the alignment of standards and curricula, attention turns to teacher instructional and assessment processes, as both classroom practices are driven by standards and content. Instructional practice successfully conveys concepts and skills embedded in student standards, while assessment measures student acquisition and proficiency.

Pearson’s commitment to improved instruction is called the School-Wide Instructional Focus (SIF). SIF provides a variety of professional development and mentoring opportunities that grow individual teacher capacity to become highly effective curricular and instructional leaders in their respective classrooms, which in turn strengthens school-wide effectiveness.

(A4.1–4) The SIF approach works because it emphasizes effective instructional techniques that minimize behavioral distractions and student frustrations as teachers learn how to effectively scaffold learning for students struggling to meet grade level competencies. Furthermore, SIF emphasizes collegial interaction through Teacher Workgroups that engage in rigorous academic dialogue. Workgroups prevent the overwhelming sense of isolation that some teachers may feel when faced with new techniques or approaches. With support from fellow educators, each teacher begins to understand the value and importance of working with colleagues to build capacity, share struggles, and identify new and creative classroom interventions.

Within the SIF, we help staff focus on the following five core areas of growth to help build daily instructional practice, differentiated techniques, and attempt to grow a school's understanding of personalized learning:

- Establishing effective classroom **routines and rituals** that promote learning and minimize behavioral concerns
- Building **content and instructional expertise**, particularly in math and language arts
- Teaching **academic language** in all grade levels
- Fostering student ability to establish **independent learner competencies**
- **Scaffolding instruction for struggling students** (ELLs and students with disabilities)

Routines, Rituals, and Workgroups

A mismanaged classroom prevents effective learning. Effective teachers are efficient managers of time, practices, and procedures. The SIF model's emphasis on rituals, routines, and instructional practices helps teachers identify, adopt, and establish techniques so that learning remains a continuous and uninterrupted process. As this occurs, the school moves closer to Virginia's emphases on the following:

- Teachers engaged in relevant professional development that meets reform goals
- Comprehensive, coherent, and manageable instructional programs
- Sustained professional development that builds relevant instruction and positive teacher-student interactions
- Strategies that motivate students to learn

Learning routines and rituals refer to how learning time is organized and how learning is conducted in the school. The idea of rituals applies especially to the roles and responsibilities of teachers and students working as a learning community. With consistent classroom rituals, students no longer have to exert energy understanding the class norms. Instead, they can turn their full attention to content and learning.

(A4.1–4) An example of a classroom ritual implemented during language arts instruction is conferencing, when teachers meet with students to discuss work. Consistent and effective learning routines and rituals help establish and maintain a safe and orderly learning environment. Safe and orderly classrooms promote effective teacher-student working relationships, but their benefits extend well beyond classroom management, as detailed in the LTPF component for Strengthened Engagement and our response to requirement 6. They contribute to a strong learning-focused school culture that is evidenced by the following features:

- Effective use of time during the school day to maximize students’ time for learning
- Classes conducted as robust learning communities that build students’ capacity for independent learning and simultaneously allow teachers to provide differentiated instruction for students, based on need, as a regular part of daily instruction

Effective Instructional Practices (A4.2, A4.4)

Effective Instructional Practices are a concise set of instructional practices that correspond to current understanding of how people learn. Effective Instructional Practices have application to learning at all grade levels and across all content areas. Articulated at the lesson level, they help emphasize the importance of lesson planning and review in the context of both unit and course planning. Effective Instructional Practices also provide a common language to support communication about effective instruction across grade levels and content areas without compromising the important differences between them.

SIF recommended rituals, routines, and instructional practices are threaded through our professional development. Motivating, research-based instructional strategies are brought to life in literacy and math and teachers are encouraged to see how they can support effective learning at all grade levels and across content areas beyond literacy and math.

Our specialists conduct classroom walkthroughs to confirm whether professional development actually transfers into each classroom. Teachers are aware and prepared when our specialist or the principals drops in to observe exactly what the SIF looks like played out in every classroom. Armed with data from these visits, the specialist can follow up with additional support or redirection for teachers displaying specific needs.

Teacher Workgroups (A4.2, A4.4)

During SIF professional development activities, teachers work in grade-level groups at elementary levels and in content-area groups at upper levels to promote “job-alike” thinking and deliberation. These Teacher Workgroups continue throughout the year, providing a setting for teachers to plan and discuss ways of incorporating strategies to build more rigorous learning into their teaching (i.e., using sentence frames to help students learn to use reasoning and justification to back up their ideas in collaborative discussions). Pearson specialists work closely with the workgroups to model effective strategies, thereby building an effective relationship between the Lead Turnaround Partner and school staff.

(A4.2, A4.4) At subsequent workgroup meetings, teachers share student work from their lessons, reflect on their experience, and plan anew. Over the course of the year, the workgroups enable teachers to collaborate on developing and refining their instruction toward stronger standards alignment and to refine their practice through discussion and study of the work their students produce and other instructional classroom artifacts.

Teachers successfully engaged in rigorous academic dialog through established workgroups gain skills relevant to fostering classroom workshop experiences for students.

Effective Teacher Workgroups grow as teachers build content area expertise and skill. Pearson stresses content expertise by providing math and literacy institutes that model replicable instructional skills designed to convey a deeper level of content. These regular opportunities for all teachers to meet for collaboration provide a setting for digging deeper into content in all areas.

Building Content Knowledge and Skill (A4.1–2, A4.4)

Although teachers from all content areas may periodically require discipline-specific training and support, Pearson research suggests that schools grow best when they maintain a laser-like focus on mathematical competency and literacy skill. The ripple effects of improved literacy skills are almost indescribable, as all content areas require students to read, write, listen, and speak with purpose. Similarly, improved math skills expand analytical competency in science, technology, and other associated fields.

Pearson's LTPF instructional focus requires attention to knowledgeable teachers, as content precedes instruction. Weak content can only result in ineffective instructional practices, routines, and rituals, which stunts growth and achievement. As teachers adopt an improved awareness of math and literacy content and practices that help promote growth for all students, reform may be seen as a very positive process.

Curricular and Instructional Expertise: Literacy (A4.1–2, A4.4)

The framework's literacy focus helps the school create an instructional program that will enable all students to achieve the high levels of student performance in reading, writing, and speaking required by Virginia's SOL. Literacy trainings are designed to expand reading selections and literacy inputs for improved literacy instruction. The Pearson team will review the implementation of school improvement plans and current literacy programs and make recommendations for additional training or tiered interventions based on that review.

The educational specialist monitors the effective use of curricular tools and instructional strategies during regular classroom walkthroughs and provides rich and relevant feedback to the teacher using Teacher Compass. If a school-wide deficiency indicates the need for more effective tiered interventions or a general lack of understanding on the part of the faculty, Pearson offers a wide variety of professional development workshops (priced separately).

Our professional development catalogs are included in the **Appendix** to this proposal.

Curricular and Instructional Expertise: Mathematics (A4.1–2, A4.4)

Improved teacher content and instructional practice in math requires emphasis on Virginia SOL math practices required of all students. Effective implementation of the state standards for math focuses attention on the following:

- The need to balance skills
- Problem solving
- Conceptual understanding

The standards also highlight the importance of establishing a coherent sequence of mathematical study to move students toward higher mathematical proficiency. Accordingly, our math focus includes strategies for the following classroom practices:

- Alignment of math curriculum and instruction to Virginia standards and assessments
- Establishing a climate of disciplined inquiry that brings to life the math standards
- Providing differentiated instruction

A **workshop approach** to classroom instruction balances whole class, small group, and individual instruction as well as independent work. The math workshop is framed by routines and rituals that are consistent with those used in literacy/language arts; however, it is specifically designed to establish effective learning environments for math. The math workshop approach supports teachers implementing explicit mini-lessons and helps both teachers and students work together to create effective work periods where student engage in mathematics in both whole group and small group structures

Professional development focused on strengthening teachers' content and curricular knowledge proceeds in concert with the alignment of the school's math curriculum to the demands of the Virginia standards. Special attention is paid to building teachers' understanding of core math concepts that are critical to providing a pathway to students' achievement in advanced mathematics. It also examines the alignment of math interventions to the core instructional program.

As implementation proceeds, the math focus incorporates year-long and vertical curriculum planning to achieve effective alignment of curriculum and instruction with the SOL and related assessments.

Academic Language (A4.1–2, A4.4)

SIF encourages teachers to adopt college and career ready strategies for daily instructional practice beginning in the primary grades. We help teachers weave the following two vital aspects of college and career readiness into their instruction:

- Academic Language
- Independent Learner Competencies

(A4.1–2, A4.4) Effective teachers of students lacking standard English skills understand the difference between conversational and academic language and teach students to understand the difference as well (Harper & deJong, 2004; Wong-Fillmore & Snow, 2002). Academic language is the formal discourse, both written and oral, that is used in schools, colleges, and work settings. It is the vehicle used in these contexts to convey complex information (as well as analyze it), express ideas, present arguments, propose solutions, and defend points of view. It differs from conversational language in terms of informational density, grammatical complexity, and use of technical and abstract vocabulary.

According to Marzano and Pickering (2008), the strongest action a teacher can take to ensure that students have the academic background knowledge to understand the content they will encounter is providing them with direct instruction in academic terms. When students understand these terms, it is easier for them to understand the information they will read and hear in class.

Academic language does not come naturally; it must be learned. Students with a strong foundation of literacy can make the transition relatively easily, but they are still likely to need explicit instructional support to become competent users of academic language. Students who finish elementary school with a limited foundation of literacy struggle significantly with academic language, especially English language learners (ELLs), requiring carefully scaffolded instructional support to meet the challenge of learning academic language. These known student conditions make Pearson's emphasis on literacy content, instructional practice, and academic language all the more relevant to school reform.

SIF provides a coherent approach to the early introduction and development of academic language across all content areas. Strategies taught consistently across grades and content areas from grades K–8 serve as the best preparation for students' continued development of academic language as they move into high school and eventually on to the even more rigorous demands of college and careers.

Independent Learner Competencies (A4.1–2, A4.4)

Our proposed framework provides staff with strategies that foster students' ability to establish Independent Learner Competencies. Independent Learner Competencies are much like standards—they are written or verbal statements detailing what a student expects he or she should know and be able to do within the academic environment. Students empowered to establish their own learner competencies build capacity for self-directed, independent learning. This process promotes higher-order thinking skills, self-management, and skills for tackling complex learning tasks individually or in collaboration with other learners.

Students can develop Independent Learner Competencies from an early age provided they have consistent support to meet age-appropriate expectations. As teachers and students collaboratively recognize that some students do not meet learner competencies and may be operating anywhere from one to three years behind their peers, the need for academic

support programs emerges. Struggling students require improved instructional practice and expanded exposure to core content material.

The extended learning time available as a result of the longer school day allows time for reading interventions as well as interventions in math and science. Our field specialists can work with teachers to help them use the school’s existing intervention programs effectively or assist in the implementation of highly effective tiered interventions such as *Literacy Navigator* and *Math Navigator*, *OnRamp to Algebra* and *iLit* (priced separately). These options, as well as additional Pearson options for Virginia schools, have been detailed previously in the proposal.

Scaffolded Instruction for ELLs and Students with Disabilities (A4.1–2, A4.4)

SIF embraces the needs of all students striving to achieve college and career readiness. By scaffolding access to academic language and Independent Learner Competencies, the approach pays specific attention to the diverse needs of struggling learners. In particular, SIF focuses on the needs of ELL students and students with disabilities.

The SIF strategies embed scaffolds to support access for ELLs and students with disabilities. These are highlighted in the school-wide professional development during the Launch Institute and supported through job-embedded professional development. Staff collaboration in Teacher Workgroups or mentoring relationships helps teachers practice incorporating the scaffolds into their instruction.

Scaffolds to support ELLs are built on the five research-based practices for language learning (also referred to as the Essential Practices for Language Learning) outlined in the following figure.

Five Essential Practices for Language Learning
1. Develop oral language through meaningful conversation and context.
2. Teach targeted skills through contextualized and explicit instruction.
3. Build vocabulary through authentic and meaningful experiences with words.
4. Build and activate background knowledge.
5. Teach and use meaning-making strategies.

These practices provide critically important lifelines for ELLs, helping them gain access to content as they acquire English language proficiency. They also have value for students in general because they serve to further clarify and/or reinforce concepts. Thus, these five intentional supports for academic language development enhance instruction across the curriculum for all students.

(A4.1–2, A4.4) The scaffolds that support access to learning for students with disabilities are based on the principles of Universal Design for Learning (UDL). These principles, listed in the following figure, have value for all students, but provide vital supports for students with disabilities.

UDL Principles Scaffolding Access to Learning for All Students
<p>I. Provide multiple means of representation:</p> <ul style="list-style-type: none"> ▪ Provide options for perception ▪ Provide options for language, mathematical expressions, and symbols ▪ Provide options for comprehension
<p>II. Provide multiple means of action and expression:</p> <ul style="list-style-type: none"> ▪ Provide options for physical action ▪ Provide options for expression and communication ▪ Provide options for executive functions
<p>III. Provide multiple means of engagement:</p> <ul style="list-style-type: none"> ▪ Provide options for recruiting interest ▪ Provide options for sustaining effort and persistence ▪ Provide options for self-regulation

Online Tutoring: Technologically-Based Supports for Math and Language Arts Proficiency (A4.1–2, A4.4)

One of the best ways to address individual student need is through technologically-based efforts. Today’s generation of K–12 youth have grown up in a digital world. The learning process should be no different. Smarthinking, Pearson’s web-based tutorial intervention for mathematics and language arts, can help increase middle and high school student performance in core content areas.

Smarthinking

For more than a decade, Smarthinking has provided professional tutors, technology, and training to help school divisions, colleges, and universities enhance learning through 24/7 online academic support. The mission of Smarthinking is to provide live, on-demand, online, professional tutoring to address individual student learning needs. Smarthinking serves as a supplementary academic resource to educational institutions, providing students with fast academic assistance regardless of location or time of day.

Smarthinking connects students to expert educators anytime, from any Internet connection. Having conducted more than 4 million online tutoring sessions, our experience and good standing in the eLearning community has allowed Smarthinking to attract an outstanding management team and a staff of more than 2,500 professional educators who serve as our tutors.

(A4.1–2, A4.4) Smarthinking provides a wide range of tutoring services covering reading, writing, mathematics, statistics, biology, chemistry, physics, Spanish, and more. Smarthinking provides support for students based upon demand. The goal of Smarthinking tutoring is not to become a permanent crutch, but rather model critical thinking and problem-solving skills during the tutoring time so students adopt these skills. This leads to greater academic independence.

The heaviest time of usage is typically after 5 p.m. when students are doing their homework. We manage our tutoring resources in such a way that we are able to connect with students for live interactions in less than a minute, so that we can leverage their "learning moment."

The Smarthinking Tutor Bank

Under the umbrella of our LTPF, each participating school or division will receive a Tutor Bank, or stock set of web-based tutoring hours, for math and language arts. The Tutor Bank provides schools with flexibility in the way the tutoring services can be acquired and used effectively by students.

Tutoring hours are communal, so schools may elect to transfer unused tutoring hours from students requiring no support to struggling students who need more time. This service is included in our quoted cost for the LTPF. Schools may opt to purchase additional online tutoring services as needed.

Smarthinking tutoring includes the following features:

- The school has full and complete control over the use of Tutor Bank hours and the tutoring subjects it offers to its student population.
- Smarthinking's implementation services team will assist the campus with start-up planning, provide orientation for faculty and other stakeholders, and provide ongoing support to assist the institution in meeting its goals.
- Administrative reports are available through the Smarthinking platform.
- Tutoring service may be customized so participating students only see those subjects that are available to them (example: if they only need math tutoring they will not see the language arts tutoring portal).
- Smarthinking can currently be accessed through Macs, PCs, Windows tablets, and iPads. Access via Chromebooks will be available in Fall 2013.

Student Use of the Tutor Bank

Students can receive help from Smarthinking in several ways.

- **Drop-in Tutoring.** Students can get access from a qualified tutor in specific subjects based upon our published schedule. The student logs onto Smarthinking and selects the "Chat now with a live tutor" button. The student is then given a clean whiteboard on which they can state their problem and begin to interact with the tutor.

- **Scheduled Tutoring.** Once inside their Smarthinking home page and "Scheduled Tutoring" is selected, students are given a calendar with available e-structors and times noted. The student then selects the time that works best and logs in at that time for the scheduled appointment.
- **Writing Center.** Students log onto their home page and select "Writing Center" from the options. They are presented with a short form to complete to help the tutor understand the assignment. The student submits their document in an accepted (MS Word, text, etc.) format and the document is returned within 24 hours. The document is deposited in the student's inbox on the Smarthinking home page and the student can access the critique at their leisure.
- **Offline Questions.** The "Offline Questions" option begins the same as a live session, except the student simply types in the question and submits it asynchronously. A typical response is delivered in less than 24 hours.
- **Academic Resources.** Smarthinking provides a Writing Handbook for English as well as ESOL users, both of which support MLA and APA formats. The site also provides a glossary for accounting and a wide variety of web-based math resources. [Note: No time is deducted for the use of these resources.]
- **Personal Archive.** Each student has their own file cabinet in which sessions are housed. The archives can be used for review or as a mini-portfolio of student work. Some administrators use this feature to demonstrate student progress during the class. [Note: No time is deducted for the use of this feature.]

School Reports to Assess Progress

Tutoring sessions are archived from start to finish in three locations: for the student, for the school, and for the Smarthinking tutor management team. The reports can be used in the following ways:

- A student can use his or her archive as a review.
- A school's teachers and leaders can use student session archives and reports to analyze both the quality and the impact of the tutoring on student grades, pass rates, and retention. The archives can be used by the school division to evaluate curriculum and recommend further development of certain units to better address student needs.
- Smarthinking uses archives to confirm that tutors maintain a high level of quality.

Students and administrators have access to graphical archives of the tutoring sessions with Smarthinking tutors. Students can review their own sessions at any time, allowing them to review concepts they have studied with tutors as well as post follow-up questions to new tutors based upon the content of a previous session. School administrators can also review these sessions, allowing the school to study commonly asked questions and/or to confirm that the tutoring interaction conforms to the school's standards. Smarthinking tutors help students achieve a learning moment and the archive preserves that moment for future reference.

Requirement

5. 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;

Response

Creating a Data-Driven Culture

Research provides substantial evidence of the importance of an effective data-driven culture as a necessary driver of a high-performing school. The Center on Education Policy (2009) report about key lessons learned from five years of studying school restructuring under No Child Left Behind (NCLB) indicates that all case study schools that exited restructuring used data frequently to make decisions about instruction and to regroup students by skill level.

Having a data-driven culture means that systematic use of data is embedded into the daily functioning of the school. Data ceases to become a separate, isolated activity and is, instead, incorporated into meetings, curriculum planning, professional development, and, most importantly, into daily teaching and learning. The school understands that quality data is an integral part of teaching and learning and emphasizes collaborative use of data as a keystone for success. There is an atmosphere of openness, where all are viewed as learners and are open to examining their practice in order to build on strengths and make needed improvements. There is an institutional willingness to use data systematically to reveal important patterns and answer questions about policy, methods, and outcomes.

Attributes of a strong data-driven culture include the following:

- **Vision:** A clearly articulated vision for data use and belief about the value of data in improving teaching and learning
- **Commitment:** Commitment from all staff to use data to guide ongoing instructional and programmatic improvements
- **Modeling:** Modeling of use of data by school leaders
- **Conditions:** Protected time for collaboration and regular professional development to improve data literacy among staff
- **Focus:** Focus on data quality, security, utility, and timeliness

Our framework will help Virginia schools develop and maintain a data-driven culture. As briefly referenced earlier in the narrative, we believe that using data helps schools make important personnel decisions, guides the self-inventory process to identify gaps or weaknesses, and improves instruction through a personalized approach to student learning needs.

(A5) The LTPF supports the emergence of a data-driven school culture by initially centering on the work of the school Leadership Team. This focus on building habits of appropriate and effective use of data to guide personnel, instructional, and assessment decisions extends to an ever increasing number of teachers and school staff by training and practice in Teacher Workgroups, thereby impacting and improving all aspects of school policy and practice. The Leadership Team shares and models its data collection and analysis skills with all faculty and staff members to help strengthen data-driven skills throughout the school.

Data sources of interest to the Leadership Team and other staff members include both academic progress and achievement data and information related to students' engagement in learning (i.e., attendance, discipline referrals, parental involvement, etc.). Special attention is given to how academic interventions support students' progress toward meeting the standards.

Data and the Leadership Team (A5)

The Data Efforts of the Leadership Team

The Leadership Team is composed of building leaders and the facilitators for every Teacher Workgroup. Working with a school-based Leadership Team around data-driven skills entails the following:

- Building an understanding of the role and value of a data-driven approach to progress monitoring and instructional problem solving
- Building the Leadership Team's capacity to oversee, monitor, evaluate, and support school improvement
- Improving the Leadership Team's ability to use data from multiple sources to identify and think critically about transformation or turnaround

Data Activities: A Collaborative Effort

Activities are designed to develop the capacity of the Leadership Team to systematize the processes of connecting performance and instruction, with scaffolded support of the Leadership Team's learning process. These activities are conducted throughout the year. Each series of activity starts with a knowledge-sharing professional development module. These modules include the content, information, techniques, and protocols for effectively using data. The topics developed in the following modules are the building blocks we use to create an effective data-driven culture:

- The Language of Assessment and Data
- Investigating Data
- Analyzing Student Work:
- Triangulating and Reframing

- Describing Current Practice
- Identifying Strategies to Address Problems of Practice
- Measuring and Improving

Each of these knowledge-building modules connects to a cycle of guided practice and application by the Leadership Team. These cycles of knowledge-building, guided practice, and application are connected together in a recursive cycle that lays the foundation of a school-wide data culture.

The facilitator of each Teacher Workgroup expands these data skills to their particular Teacher Workgroup. This train the trainer model is further supported by our education specialist, who “drops in” on these trainings and conferences with each facilitator to confirm appropriate transfer of learning.

Our Progress Monitoring and Evaluation Process (A5)

In addition to its work with the data knowledge modules, the Leadership Team meets quarterly for Progress Monitoring Meetings. These meetings occur regularly throughout implementation. The Team uses information from OneView[§], LTPF’s progress monitoring dashboard, to continuously assess, revise, and improve the LTPF implementation process.

Throughout the school year, information and data on progress towards achievement of school goals are accumulated using OneView. In order to maximize transparency and accountability, school leadership has 24/7 direct access to data in OneView. Pearson specialists use a number of tools to collect a variety of data to inform progress toward goals. These tools are not intended to be used for evaluating teachers. Observation data, for instance, is not linked to individual teachers through the OneView portal.

OneView

OneView is a data dashboard that synthesizes information from more than 20 tools, including stakeholder surveys and observation rubrics, to provide school leaders with the ability to digitally design, administer, collect, manage, analyze, and report evidence to confirm project implementation fidelity and success. OneView data helps leaders determine if identified interventions for students and staff are accomplishing their intended outcomes. Tools are grouped into one of four categories: instruction, engagement, leadership, and Teacher Workgroup collaboration. Each category includes multiple tools that track and triangulate data.

- **Instruction:** Observation and coaching rubrics to help leaders and coaches identify how teachers can improve instructional practices and develop individualized professional development plans

[§] OneView requires Internet access, with all LTPF collected data provided in a confidential dashboard requiring each staff member to have a log-in account.

- **Engagement:** A series of surveys including student and teacher engagement and collaboration as well as classroom observation rubrics to measure the degree to which and ways in which everyone is working towards the same outcome
- **Leadership:** Observation rubrics to guide school leaders in collecting and analyzing data, making data-based decisions, and managing a process of continuous improvement
- **Teacher Workgroup Collaboration:** Tools to help develop and maintain a process for teacher-led continuous improvement and internal capacity building

Data Gathering (A5)

The process of progress monitoring begins prior to the start of school with data gathered during the early engagement conversations between school leadership and Pearson. This data becomes crucial to developing an initial action plan for implementation prior to the beginning of school. The quarterly progress monitoring meetings allow us to track and analyze implementation using various progress monitoring tools, as well as data from workgroup meetings and classroom visits gathered by the Pearson specialist.

During the pre-implementation period and early in Year 1, baseline data are collected on leadership practices, data culture, teacher collaboration, quality of instruction, and student engagement. Post-data on these variables are collected at the end of each year.

Of particular interest is monitoring the progress of school culture transformation. To help gauge this, teacher perception data will be gathered at the beginning and end of each year using the Teacher Engagement, Teacher Collaboration, and LTPF Perception surveys.

Monitoring and Reporting (A5)

Our trained specialists provide input through Implementation Support Tools access on OneView. The tools have protocols that describe how frequently they should be administered but more data is often gathered for improved monitoring or to address specific areas of concern. Reports are available to the school and Pearson through the OneView portal, which is updated within 24 hours after a field specialist completes a new data collection event or when a survey window closes. Data is always available to school leaders.

Progress monitoring through differing data sources trickles down through facilitated workgroup training to permit all educators to use data for continual improvement that crosses content areas and grade levels.

(A5) The following figure summarizes the schedule and plan for monitoring progress.

Progress Monitoring Schedule		
	Tool	Dimensions of Data Gathered
Pre Implementation & End of Year	Baseline Survey (This data is gathered only at start-up.)	Self-report on leadership practices, teacher collaboration, instruction and structures; extent to which participants found launch training useful, well organized, challenging
	Student Engagement Survey	Non-cognitive factors—effort, aspiration, perseverance, relevance, dynamics between students and staff
	Teacher Engagement Survey	Non-cognitive factors—environment, dynamics between students and staff
	Teacher Collaboration Survey	Frequency and quality of collaboration
	LTPF Perceptions Survey	Client perceptions about the LTPF components, support and improvement in knowledge/skills
Ongoing During Implementation using Implementation Support Tools via iPad	Classroom Engagement	Educational climate, teacher/student dynamics, high expectations, use of school environment data
	School-Wide Engagement	Educational climate, hallway culture, high expectations, use of school environment data
	School Leadership Team	Structure, stability, frequency of meetings; capacity; quality of different meetings (data-driven culture, progress monitoring, implementation)
	Instruction	Building capacity for independent learning, collaboration, academic language, physical space, effective instructional practices, language arts, and math
	Workgroups	Structure, stability, frequency of meetings; purposeful focus and accountability
	Graduation Risk Insight Report	Monthly reports that identify students at risk of dropping out. Indicators include data on attendance, GPA, course failures, and discipline
Quarterly Progress Monitoring Meetings		Leadership Team examines data to identify strengths, weaknesses and conduct action planning adjustments

Formal Evaluation (A5)

Pearson also conducts a formal evaluation of the LTPF model. A nation-wide stratified random sample of schools implementing LTPF will be used to evaluate the efficacy of LTPF. Participating Virginia schools may or may not be a part of this evaluation component.

A Pearson evaluation team composed of evaluation specialists, content specialists, and field specialists visits the schools in the sample to collect data and validate findings. The team uses both quantitative and qualitative methods, tools, and approaches to gather data on implementation of school’s goals, leadership practices, data culture, teacher collaboration, quality of instruction, student engagement, and perception data.

(A5) The evaluation team uses the rich and multifaceted information to conduct a multi-level evaluation of LTPF in order to examine the efficacy of the model as well as the quality of site-specific implementations. Actual outcomes are measured against expected outcomes to determine impact across a variety of data (including student achievement, instructional quality, use of data, and student engagement). Implementation reports will document implementation strength and fidelity, provide feedback to the schools for the purpose of celebrating successes as well as to improve implementation, and inform LTPF planning for the subsequent year. Our specialists collaborate with school and/or division administrators to analyze the data and to use it to guide further implementation.

Requirement

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

Response

Creating a Safe and Secure School Environment

School reform begins and ends with the needs of the student, including the consideration of interventions for identified concerns across academic, social, emotional, and behavioral outcomes. As most educators know, Abraham Maslow's Hierarchy of Needs plays a significant role during transformation processes, as a student who is hungry, needy, fearful, hurting, or disturbed is rarely able to command his or her attention around rigorous academic discussions or developments.

One area that low-performing schools must aggressively address is school behaviors. Anti-social or undesired behaviors can stop or even destroy even the most effective, research-based framework for improved academic achievement. Attention to student behaviors is one part of the bigger picture of establishing an effective school culture in which all students feel safe and accepted and can thrive in a welcoming environment. Additionally, data-driven attention to student behaviors improves the school-wide understanding of tiered interventions for improved disciplinary outcomes.

Under the LTPF component Strengthened Engagement, Pearson provides participating schools with the web-based positive behavior support program Review360®. Review360 is included in the LTPF because of its central role in helping shape school climate. Additionally, Review360 and the adoption of a positive behavior framework allows schools to meet state and federal mandates, including required Response to Intervention (RtI) and Positive Behavioral Interventions and Supports (PBIS) models.

(A6) We have merged Review360 into our school turnaround framework for the very first time in this carefully crafted response to address Virginia's PBIS. Review360 has a record of effectiveness, including the following measures:

- Decline in discipline referrals
- Decrease in suspension rates
- Increase in student achievement

Please see the Experience portion of this proposal for details about the effectiveness of Review360.

An Effective Behavior Intervention Program (A6)

Review360, endorsed by the Council of Administrators of Special Education, is an ideal solution to help Virginia schools reduce suspensions, implement anti-bullying initiatives, implement PBIS and behavioral Rtl, and generally improve the school climate.



Students enter school with varying degrees of social-emotional skills and competencies.

Approximately 30 percent of all students experience psycho-social issues and behavioral issues that act as an impediment to their academic performance. Therefore, it is important that educators use best-practices to identify the specific social and emotional needs of each student and provide them with the instruction that appropriately addresses their needs.

Established programs that support and improve student behavior at multiple tiered levels represent a natural fit for interventions designed to improve the social-emotional skills of all students. PBIS and/or Behavioral Rtl models are evidence-based programs that have been found to successfully support schools in their efforts to improve social learning (Sugai & Horner, 2006; Hawken, Vincent, & Schumann, 2008).

According to the National Association of State Directors of Special Education (NASDE; Batsche et al., 2005) Rtl models' core components should include the following:

- Use of a multi-tier model of service delivery
- Use of a problem-solving method to make decisions about appropriate levels of intervention
- Use of evidence-based interventions
- Student progress monitoring to inform instruction and intervention

- Use of data to make decisions regarding student response to intervention
- Use of assessment for three different reasons—screening, diagnostic, and progress monitoring

Similarly, PBIS programs and systems share common features—the identification of specific goals, collection of relevant data from multiple sources, summary statements, multi-dimensional intervention plans that emphasize practical strategies, and a system for monitoring student progress (Sugai, Horner, et al., 2000).

Addressing Virginia’s Behavioral Expectations (A6)

School discipline measures often employ isolated, reactive, punitive, and authoritarian consequences to a rigid set of behavioral mores. These consequences act to remove the disruptive students from the core instructional process through office referrals that often lead to suspension. These disciplinary actions initiate further exclusion from instruction and have a poor track record in deterring poor student behavior. But with Review360’s support of a PBIS framework, the focus shifts to positive, proactive foci for students.

This three-tiered model aims to prevent disruptive behavior by developing Tier I (universal), Tier II (targeted group), and Tier III (intensive) systems of positive behavior support (Sugai & Horner, 2006).

Virginia’s PBIS consists of a multi-tiered approach that includes school-wide, classroom level, and individual pupil interventions. Administrators, faculty, and staff place emphasis on prevention and on teaching and rewarding student behavior that contributes to improved academic performance and social behavior. School personnel also are in a better position to conduct a functional behavior assessment and introduce more intensive interventions if they are needed.

Review360 employs a systemic process to improve student behavior and discipline by comprehensively providing a proactive student behavioral support framework at the school, classroom level and individual student level that aligns well to Virginia’s PBIS.

Review360 promotes the following activities:

- **Building the Engagement Workgroup** to lead the implementation and monitor success
- **Establishing school-wide positive social expectations** based on input from teachers, administrators, staff, and students
- **Establishing Expectations across settings** with attention to trouble spots to implement preventive measures
- **Promoting positive engagement through reinforcements for positive behaviors** based on input from teachers and students to establish appropriate and meaningful reinforcements, natural and positive consequences, and coordinated school-wide processes

- **Implementing a Discipline Management System** with procedures for supervising common areas, shared consequences to match infractions, and established procedures that employ behavior support teams to limit office referrals
- **Monitoring progress monitoring and referral process** to provide supports for those students that need more intensive interventions
- **Using data reporting** to make school-wide decisions

Resources for All Classrooms, Students (A6)

The single most common request for assistance from teachers is related to behavior and classroom management (Rose & Gallup, 2005). Teachers indicate that they consider classroom management to be the most challenging aspect of their job and one in which they receive the least amount of training (Reinke, Stormont, Herman, Puri, & Goel, 2011).

Review360 works to improve the essential skills of teachers in the classroom with resources that they can use to establish a well-managed and maintained classroom environment to provide positive behavioral support for all students (Tier I). Review360 provides teachers with on-line professional development and supports in the following six evidence-based core indices of an effective and well-managed classroom that they can use to establish or refine their behavioral management techniques:

- Teaching behavioral expectations
- Developing procedures and routines
- Structuring the learning environment
- Using reinforcement and acknowledgement
- Improving student/teacher engagement
- Developing effective correction procedures and strategies

The school-wide and classroom interventions used within Review360 are designed to positively support the behavioral of all students on a universal level by facilitating the consistent implementation of educator best practices in disciplinary management and establishing behavioral expectations for all students, which is necessary for establishing a positive school climate.

A Comprehensive System (A6)

Because teacher and student needs are unique, Review360 has been designed to provide a comprehensive and multi-tiered system of content, tools, and data collection processes to support and sustain a PBIS implementation with fidelity, accountability, and data.

The multi-tiered approach provides a variety of services matched with student intensity. In that regard, Review360 employs a problem-solving model that aims to identify student problem behaviors and implement a range of interventions that are systematically used with students based on specific issues and demonstrated levels of need.

The systems and procedures used to address serious behavioral issues in Review360 include the following:

- **Functional Behavioral Assessments** to help identify those students that require more intensive interventions for their chronic aggressive behaviors
- Web-based **behavioral plan design** that helps teachers identify specific disruptive behaviors and their pro-social replacement behaviors with evidence-based strategies and interventions to support individualized plans
- Web-based, real-time, **behavioral progress monitoring system** to track the improvement of individual students
- **Progress monitoring reports and charts** to facilitate data conversations at the division, campus, classroom, and student level

In summary, the Review360 multi-tiered software system will help schools improve student behavior in general and/or special education populations by providing staff with the following resources:

- PBIS-aligned professional development
- Best practices approaches for common behavioral issues
- Teacher-friendly program implementation support
- Ability to track and monitor inclusion rates
- Progress monitoring to assess student improvement and program effectiveness

Requirement

7. Provide ongoing opportunities for family and community engagement.

Response

Strengthening Community Engagement

School reform is not an isolated experience. The greater school community, including parents, business leaders, and volunteers, play a critical role in voicing and supporting high learning expectations for students, including expanded supports for youth at risk of dropping out of school.

(A7) To support Virginia schools in their efforts to improve and effectively use family and community engagement for long-term teaching and learning success, the LTPF includes the Strengthened Engagement component.

Work within this component helps schools draw together the complex web of connections between students' engagement in and commitment to learning and their experiences outside the classroom environment, including the messages they absorb about their capacity to perform well in school. These connections include the messages that local community stakeholders, including parents and business leaders, send to students about high achievement.

These connections may also include community volunteer groups that provide additional skill sets to students, parental support of school events, and communication strategies between the school and all community stakeholders. In simple terms, this component requires a low-performing school to acknowledge that they never enter the change process alone, but rather build an effective change cycle through a continuous emphasis on the supports, resources, and messages given by their local community to students and staff.

Because the work of making school-community connections and strengthening partnerships is so critical to the entire process of school reform, Pearson recommends that each school adopting the LTPF appoint key staff members, including student services or mental health staff (counselors, psychologists, dropout prevention advocates) and parents, to a new group called the Engagement Workgroup.

In the event that schools are small in size with limited staff, or wish to integrate the efforts of the Engagement Workgroup with the Leadership Team work, they may opt to identify their current or expanded Leadership Team as the Engagement Workgroup.

The specific membership of the Engagement Workgroup will vary from school to school, but the intention is to include the staff whose roles impact students' experience of school outside of classrooms and whose roles involve contact with community groups and agencies.

Engagement Workgroup membership should also include the principal and/or an assistant principal who has responsibility for the functions and student services reflected in the membership of the workgroup.

Engagement Workgroup Tasks (A7)

The Engagement Workgroup plays a critical role in expanding supports for change and empowering local stakeholders to respond in a manner that encourages high levels of student participation and achievement. But to reach positive outcomes, the workgroup needs to complete a few initial tasks or activities that build their competency to improve partnerships. This starts with professional development, extends to policy and procedure review, and wraps up with implementation of a school-wide book of the month project.

(A7) Beyond these initial tasks, the engagement workgroup embraces a much bigger role in looking at school-community connections by placing a high priority on these key areas:

- Developing parents as advocates for student high achievement
- Expanding community partnerships in a manner that provides greater resources and supports for students
- Providing data-driven leadership to the implementation and analysis of the Graduation Risk Insight System.
- Monitoring and improving school-wide behavior supported by Review360

The Engagement Workgroup starts by participating in professional development on student engagement, including what research indicates about the importance of relationships, connections, and supports in building and sustaining children's commitment to school. This includes factors in the elementary and middle grades that can lead to breakdowns in commitment to school once students reach high school. This one-day workshop is provided by Pearson consultants shortly after the LTPF Launch Institute that establishes the school-wide approach to reform.

From this foundation, the Engagement Workgroup embarks on a collaborative process of investigating school policies and practices that relate to cultivating strong home and school connections that support children's engagement in school and learning progress. This may lead to consideration of policies and practices across many aspects of school operations, from procedures for entering the school building to management of the hallways and lunchroom, to policies for handling tardiness, absences, and discipline referrals, to the ways the school communicates with parents.

The Engagement Workgroup shares its progress and findings with the Leadership Team on a regular basis. The Leadership Team can help draw connections between various data inputs and anecdotal or observational patterns, meaning they are grounded in the data necessary to make effective school-wide changes to practices and policies.

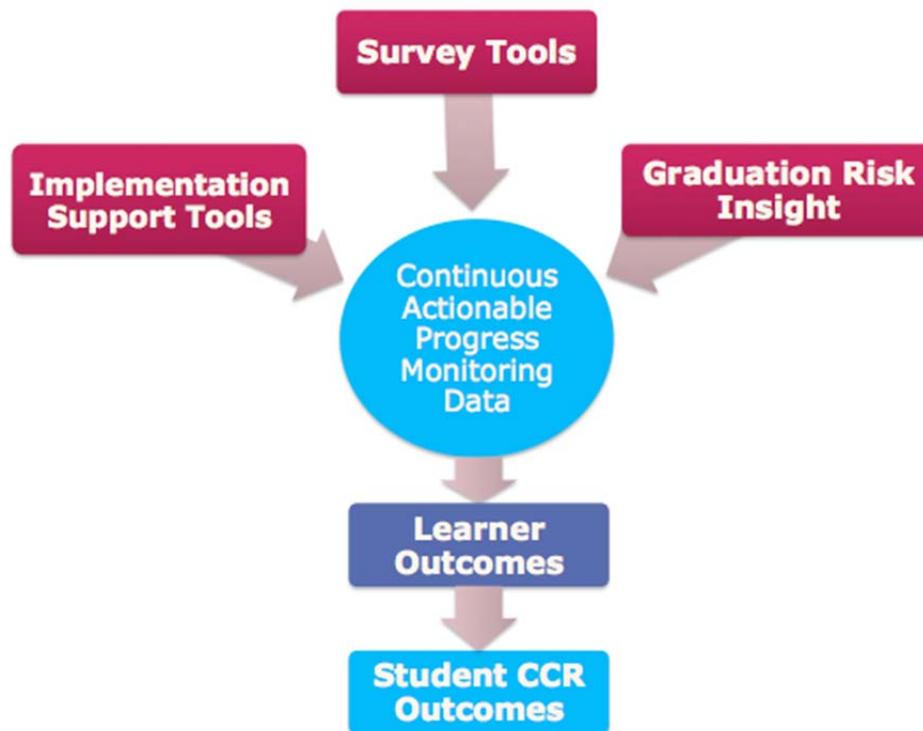
The Principal's Book of the Month contributes to development of a school-wide culture of high expectations and engagement. Each month the principal introduces the school community to a book selected for its relevance to a theme that is significant to the school's specific community, to the process of growing up, to our nation, or that highlights a universal human experience or value. The goal is to build community through the shared experience of these books. Teachers plan activities that will build on the theme of the book and enable students to respond in age-appropriate ways at all grade levels in the school and to share their responses with the whole school community.

Following the initiation of these three core activities, the Engagement Workgroup drives much deeper to focus their activity on core supports for improved student outcomes. This includes attention to parents, community partners, and use of data-driven tools to identify youth at risk and receiving insufficient supports for effective learning engagement.

Using Data to Improve Student Engagement: The Graduation Risk Insight System (A7)

Data is at the heart of Pearson’s school improvement solutions. Schools with a strong data-driven culture, including the ability to collect, analyze, monitor, and make decisions based on data, can proactively identify students in danger of not graduating in time to intervene, promote transparency and accountability so that all stakeholders are on the same page, make adjustments during the implementation process to confirm intended outcomes are realized, and quantify the impact on learning of our school improvement solutions.

Pearson’s OneView Progress Monitoring System gives school and division leaders an easy to read data dashboard to track implementation progress, as well as the ability to drill down into specific data tools to identify specific challenges that need to be addressed.



The OneView Progress Monitoring System. This program allows school and division leaders to use data to track their turnaround progress and identify challenges.

Pearson’s Graduation Risk Insight (GRI) tool identifies secondary students at risk of not achieving graduation in time to make a difference. Based on research from Mass Insight, Pearson calculates a Graduation Risk Value (GRV) for each student between 0 and 4 from four indicators that have the highest impact on dropout rates—unexcused absences, disciplinary incidents, grade point average (GPA), and course failures.

(A7) Dashboard reports allow school leaders to quickly identify students scoring between 0 and 1 who are at the most risk of dropping out and students scoring between 1 and 2 who are at risk, and the opportunity to provide support and interventions to help them achieve college and career readiness.

The LTPF includes the GRI system for monitoring grade 6–12 students' progress in relation to motivation, engagement, and capacity to manage themselves as learners.

Our GRI software is embedded within the LTPF OneView data dashboard and aggregates the most relevant and predictive data points from the school's student information system to identify secondary students who are showing risk factors that may lead them to drop out of school. This data-collection tool and consideration of data reports is the purview of the school's Engagement Workgroup, with support provided by the Leadership Team.

By pulling together readily available data contained on the school's student information system (including, but not limited to, a student's GPA, discipline history, attendance, and grade level), the GRI model provides a GRV for students that helps teachers and counselors determine where to spend their time most effectively to prevent students from going down a path that may lead to dropping out of school. Reports generated by the GRI are an important source of information for the Engagement Workgroup, since the system's data points link directly to factors impacting student engagement.

Coupled with the GRI is a process to guide the school in the establishment of an effective system of interventions for students at risk. This includes a process for identifying supplementary social and emotional supports for students who need them. Strategies include the assignment of mentors and a planning process for providing the assistance students need to address issues they struggle with and their barriers to engagement in school.

The intervention protocol also focuses attention on addressing the needs of students with multiple risk factors that research shows later lead to dropping out of school. Providing students the intensive support they need to get back on track often involves coordinating community agencies as well as school and division resources.

The intervention protocol serves as a guide for the school's audit of existing supports and identification of supplementary supports required to meet students' needs. It also focuses attention on building a systematic approach to provision of social and emotional supports, one that limits the risk of overlooking some students, seeks to provide support in a timely way, and can survive changes in key personnel and funding programs.

As implementation proceeds and a systemic approach is established, the GRI reports provide measures of the system's effectiveness as well as identifying individual students at risk for dropping out of school.

Increasing Parental Involvement (A7)

A further vital function of the Engagement Workgroup is building parents' involvement in their children's learning. To help parents become familiar with the expectations for students' achievement at specific grade levels and, in particular, with how they can help their own children achieve them, the LTPF employs a Home-School Notebook that can be delivered electronically or in hardcopy. The notebook builds regular, positive communication between home and school about academic growth and the development of academic readiness behaviors.

A core role for the Engagement Workgroup is that of devising strategies for providing assistance to parents who are empowered to foster their children's development of basic skills in reading, writing, and mathematics. This requires the workgroup to remain cognizant of local parent needs.

The Engagement Workgroup may, for example, consider local community and school data around parental literacy skills, as lack of literacy skills prevents adequate support for students' learning efforts. As the Engagement Workgroup considers its local data and observes parents interacting with students within their formal and informal learning environments, they are empowered to identify only the most appropriate supports or resources for the parents in need.

Selected parental supports and interventions cover a spectrum of offerings, including evening workshops for parents on how to help their children's academic achievement to partnerships with the local literacy council to offer evening ESL classes to non- or limited-English speaking parents. Other ideas may include financial literacy courses to support parental knowledge in mathematics, or hands-on camps or summer events that engage both students and parents simultaneously in learning activities in STEM fields of interest.

Selected parental supports depend entirely on the needs of local parents and only a school-based, data-driven school Engagement Workgroup, in partnership with its community, can make these decisions with our guidance.

Forming Community Partnerships (A7)

Schools must broadcast their mission of improvement clearly and repeatedly to the community. Their communication strategy should be designed to help parents and the wider community understand the critical importance of this mission for each student and for the well-being of the community as a whole. The Engagement Workgroup has a role to play in this process by building partnerships with agencies that can provide supports for students' efforts.

Partnering with community organizations can take the form of contractual engagements or more informal relationships, including Memorandums of Understanding or Agreement. Partners can range from business, cultural, and religious groups to organizations providing social services to sports associations. Collaborations with community organizations can help identify practical ways of connecting with adults in their role as parents by reaching out to them in settings they frequent, rather than asking them to make special trips to the school. This sends an important message about respect for the greater community and the access or lack of access to transportation and language skills that parents may display.

In communities struggling with violent behaviors, effective community partnerships may result in newly established camps or programs so that students are occupied in the critical post-school hours of 3 to 6 p.m. Alternatively, law enforcement may initiate a summer camp for students at risk of dropping out of school as an attempt to bridge communication between the law and the community.

Each school and community must determine the partnerships most appropriate for their students and families and develop services and supports for both prevention and intervention efforts. Pearson consultants help the Engagement Workgroup adopt the strategies and skills necessary to develop effective parent and community supports.

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PEARSON

ATTACHMENT B**Required Tables for “LTP Excluding Management” Option**

The base unit price per student per school year entered in the tables below must not include any costs related to rental of real estate or office space, student transportation, student meals or student housing.

This base unit price per student per school year must **not** include the cost of teachers, administrators, instructional support, etc.

The base unit price per student per school year shall include only those costs related to the offeror’s duties as the LTP, shall be uniform regardless of the region(s) to be provided the services, and shall be all inclusive of the offeror’s overhead, profit, travel, and instructional support needed (consulting and coaching), and administration of the services by the offeror.

It is also recognized that additional items and services not known and proposed for purposes of the contract may arise based on the needs of the ordering entity in carrying out the services contemplated herein; in this event, the ordering entity shall procure those items or services pursuant to the ordering entity’s applicable procurement policies, procedures and laws.

The base unit price per student per school year entered in the tables below, and any additional proposed unit prices submitted with the proposal, shall not be subject to change, except as may be negotiated by the VDOE and offeror prior to contract award, and included in any final resulting contract.

The tables below allow the offeror to propose a different base unit price per student per school year for 40 hours on-site per week, 32 hours on-site per week, and 20 hours on-site per week. Within each table a different base unit price per student per year may be proposed based on the school level (Elementary, Middle, and High) and size of the school.

*Note: A school may need the services of the LTP 40 hours per week for a literacy coach and 20 hours per week for a mathematics coach. The base unit price per student per year for each school shall be considered using the proposed pricing submitted below and will be based on need.

For each school level (Elementary, Middle, and/or High) included in the Offeror’s proposal for the “LTP Excluding Management” Option (as indicated on Attachment A), the Offeror must propose a base unit price per student per year for all five (5) sizes of schools included in each of the three (3) tables (B1, B2 and B3) on the following page in order for the proposal to be considered.

For example, if Attachment A indicates that the proposal includes schools at only the Elementary School level, all rows in the first column of each of the three tables must be completed. If Attachment A indicates that the proposal includes schools at the Elementary **and** Middle School level, all rows in the first **and** second columns of each of the three tables must be completed. If Attachment A indicates that the proposal includes schools at the Elementary, Middle, **and** High School level, all cells in each of the three tables must be completed.

Required Tables for “LTP Excluding Management” Option**TABLE B1 - 40 hours per week on-site services**

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	\$ 1,687 per student per school year	\$ 1,717 per student per school year	\$ 1,684 per student per school year
251-500 students	\$ 1,406 per student per school year	\$ 1,435 per student per school year	\$ 1,408 per student per school year
501-750 students	\$ 703 per student per school year	\$ 732 per student per school year	\$ 718 per student per school year
751 + 1000	\$ 527 per student per school year	\$ 556 per student per school year	\$ 546 per student per school year
1000 + students	\$ 422 per student per school year	\$ 478 per student per school year	\$ 470 per student per school year

TABLE B2 - 32 hours per week on-site services

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	\$ 1,644 per student per school year	\$ 1,674 per student per school year	\$ 1,641 per student per school year
251-500 students	\$ 1,370 per student per school year	\$ 1,399 per student per school year	\$ 1,372 per student per school year
501-750 students	\$ 685 per student per school year	\$ 714 per student per school year	\$ 700 per student per school year
751 + 1000 students	\$ 514 per student per school year	\$ 542 per student per school year	\$ 532 per student per school year
1000+ students	\$ 411 per student per school year	\$ 467 per student per school year	\$ 459 per student per school year
Column Total	\$ 4,624.00	\$ 4,796.00	\$ 4,704.00
*Column Average base unit price (column total divided by 5)	\$ 924.80	\$ 959.20	\$ 940.80

Table B3 - 20 hours per week on-site services

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	\$ 1,291 per student per school year	\$ 1,321 per student per school year	\$ 1,321 per student per school year
251-500 students	\$ 1,076 per student per school year	\$ 1,105 per student per school year	\$ 1,105 per student per school year
501-750 students	\$ 538 per student per school year	\$ 567 per student per school year	\$ 567 per student per school year
751 – 1000 students	\$ 404 per student per school year	\$ 432 per student per school year	\$ 432 per student per school year
1000+ students	\$ 323 per student per school year	\$ 379 per student per school year	\$ 379 per student per school year

*Enter the average base unit price in the same column in Attachment F, **PRICING SCHEDULE**.

References

Pearson provides the following references for the Virginia Department of Education.

References				
Name and Title	School District	Phone	E-mail	Project Scope
Michelle E. Jones, Principal, Clarkston High School	DeKalb County School District, Stone Mountain, GA	678-676-5302	Michelle_e_jones@fc. dekalb.k12.ga.us	SIG 3-year cohort operated with Pearson 2010–2013
Derrick Muhammad, Principal, Beach High School	Savannah- Chatham County Public School System, Savannah, GA	912-395-5330	Derrick.muhammad@ ssccpss.com	SIG 3-year cohort partnered with Pearson 2010–2013
Lourdes Rosario, Principal, Medardo Carazo High School	Guaynabo, Puerto Rico	787-760-6575	Lrosario26@gmail.com	SIG 1-year partnership with Pearson 2012–2013
Dr. Natalie Holloran, Project Director, School Improvement	Norfolk Public Schools, Norfolk, VA	757-628-3989	nhallora@nps.k12.va.us	SIG 3-year partnership with Pearson 2011–Present
Brian Smith, Principal, Dillard Charter Academy	Dillard Charter Academy, Goldsboro, NC	919-581-0166	bsrs30@yahoo.com	SIG 3-year partnership with Pearson 2011–Present
Gayle H. Breakley, Assistant Principal, JM Langston Focus School	Danville Public Schools, Danville, VA	434-799-5249	gbreakle@mail.dps.k12. va.us	SIG 3-year partnership with Pearson 2010–2013

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ATTACHMENT D
Small Business Subcontracting Plan

Definitions

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

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

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

All small businesses must be certified by the Commonwealth of Virginia, Department of Minority Business Enterprise (DMBE) to participate in the SWAM program. Certification applications are available through DMBE online at www.dmbv.org (Customer Service).

Offeror Name: NCS Pearson, Inc.

Preparer Name: Wil Garner **Date:** 8/12/2013

Instructions

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

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

- N/A Small Business
- Small and Women-owned Business
- Small and Minority-owned Business

Certification number: N/A Certification date: _____

Section B

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

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

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

ATTACHMENT E
State Corporation Commission Form

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

is a corporation or other business entity with the following SCC identification number: F0593121

-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):

ATTACHMENT F

PRICING SCHEDULE

Offerors must enter the average base unit price per student per school year as calculated in Attachment B (Table B2) and/or Attachment C (Table C) into the table below for the applicable option/school level combination(s) proposed. This price shall be used in scoring of price.

The offeror must calculate the average base unit price per student per school year for a school for each of the option/school level combination(s) included in the proposal as indicated in Attachment A. For example, if the offeror’s proposal only includes the “LTP Excluding Management” Option for schools at the Elementary level, the average base unit price as calculated in Attachment B (Table B2) would only be entered in the first column of the first row. However if the offeror’s proposal includes both options and all school levels (Elementary, Middle, and High), the average base unit prices as calculated in Attachment B (Table B2) and Attachment C (Table C) would be entered in all cells below.

*The average base unit prices per student per school year included in the table below must agree with the applicable table(s) submitted in Attachment B (Table B2) and/or Attachment C (Table C).

Offeror Name: NCS Pearson, Inc.

	Elementary School – high grade 5	Middle School – high grade 8	High School – high grade 12
“LTP Excluding Management” Option for 32 hours per week for onsite services for the proposed school level(s) and all five (5) school sizes (From Table B2)	*\$ <u>924.80</u> average base unit price per student per school year	*\$ <u>959.20</u> average base unit price per student per school year	*\$ <u>940.80</u> average base unit price per student per school year
“LTP Full Management” Option for the proposed school level(s) and all five (5) school sizes (From Table C)	*\$ <u>N/A</u> average base unit price per student per school year	*\$ <u>N/A</u> average base unit price per student per school year	*\$ <u>N/A</u> average base unit price per student per school year

■ Appendix A: Year One Elementary Training

Foundation LTPF for Elementary School in Action: Stage One Implementation Focus, Settings, and Supports

The following figure provides a detailed sample work plan for the key stakeholders in a Lead Turnaround Partner Framework (LTPF) implementation, including a breakdown of the focus, settings, and support that school leaders, teachers, and other staff will experience in Stage One of the framework implementation.

Foundation LTPF for Elementary School: Stage One Implementation Focus, Settings, and Supports				
Setting	Membership	Focus	Meetings	Pearson Onsite Support
Planning Conference	Principal, key school and district personnel	<ul style="list-style-type: none"> ▪ Develop implementation plan ▪ Set schedule and projected milestones ▪ Establish shared accountability 	1 full day (FD) scheduled as soon as possible after completion of contract	Education Specialist (ES) facilitates meeting

Foundation LTPF for Elementary School: Stage One Implementation Focus, Settings, and Supports				
Setting	Membership	Focus	Meetings	Pearson Onsite Support
Leadership Team¹	Principal, Assistant Principal(s) (AP[s]), Workgroup Facilitators ² , coordinator(s) of ELL, special education, and student services functions (Specific membership determined on a school by school basis)	<ul style="list-style-type: none"> ▪ Establish and maintain vision of improvement ▪ Build the foundation of a data-driven culture ▪ Drive and manage implementation ▪ Monitor progress and quality of implementation, and redirect activity as needed ▪ Develop and nurture collaboration, using a systems approach to engage entire school in shared responsibility and shared learning 	<ul style="list-style-type: none"> ▪ 1 FD professional development (PD) during Launch Institute ▪ At least two 1-hour meetings (either focused on development of Data-Driven Culture or focused on implementation) ▪ Quarterly 2-hour progress monitoring meetings 	<ul style="list-style-type: none"> ▪ ES facilitates PD during Launch Institute ▪ ES facilitates Data-Driven Culture meeting each month ▪ ES facilitates Implementation Meeting³ each month ▪ ES facilitates quarterly Progress Monitoring meetings⁴
Administrative Team	Principal, AP(s)	<ul style="list-style-type: none"> ▪ Strategic leadership of improvement ▪ Distributed leadership ▪ Timely intervention to create and sustain improvement momentum ▪ Aligned resource management 	<ul style="list-style-type: none"> ▪ Strategic planning sessions, including sessions with ES monthly ▪ Focus Walks to monitor implementation, including Guided Practice Focus Walks with ES at least six times per year ▪ Feedback and planning assistance for Workgroup facilitators with modeling and feedback provided by ES 	<ul style="list-style-type: none"> ▪ ES conducts strategic planning with Principal [and AP(s) as appropriate] monthly ▪ ES facilitates Guided Practice Focus Walks for monitoring implementation at least six times per year

1 The term “Leadership Team” is used throughout descriptions of LTPF, but it is understood that the title of this group of school leaders may differ from school to school to accommodate existing naming conventions. Because the LTPF Leadership Team should serve as the key leadership team in the school, LTPF’s implementation may result in some role adjustments of decision-making groups.

2 Workgroups will normally be composed of teachers on a grade, one of whom will take the role of Workgroup Facilitator. Workgroup Facilitators have an integral role on the Leadership Team to assure strong linkages among implementation settings.

3 As implementation proceeds, ES role will transition toward co-facilitation with principal and eventually to support for Principal’s facilitation of these meetings.

4 See note above.

Foundation LTPF for Elementary School: Stage One Implementation Focus, Settings, and Supports				
Setting	Membership	Focus	Meetings	Pearson Onsite Support
Workgroup Facilitators Training	Workgroup Facilitators	<ul style="list-style-type: none"> ▪ The role and function of Workgroups ▪ The role of Workgroup Facilitator ▪ Protocols to support effective collaboration in Workgroups 	One-day training during Launch Institute ⁵ (in addition to Workgroup meetings and Leadership Team meetings)	<ul style="list-style-type: none"> ▪ ES facilitates training ▪ ES attends Workgroup meetings and/or provides feedback and planning assistance to Workgroup facilitator(s)⁶
All Faculty PD	All faculty	<ul style="list-style-type: none"> ▪ Development of a common vision of improvement focused on establishing students on the pathway to College and Career Readiness ▪ Shared understanding of LTPF and implementation plan 	Half-day overview and visioning	ES facilitates overview and visioning
All Faculty PD	All faculty	<ul style="list-style-type: none"> ▪ Routines and rituals to support standards-aligned instruction consistent with the CCSS ▪ Goals and strategies for Stage One implementation 	1 FD ⁷ PD during Launch Institute	ES facilitates PD

⁵ The Principal and Assistant Principal(s) also participate in this training.

⁶ This support is the same as the support for Workgroup Facilitators cited below.

⁷ Full day is the preferred arrangement for this professional development. However, all professional development is designed in a modular format that allow for implementation in various configurations of time. This note applies to all professional development.

Foundation LTPF for Elementary School: Stage One Implementation Focus, Settings, and Supports				
Setting	Membership	Focus	Meetings	Pearson Onsite Support
Primary Grades Literacy	All primary grades (K–2) teachers plus ESL, special education and other teachers who support primary grades classrooms	<ul style="list-style-type: none"> ▪ Standards-aligned instruction, incorporating SIF strategies and using Foundation Units to scaffold instructional practice in Literacy consistent with CCSS ▪ Scaffolds to support access to learning for ELLs and students with disabilities ▪ Independent reading program and monitoring of students' reading levels ▪ Development of foundation for writing consistent with and aligned to CCSS 	1 half-day PD during Launch Institute 1 half-day PD quarterly during school year (approximately Fall, Winter, Spring)	ES facilitates each PD
Primary Grades Math	All primary grades (K–2) teachers plus ESL, special education and other teachers who support primary grades classrooms	<ul style="list-style-type: none"> ▪ Standards-aligned instruction, incorporating SIF strategies and using sample lessons to scaffold instructional practice in Math consistent with CCSS ▪ Scaffolds to support access to learning for English language learners and students with disabilities 	1 half-day PD during launch Institute 1 half-day PD three times during school year (approximately Fall, Winter, Spring)	All primary grades (K–2) teachers plus ESL, special education and other teachers who support primary grades classrooms

Foundation LTPF for Elementary School: Stage One Implementation Focus, Settings, and Supports				
Setting	Membership	Focus	Meetings	Pearson Onsite Support
Upper Elementary Grades Literacy	All primary grades (3–5) teachers plus ESL, special education, and other teachers who support upper elementary grades classrooms	<ul style="list-style-type: none"> ▪ Standards-aligned instruction, incorporating SIF strategies and using Foundation Units to scaffold instructional practice in Literacy consistent with CCSS ▪ Scaffolds to support access to learning for English language learners and students with disabilities ▪ Independent reading program and monitoring of students' reading levels ▪ Development of foundation for writing consistent with and aligned to CCSS 	1 half-day PD during launch institute 1 half-day PD three times during school year (approximately Fall, Winter, Spring)	ES facilitates each PD
Upper Elementary Grades Math	All primary grades (3–5) teachers plus ESL, special education and other teachers who support upper elementary grades classrooms	<ul style="list-style-type: none"> ▪ Standards-aligned instruction, incorporating SIF strategies and using sample lessons to scaffold instructional practices in Math consistent with CCSS ▪ Scaffolds to support access to learning for English language learners and students with disabilities 	1 half-day PD during launch institute 1 half-day PD three times during school year (approximately Fall, Winter, Spring)	ES facilitates each PD

Foundation LTPF for Elementary School: Stage One Implementation Focus, Settings, and Supports				
Setting	Membership	Focus	Meetings	Pearson Onsite Support
Teacher Workgroup	All teachers organized by grade into Workgroups that provide stable settings for focusing on development of practice ⁸ Workgroups include ESL, special education, and any other teachers who support instruction	Teacher collaboration on developing standards-aligned instruction consistent with the CCSS, incorporating SIF strategies, and building on content-focused PD, through cycles of planning, practice, and reflection on practice	12-15 meetings per Workgroup in the course of the year	<ul style="list-style-type: none"> ▪ ES attends the Workgroup meetings monthly and/or provides feedback and planning assistance to Workgroup Facilitator(s) ▪ ES provides in-class coaching/co-planning support/feedback (as appropriate) for at least 6 teachers per month
Engagement Workgroup	Principal, staff responsible for student services and related functions (e.g., dean(s), community outreach coordinator, social worker(s), psychologist(s) (Specific membership determined on a school by school basis)	<ul style="list-style-type: none"> ▪ Student engagement and practices that support engagement ▪ School policies and practices that relate to student engagement and personalization and recommend changes as needed ▪ Parent involvement in independent reading program ▪ Communication of importance of strategies for supporting student engagement to school community 	1-day PD sessions scheduled to suit school schedule, usually after Launch Institute 12 Workgroup meetings in the course of the year	<ul style="list-style-type: none"> ▪ ES facilitates PD ▪ ES attends Engagement Workgroup meetings periodically as part of commitment to attend Workgroup meetings on a monthly basis and/or provide feedback and planning assistance to Workgroup Facilitator(s)

⁸ Research on this concept supports workgroups of approximately 3–7 members. This may suggest the need for some grades to combine to form a single Workgroup or divide to form two Workgroups, depending on numbers.

■ Appendix B: Year One Secondary Training

Foundation LTPF for Secondary School in Action: Stage One Implementation Focus, Settings, and Supports

The following figure provides a detailed sample work plan for the key stakeholders in a Lead Turnaround Partner Framework (LTPF) implementation, including a breakdown of the focus, settings, and support that school leaders, teachers, and other staff will experience in Stage One of the framework implementation.

Foundation LTPF for Secondary School: Year One Implementation Focus, Settings, and Supports				
Setting	Membership	Focus	Meetings	Pearson Onsite Support ¹
Planning Conference	Principal, Assistant Principal(s) (APs), key school, and district personnel	<ul style="list-style-type: none"> ▪ Develop implementation plan ▪ Set schedule and projected milestones ▪ Establish shared accountability 	1 full day (FD) scheduled as soon as possible after completion of contract	Field Specialist (FS) facilitates meeting

¹ Onsite support outlined in this column totals 40 days of onsite professional development and technical support.

Foundation LTPF for Secondary School: Year One Implementation Focus, Settings, and Supports				
Setting	Membership	Focus	Meetings	Pearson Onsite Support ¹
Leadership Team ²	Principal, AP(s), Department heads (Workgroup facilitators) ³ , coordinator(s) of ELL, special education, student services functions (Specific membership determined on a school by school basis)	<ul style="list-style-type: none"> ▪ Establish and maintain vision of improvement ▪ Build the foundation of a data-driven culture ▪ Drive and manage implementation ▪ Monitor progress and quality of implementation, and redirect activity as needed ▪ Develop and nurture collaboration, using a systems approach to engage entire school in shared responsibility and shared learning 	<ul style="list-style-type: none"> ▪ 1 FD of professional development (PD) during Launch Institute ▪ 1 meeting (approx. one hour) per month focused on development of Data-Driven Culture ▪ At least 1 meeting (approx. one hour)—preferably 2 meetings—per month focused on Implementation ▪ Quarterly two-hour Progress Monitoring meetings 	<ul style="list-style-type: none"> ▪ FS facilitates PD during Launch Institute ▪ FS facilitates Data-Driven Culture meeting each month ▪ FS facilitates one Implementation Meeting each month⁴ ▪ FS facilitates quarterly Progress Monitoring meetings⁵

2 The term “Leadership Team” is used throughout descriptions of LTPF, but it is understood that the title of this group of school leaders may differ from school to school to accommodate existing naming conventions. Because the LTPF Leadership Team should serve as the key leadership team in the school, LTPF’s implementation may result in some role adjustments of decision-making groups.

3 The role of Workgroup Facilitator will normally be taken by the relevant Department Head, but not always, in which case another teacher may fill the role. In these instances both the Department Head and Workgroup Facilitator would need to be part of the Leadership Team since the Workgroup Facilitator has an integral role in the Leadership Team in order to assure strong linkages among implementation settings.

4 As implementation proceeds, FS role will transition toward co-facilitation with Principal and eventually to support for Principal’s facilitation of these meetings.

5 See note above.

Foundation LTPF for Secondary School: Year One Implementation Focus, Settings, and Supports				
Setting	Membership	Focus	Meetings	Pearson Onsite Support ¹
Administrative Team	Principal, AP(s)	<ul style="list-style-type: none"> ▪ Strategic leadership of improvement ▪ Distributed leadership ▪ Timely intervention to create and sustain improvement momentum ▪ Aligned resource management 	Strategic planning sessions, including sessions with FS at least three times per month Focus Walks to monitor implementation, including Guided Practice Focus Walks with FS at least six times per year	FS conducts strategic planning with Principal [and AP(s) as appropriate] at least three times per month FS facilitates Guided Practice Focus Walks for monitoring implementation at least six times per year
Workgroup Facilitators' Training	Department Heads (Workgroup Facilitators) ⁶	<ul style="list-style-type: none"> ▪ The role and function of Workgroups ▪ The role of Workgroup Facilitator ▪ Protocols to support effective collaboration in Workgroups 	Half-day training during Launch Institute ⁷	FS facilitates training FS attends at least six Workgroup meetings per month and/or provides feedback and planning assistance to Workgroup facilitator(s) ⁸
All Faculty PD	All faculty	<ul style="list-style-type: none"> ▪ Development of a common vision of improvement focused on College and Career Readiness ▪ Shared understanding of LTPF and implementation plan 	Half-day Overview and Visioning session	FS facilitates Overview and Visioning session

⁶ This training is for staff serving in the role of Workgroup Facilitator.

⁷ The Principal and Assistant Principal(s) also participate in this training.

⁸ This support is the same as the support for Workgroup Facilitators cited below.

Foundation LTPF for Secondary School: Year One Implementation Focus, Settings, and Supports				
Setting	Membership	Focus	Meetings	Pearson Onsite Support ¹
All Faculty PD	All faculty	<ul style="list-style-type: none"> ▪ School-Wide Instructional Focus (SIF) on development of Academic Language and College and Career Readiness Competencies ▪ Goals and strategies for Year One 	2 FD ⁹ PD during Launch Institute	FS facilitate SIF PD (normally team of two FS)
English Department PD	All English teachers plus ESL, special education, and other teachers who support English language arts (ELA) or English Language Development (ELD) instruction	<ul style="list-style-type: none"> ▪ Standards-aligned instruction, incorporating SIF strategies and using Foundation Units to scaffold instructional practice consistent with CCSS ▪ Independent reading program and monitoring of students' reading levels ▪ Administration of three performance tasks based on the CCSS, analysis of student work, and implications for curriculum and instruction 	1 FD PD during Launch Institute 1 FD plus 1 half-day PD during school year	FS facilitates PD

⁹ Two, consecutive full days is the preferred configuration for this professional development. However, all professional development is designed in a modular format to allow for implementation in various configurations of time, as need determines. This note applies to all professional development.

Foundation LTPF for Secondary School: Year One Implementation Focus, Settings, and Supports				
Setting	Membership	Focus	Meetings	Pearson Onsite Support ¹
Math Department PD	All Math teachers plus ESL, special education, and any other teachers who support instruction in math	<ul style="list-style-type: none"> ▪ Standards-aligned instruction, incorporating SIF strategies and using Foundation Intros and Foundation Units to scaffold instructional practice consistent with CCSS ▪ Administration of tasks based on the CCSS in conjunction with Foundation Units, analysis of student work, and implications for curriculum and instruction 	1 FD PD during Launch Institute 1 FD plus 1-half day PD during school year	FS facilitates PD
Department Workgroups (other than English and Math)	All teaching faculty (other than English and math) organized into job-alike groups that provide stable settings for focusing on development of practice	Collaboration on incorporating SIF strategies into teaching and learning through cycles of planning, practice, and reflection on practice	12 Workgroup meetings per Department Workgroup in the course of the year	FS attends at least six Workgroup meetings per month and/or provides feedback and planning assistance to Workgroup facilitator(s) FS provides in-class coaching/co-planning support/feedback (as appropriate) for at least six teachers per month
English Workgroup	All English teachers plus ESL, special education, and any other teachers who support ELA or ELD instruction ¹⁰	Collaboration on developing standards-aligned instruction aligned to the CCSS, incorporating SIF strategies and building on content-focused PD, through cycles of planning, practice, and reflection on practice	12 Workgroup meetings in the course of the year	

¹⁰ In a large school, this Workgroup might need to divide into two or more Workgroups.

Foundation LTPF for Secondary School: Year One Implementation Focus, Settings, and Supports				
Setting	Membership	Focus	Meetings	Pearson Onsite Support ¹
Math Workgroup	All math teachers plus ESL, special education, and any other teachers who support instruction in math ¹¹	Collaboration on developing standards-aligned instruction aligned to the CCSS, incorporating SIF strategies and building on content-focused PD, through cycles of planning, practice, and reflection on practice	12 Workgroup meetings in the course of the year	
Engagement Workgroup	Principal, staff responsible for student services and related functions (e.g., dean(s), counselor(s), community outreach coordinator, social worker(s), psychologist(s) (Specific membership determined on a school-by-school basis)	<ul style="list-style-type: none"> ▪ Study research on student engagement and practices that support engagement ▪ Investigate school policies and practices that relate to student engagement and personalization and recommend changes as needed ▪ Institute Graduation Risk Insight (GRI) system and monitor system reports ▪ Communicate importance of strategies for supporting student engagement to school community 	2 half-day PD sessions scheduled to suit school schedule, usually after Launch Institute 12 Workgroup meetings in the course of the year	<ul style="list-style-type: none"> ▪ FS facilitates PD ▪ FS attends Engagement Workgroup meetings periodically as part of commitment to attend at least six Workgroup meetings per month and/or provide feedback and planning assistance to Workgroup facilitator(s)

¹¹ See note above.

Appendix C: Three Year Elementary Training Overview

We have provided a three year overview of job-embedded professional development and training included in our Lead Turnaround Partnership Framework (LTPF) on the following pages.

LTPF in Elementary School—A Three-Stage Overview			
LTPF Component—Focus	Stage One	Stage Two	Stage Three
Standards-Aligned Curriculum, Instruction and Assessment—Literacy	<ul style="list-style-type: none"> ▪ Teach model of standards-aligned instruction and study use of practices ▪ Incorporate strategies to build students' academic language and independent learner competencies into instruction (focused on age-appropriate strategies for building vocabulary and language use, reasoning and justifying, collaborating, and working independently) and study related artifacts and student work ▪ Build scaffolds to support access to learning for English language learners and students with disabilities ▪ Analyze related instructional artifacts and student work ▪ Implement independent reading program using a variety of texts that build reading stamina ▪ Build a foundation for writing instruction and production of writing consistent with and aligned to the CCSS 	<ul style="list-style-type: none"> ▪ Continue to build knowledge and skills related to CCSS-aligned instruction to plan instruction using own curriculum materials ▪ Continue use the strategies established in Stage 1 to build students' academic language and independent learner competencies into instruction and incorporate further strategies (focused on age-appropriate strategies for close reading, attending to purpose and audience, planning and organizing work, taking responsibility for self-assessment and revision) ▪ Enhance scaffolds to support access to learning for English language learners and students with disabilities ▪ Enhance independent reading program with focus on knowledge and skills of reading comprehension consistent with the CCSS, including a range of text types, tasks, and text complexity ▪ Deepen writing instruction and practice, including the study of text types and purposes ▪ Investigate CCSS demands of text complexity and implications for curriculum and instruction ▪ Use CCSS-related performance tasks to build knowledge of CCSS demands and expected levels of performance and consider implications for curriculum and instruction ▪ Develop knowledge and skills in using data, including instructional artifacts and student work, to drive instructional decisions 	<ul style="list-style-type: none"> ▪ Continue to build knowledge and skills related to CCSS-aligned instruction to plan yearlong and vertical curriculum using own curriculum materials ▪ Continue use the strategies established in Stage 1 and Stage 2 to build students' academic language and independent learner competencies into instruction and incorporate further strategies (focused on age-appropriate strategies for critiquing information sources, using technology to identify, analyze and present information, setting priorities, reflecting on work practices and setting goals) ▪ Routinely scaffold access to learning for English language learners and students with disabilities ▪ Enhance independent reading program to include a variety of text complexities across content areas and reading bands ▪ Incorporate into writing instruction consistent strategies for developing knowledge of text structures and features and practices that build independent learner competencies ▪ Use CCSS-related performance tasks to build knowledge of CCSS demands and expected levels of performance and refine curriculum and instruction ▪ Make systematic use of data, including instructional artifacts and student work, to drive instructional decisions

LTPF in Elementary School—A Three-Stage Overview			
LTPF Component—Focus	Stage One	Stage Two	Stage Three
Standards-Aligned Curriculum, Instruction and Assessment—Math	<ul style="list-style-type: none"> ▪ Teach model of standards-aligned instruction and study use of practices ▪ Incorporate strategies to build students' academic language and independent learner competencies into instruction (focused on age-appropriate strategies for building vocabulary and language use, reasoning and justifying, collaborating, and working independently) and study related artifacts and student work ▪ Build scaffolds to support access to learning for English language learners and students with disabilities ▪ Analyze related instructional artifacts and student work ▪ Investigate CCSS Standards for Mathematical Practice and their implications for curriculum and instruction 	<ul style="list-style-type: none"> ▪ Continue to build knowledge and skills related to CCSS-aligned instruction to plan instruction using own curriculum materials ▪ Continue use the strategies established in Stage 1 to build students' academic language and independent learner competencies into instruction and incorporate further strategies (focused on planning and organizing work, and taking responsibility for self-assessment and revision) ▪ Enhance scaffolds to support access to learning for English language learners and students with disabilities ▪ Use CCSS-related performance tasks to build knowledge of CCSS demands and expected levels of performance and consider implications for curriculum and instruction ▪ Develop knowledge and skills in using data, including instructional artifacts and student work, to drive instructional decisions 	<ul style="list-style-type: none"> ▪ Continue to build knowledge and skills related to CCSS-aligned instruction to plan yearlong and vertical curriculum using own curriculum materials ▪ Continue use the strategies established in Stage 1 and Stage 2 to build students' academic language and independent learner competencies into instruction and incorporate further strategies (focused on age-appropriate strategies for using technology to identify, analyze and present information, setting priorities, reflecting on work practices and setting goals) ▪ Build opportunities for students to read and comprehend situations and model them mathematically ▪ Use CCSS-related performance tasks to build knowledge of CCSS demands and expected levels of performance and refine curriculum and instruction ▪ Make systematic use of data, including instructional artifacts and student work, to drive instructional decisions

LTPF in Elementary School—A Three-Stage Overview			
LTPF Component —Focus	Stage One	Stage Two	Stage Three
High-Performance Leadership, Management, and Organization	<p>With Pearson Field Specialist facilitation:</p> <ul style="list-style-type: none"> ▪ Establish and maintain a vision of improvement built on the goal of establishing all students on the pathway to college and career readiness and reflecting the diverse needs of students in achieving the mission ▪ Build the foundation of a data-driven culture consistent with the school’s mission ▪ Drive and manage implementation with a focus on staying on track and making sure resources and attention are focused on quality implementation ▪ Monitor progress and quality of implementation, and redirect activity as needed ▪ Develop and nurture collaboration, using a systems approach to engage entire school in shared responsibility and shared learning 	<p>With Pearson Field Specialist co-facilitation and technical support:</p> <ul style="list-style-type: none"> ▪ Sustain a vision of improvement built on the goal of establishing all students on the pathway to college and career readiness and reflecting the diverse needs of students in achieving the mission ▪ Provide the anchor for development of a data-driven culture consistent with the school’s mission and nurture use of data among Workgroups ▪ Drive and manage implementation with a focus on staying on track and making sure resources and attention are focused on quality implementation ▪ Monitor progress and quality of implementation, and redirect activity as needed ▪ Develop and nurture collaboration, using a systems approach to engage entire school in shared responsibility and shared learning 	<p>With Pearson Field Specialist technical support, as needed:</p> <ul style="list-style-type: none"> ▪ Sustain a vision of improvement built on the goal of establishing all students on the pathway to college and career readiness and reflecting the diverse needs of students in achieving the mission ▪ Serve as primary driver of school’s data-driven culture consistent with the school’s vision and continue to nurture Workgroups’ use of data to inform decisions ▪ Drive and manage implementation with a focus on staying on track and making sure resources and attention are focused on quality implementation ▪ Monitor progress and quality of implementation, and redirect activity as needed ▪ Develop and nurture collaboration, using a systems approach to engage entire school in shared responsibility and shared learning
Data-Driven Culture	<p>Establish foundation of knowledge and practice to support development of a data-driven culture through the work of Leadership Team and the practices of the Principal and Assistant Principal(s)/ Administrative Team</p>	<p>Expand foundation of knowledge and practice for data-driven culture to Workgroups and deepen the data-driven practices of the Leadership Team and Principal and Assistant Principal(s)/ Administrative Team</p>	<p>Data-driven culture serves as primary driver of Leadership Team and Workgroup activities, which reflect strong linkages among settings for school improvement</p>

LTPF in Elementary School—A Three-Stage Overview			
LTPF Component —Focus	Stage One	Stage Two	Stage Three
High Achievement and Engagement	<p>School-Wide student engagement:</p> <ul style="list-style-type: none"> ▪ Study research on student engagement and practices that support engagement ▪ Investigate school policies and practices that relate to student engagement and personalization and recommend changes as needed ▪ Involve parents in the independent reading program ▪ Communicate importance of reading and strategies for supporting students as readers to the school community 	<p>Systems of support for student engagement and high achievement:</p> <ul style="list-style-type: none"> ▪ Expand parent and community involvement in the independent reading program ▪ Engage community organizations in provision of supports for student engagement and assuring students have timely access to supports ▪ Communicate importance of and strategies for supporting high expectations for students' achievement to the community 	<p>Strengthening parent and community connections:</p> <ul style="list-style-type: none"> ▪ Expand community connections in support of student engagement and high expectations for student achievement ▪ Maintain focus and momentum of parent and community engagement in the independent reading program ▪ Monitor effectiveness of system of social and emotional supports for students and connect data to critical indicators of student progress toward college and career readiness
Sustainability for Continuing Improvement	<ul style="list-style-type: none"> ▪ Establish stable settings for focusing on the work needed to achieve school improvement ▪ Establish strong linkages among settings for school improvement ▪ Establish infrastructure to support leaders of LTPF implementation and build a bench for leadership in the school ▪ Establish foundation for data-driven culture 	<ul style="list-style-type: none"> ▪ Maintain stable settings for focusing on the work needed to achieve school improvement with limited need for Field Specialist support for maintaining stability ▪ Further strengthen linkages among settings for school improvement ▪ Nurture development of infrastructure to support LTPF implementation leaders and provide a bench for school leadership to support succession planning ▪ Expand foundation for data-driven culture to Workgroups 	<ul style="list-style-type: none"> ▪ Maintain stable settings for focusing on the work needed to achieve school improvement with little or no need for Field Specialist support to maintain stability ▪ Sustain strong linkages among setting for school improvement ▪ Sustain infrastructure to support LTPF implementation leaders that serves as a bench for leadership in the school supporting succession planning ▪ Sustain data-driven culture as primary driver of Leadership Team and Workgroup activity

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Appendix D: Three Year Secondary Training Overview

We have provided a three year overview of job-embedded professional development and training included in our Lead Turnaround Partnership Framework (LTPF) on the following pages.

LTPF in Secondary Schools—A Three-Year Overview			
LTPF Component—Focus	Year One	Year Two	Year Three
Standards-Aligned Curriculum, Instruction and Assessment—SIF ¹	<p>Implement strategies that support students’ ability to use talking to learn, including:</p> <ul style="list-style-type: none"> ▪ Developing academic language in the context of content area instruction ▪ Using content area language structures for reasoning and justifying ▪ Collaborating for learning ▪ Working independent of constant teacher direction ▪ Studying related instructional artifacts and student work 	<p>Continue to use the strategies established in Year One to build students’ Academic Language and College and Career Readiness Competencies and incorporate strategies that support students’ reading and writing to learn:</p> <ul style="list-style-type: none"> ▪ Close reading in content areas ▪ Matching writing types to purposes and audiences ▪ Planning and organizing work projects and assignments ▪ Taking responsibility for self assessing and revising work products ▪ Develop knowledge and skills in using data, including instructional artifacts and student work, to drive instructional decisions 	<p>Continue to use the strategies established in Years One and Two to build students’ Academic Language and College and Career Readiness Competencies and incorporate strategies that support students’ use of research to support self-directed learning:</p> <ul style="list-style-type: none"> ▪ Critiquing information sources ▪ Using technology to identify, analyze, and present information ▪ Setting work priorities ▪ Reflecting on work practices and setting goals for learning ▪ Make systematic use of data, including instructional artifacts and student work, to drive instructional decisions

¹ School-Wide Instructional Focus (SIF)—all content areas: School-Wide implementation of strategies to build students’ facility with academic language and college and career readiness learner competencies, consistent with the CCSS and incorporating scaffolds to provide access for English language learners and students with disabilities.

LTPF in Secondary Schools—A Three-Year Overview			
LTPF Component—Focus	Year One	Year Two	Year Three
Standards-Aligned Curriculum, Instruction and Assessment—English/ELA	<ul style="list-style-type: none"> ▪ Teach model of standards-aligned instruction and study use of practices ▪ Incorporate SIF strategies into instruction and study related artifacts and student work ▪ Implement independent reading program ▪ Investigate CCSS demands of text complexity and their implications for curriculum and instruction ▪ Use CCSS-related performance tasks to build knowledge of CCSS demands and expected levels of performance and consider implications for curriculum and instruction 	<ul style="list-style-type: none"> ▪ Continue to build knowledge and skills related to CCSS-aligned instruction to plan instruction using own curriculum materials ▪ Incorporate SIF strategies into instruction ▪ Enhance independent reading program ▪ Develop close reading of informational and literary texts ▪ Develop argument as a text type ▪ Use CCSS-related performance tasks to build knowledge of CCSS demands and expected levels of performance and consider implications for curriculum and instruction ▪ Develop knowledge and skills in use of data, including instructional artifacts and student work, to drive instructional decisions 	<ul style="list-style-type: none"> ▪ Continue to build knowledge and skills related to CCSS-aligned instruction to plan yearlong and vertical curriculum using own curriculum materials ▪ Incorporate SIF strategies into instruction ▪ Incorporate research and research products into instruction ▪ Enhance independent reading program ▪ Use CCSS-related performance tasks to build knowledge of CCSS demands and expected levels of performance and refine curriculum and instruction ▪ Make systematic use of data, including instructional artifacts and student work, to drive instructional decisions

LTPF in Secondary Schools—A Three-Year Overview			
LTPF Component—Focus	Year One	Year Two	Year Three
Standards-Aligned Curriculum, Instruction and Assessment—Math	<ul style="list-style-type: none"> ▪ Teach model of standards-aligned instruction and study use of practices ▪ Incorporate SIF strategies into instruction and study related artifacts and student work ▪ Investigate the CCSS Standards for Mathematical Practice and their implications for curriculum and instruction ▪ Use CCSS-related tasks and consider implications for curriculum and instruction 	<ul style="list-style-type: none"> ▪ Continue to build knowledge and skills related to CCSS-aligned instruction to plan instruction using own curriculum materials ▪ Incorporate SIF strategies into instruction ▪ Use CCSS-related performance tasks to build knowledge of CCSS demands and expected levels of performance and consider implications for curriculum and instruction ▪ Develop knowledge and skills in use of data, including instructional artifacts and student work, to drive instructional decisions 	<ul style="list-style-type: none"> ▪ Continue to build knowledge and skills related to CCSS-aligned instruction to plan yearlong and vertical curriculum using own curriculum materials ▪ Incorporate SIF strategies into instruction ▪ Build opportunities for students to read and comprehend situations and model them mathematically ▪ Use CCSS-related performance tasks to build knowledge of CCSS demands and expected levels of performance and refine curriculum and instruction ▪ Make systematic use of data, including instructional artifacts and student work, to drive instructional decisions

LTPF in Secondary Schools—A Three-Year Overview			
LTPF Component —Focus	Year One	Year Two	Year Three
High-Performance Leadership, Management, and Organization	<p>With Pearson Field Specialist facilitation:</p> <ul style="list-style-type: none"> ▪ Establish and maintain vision of improvement ▪ Build the foundation of a data-driven culture ▪ Drive and manage implementation with a focus on staying on track and making sure resources and attention are focused on quality implementation ▪ Monitor progress and quality of implementation, and redirect activity as needed ▪ Develop and nurture collaboration, using a systems approach to engage entire school in shared responsibility and shared learning 	<p>With Pearson Field Specialist co-facilitation and technical support:</p> <ul style="list-style-type: none"> ▪ Maintain vision of improvement ▪ Provide the anchor for development of a data-driven culture and nurture use of data among Workgroups ▪ Drive and manage implementation with a focus on staying on track and making sure resources and attention are focused on quality implementation ▪ Monitor progress and quality of implementation and redirect activity as needed ▪ Develop and nurture collaboration using a systems approach to engage entire school in shared responsibility and shared learning 	<p>With Pearson Field Specialist technical support, as needed:</p> <ul style="list-style-type: none"> ▪ Maintain vision of improvement ▪ Serve as primary driver of school's data-driven culture and continue to nurture Workgroups' use of data to inform decisions ▪ Drive and manage implementation with a focus on staying on track and making sure resources and attention are focused on quality implementation ▪ Monitor progress and quality of implementation and redirect activity as needed ▪ Develop and nurture collaboration using a systems approach to engage entire school in shared responsibility and shared learning
Data-Driven Culture	<p>Establish foundation of knowledge and practice to support development of a data-driven culture through the work of Leadership Team and the practices of the Principal and Assistant Principal(s)/Administrative Team</p>	<p>Expand foundation of knowledge and practice for data-driven culture to Workgroups and deepen the data-driven practices of the Leadership Team and Principal and Assistant Principal(s)/Administrative Team</p>	<p>Data-driven culture serves as primary driver of Leadership Team and Workgroup activities, which reflect strong linkages among settings for school improvement</p>

LTPF in Secondary Schools—A Three-Year Overview			
LTPF Component —Focus	Year One	Year Two	Year Three
High Achievement and Engagement	<p>School-Wide student engagement:</p> <ul style="list-style-type: none"> Investigates and develops practices that impact quality of relationships, supports, and connections for students Establishes GRI system for dropout prevention and monitors critical indicators of students' progress toward college and career readiness Communicates importance of and strategies for supporting student engagement to community 	<p>Systems of support for student engagement and high achievement:</p> <ul style="list-style-type: none"> Connect social and emotional supports to GRI system for dropout prevention and monitor critical indicators of students' progress toward college and career readiness Engage community organizations in provision of supports for student engagement and in providing students timely access to supports Communicate importance of and strategies for supporting high expectations for student achievement to the community 	<p>Strengthening connections:</p> <ul style="list-style-type: none"> Expand community connections in support of student engagement and high expectations for student achievement Monitor effectiveness of system of social and emotional supports for students and connect data to GRI system for dropout prevention monitoring critical indicators of students' progress toward college and career readiness
Sustainability for Continuing Improvement	<ul style="list-style-type: none"> Establish stable settings for focusing on the work needed to achieve school improvement Establish strong linkages among settings for school improvement Establish foundation for data-driven culture 	<ul style="list-style-type: none"> Maintain stable settings for focusing on the work needed to achieve school improvement with limited need for Field Specialist support for maintaining stability Further strengthen linkages among settings for school improvement Expand foundation for data-driven culture to Workgroups 	<ul style="list-style-type: none"> Maintain stable settings for focusing on the work needed to achieve school improvement with little or no need for Field Specialist support to maintain stability Data-driven culture serves as primary driver of Leadership Team and Workgroup activity, which reflect strong linkages among settings for school improvement

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Grades
K-12



Pearson
1:1 Learning Framework
Your 1:1 Learning Partner

Today's students are **wired.** Are you ready?

New technologies enable today's students to seek and find information in different ways and at their own pace. Since this generation was born, their lives have been enriched with innovative technology that engages them outside the classroom. Schools are looking for **affordable** ways to transform their systems so educators, students, and parents have 24/7 **access** to the tools they need to strengthen student **achievement** and engagement levels inside the classroom and get students ready for the future.

Pearson's *1:1 Learning Framework* has been developed for school districts planning to implement wide-scale mobile computing initiatives to provide dynamic learning experiences that successfully prepare K–12 students for college and careers and most of all—the world.

The Pearson *1:1 Learning Framework* is uniquely built on:

A Research-Based Approach—grounded in current research and best practices from the most successful implementations in the U.S. such as Project RED.

A Comprehensive Portfolio of Products and Partners—only Pearson can provide you with complete solutions in achievement data management, personalized curriculum, teacher effectiveness tools, as well as our partnerships with premier education providers, organizations, and associations.

A Complete Suite of Professional Development Services—created to support educators shifting from traditional classrooms to newly powered learning environments, Pearson can develop a plan to ensure educators enhance their learning to become effective educators in the 21st century classroom.

Planning and Implementation Expertise—our powerful combination of highly-qualified education professionals and certified project management experts will partner with your school district to craft a specialized, multiyear plan and process to ensure your initiative is successful.

“

The Pearson 1:1 Learning Framework is the best example of a complete 1:1 strategy we've seen.”

—Tom Greaves
Co-author, Project RED

The Pearson **1:1** Learning Framework

Personalized Learning Environment

- Adaptive curriculum
- Response to intervention (RTI)
- Supplemental remediation
- Credit recovery
- Instructional Improvement System (IIS)
- Mobile learning tools
- Collaboration tools
- Virtual programs
- Parent & community access

Supporting Change of Practices

- Preparing for Common Core
- Digital Conversion: Every Child, Every Day
- Teaching 1:1 for Student Success
- 1:1 Classroom Management
- Leading a Successful Digital Conversion
- Digital Readiness Diagnostic
- Effective Use of Data & Analytics
- Digital Core Curriculum Training
- Flipping the Classroom

Cloud Services

College &
Career-Ready
Students



Planning & Project Management

- 1:1 Plan development & management
- Dedicated project management
- Technology systems integration
- Communications plan development
- Public relations support
- Performance analytics measurement
- Collaboration zone development

Hardware & Network Infrastructure

- Laptops & tablets
- Device deployment services
- Mobile Device Management (MDM)
- Infrastructure
- Security and filtering
- Connectivity

What People Are Saying...

About the Pearson 1:1 Learning Framework

"To be successful with our 1:1 strategy we felt it was important to pick a partner with comprehensive capabilities. Pearson has those capabilities and its 1:1 Learning Framework is brilliant."

—Superintendent Diane Robertson
Community Unit School District 4, IL

"Pearson's 1:1 professional development was instrumental in helping our teachers become effective with our 1:1 initiative."

—Lorrie Payne
Coleman ISD

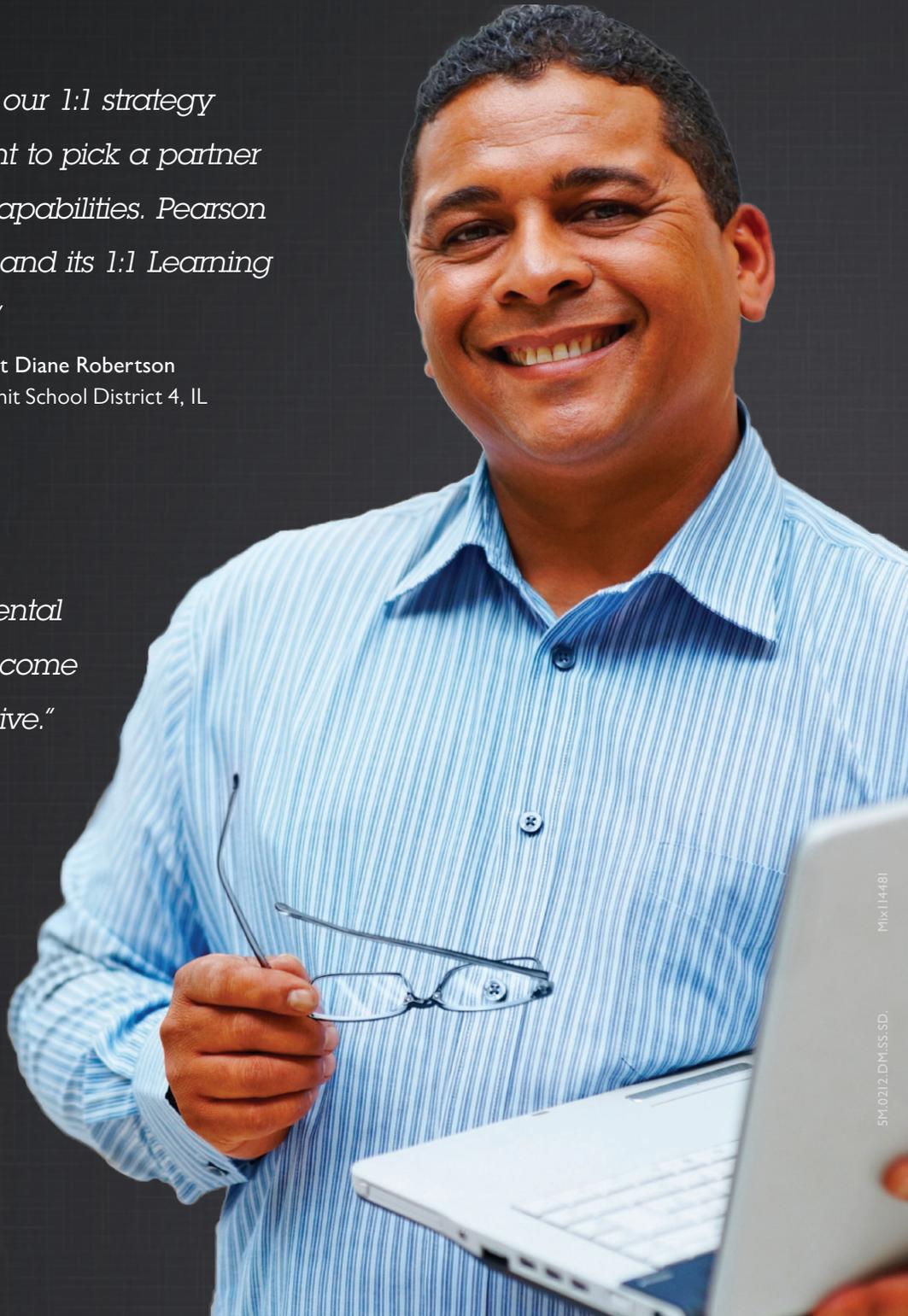
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