

RFQ #s

- 004 Classroom supplies and materials: Reading Intervention System for Grades 1-8: IXL Learning Portal.
- 007 Consultant: Teacher Training: Teacher Development in Early Literacy & SEL, Restorative Practices.
- 008 Consultant: Leadership Training: Literacy Development Leadership, Literacy Development School Plan, SEL, and Restorative Practices.
- 015 After School Remedial Reading Program: Diagnostic-Prescriptive Reading and Writing
- 016 Summer Remedial Reading Program: Diagnostic-Prescriptive Reading and Writing
- 000 Parent Development in Literacy: Parent training and development in promoting literacy, Restorative Practices, and SEL.

RFQ RESPONSE COVER LETTER FORM

To: Collaborative Partnership

From: **Dr. Carolyn J. Carter**

Company Name: **Baseline Human and Educational Services Inc.**

Address: **25900 Greenfield # 263**

City/State/Zip: **Oak Park/Michigan/48237**

Area Code & Telephone Number: **248-761-5559 (P) 248-479-0320 (F)**

Other Contact Information: **accessreaders@gmail.com**

I, or we the undersigned, have reviewed the information in this RFQ carefully and this response provides the requested information.

This proposal is made without any previous understanding or verbal or written agreement with any other firm or corporation proposal is in all respects fair and without collusion or fraud and that the contents of this proposal have not been communicated except through this submission.

Owner or Legally Authorized Representative: **Dr. Carolyn Carter**

Signature *Carolyn J. Carter* (signed electronically)

Title: Literacy Coordinator

Date: August 28, 2023

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EXECUTIVE SUMMARY: 2) FIRM OVERVIEW

Proposer Name Proposer Address **Baseline Human and Educational Services**

(in partnership with consultants from **NSync Business Solutions Inc.** and **Transition Academies Inc.**)

Website Address: <https://baseline-human-educational-services.ueniweb.com>

Phone Fax: 248-629-7339 (P) 248-479-0230 (F)

Contact for this response name: **Carolyn Carter**

Address: **25900 Greenfield #263**

City/State/Zip **Oak Park/Michigan/48237**

Phone Fax Email: **248-761-5559/248-479-0320**/accessreaders@gmail.com

Number of years in business: **30**

Proposer is a:

☐ sole proprietorship

☐ partnership

☒ **corporation**

☐ other

Proposer is:

☐ an agent

☒ **a principal**

Please utilize the space to provide a narrative answer to the questions/statements required in this section of your response. You may attach one to two additional pages if needed.

A Descriptive Background of Baseline Human and Educational Services' History.

Baseline Human & Educational Services Inc. is a 501c3 non-profit, minority-owned and operated community development service provider committed to improving outcomes at all levels for urban families, educators, and children in underserved communities. Baseline was founded in 2012 to provide community expansion and development services by two brothers, Reverend Richard Carter and William Carter, two brothers who had provided more than 30 years of service as educators and coaches who have worked tirelessly on behalf of poor children, their families, and their neighborhoods. They were joined by Dr. Carolyn Carter, a career public school educator determined to develop literacy among underserved minority children.

Thus, Baseline evolved from two firms that Dr. Carter directed that had similar missions. The first was Carter, Reddy and Associates, a for profit corporation established in 2001 to provide supplemental educational services as a component of the No Child Left Behind legislation; therefore, from 2001 until 2011, Carter, Reddy provided after school tutoring for students in the following locations: Little Rock Public Schools, Dreamland Academy (Arkansas), Palm Beach County Schools, Rosenthal Elementary School (Florida), Gwinnett Public Schools, Decatur Public Dominican Republic Project

Schools, (Georgia), Birmingham Public Schools, (Alabama), Inkster Public Schools, Detroit Public Schools, Highland Park Public Schools, Jackson Public Schools, Grand Rapids Public Schools (Michigan), Los Angeles Unified School District (California), Chicago Public Schools (Illinois).

In 2011, Access Educational Management was established to provide broader services to schools and to provide charter school management services. Accordingly, in 2011, Access Educational Management Corporation broadened the mission from academic tutoring to educational services to include charter school management. From 2011 until 2015, Access provided charter school management services and School Improvement Services for Tier 1 Arkansas public schools (2011-2014). Likewise, Access was approved by the Michigan Department of Education to provide school improvement services for schools designated as Tier 1 and Tier 2. Accordingly, from 2014 until 2018, Access provided embedded academic coaches into urban schools in Detroit and Pontiac and assisted with teacher development in literacy development.

Currently, Baseline provides contracted professional staff development services to urban teachers and students in Detroit and Pontiac with a specific route to the goal targeting literacy development to increase reading, writing, and numeracy of students identified as special education or bilingual, or English language learners.

Demonstrated Effectiveness:

Large Urban District(s) Where I Have Worked in the Past

Little Rock Public Schools, Dreamland Academy (Arkansas), Palm Beach County Schools, Rosenthal Elementary School (Florida), Gwinnett Public Schools, Decatur Public Schools, (Georgia), Birmingham Public Schools, (Alabama), Inkster Public Schools, Detroit Public Schools, Highland Park Public Schools, Jackson Public Schools, Grand Rapids Public Schools (Michigan), Los Angeles Unified School District (California), Chicago Public Schools (Illinois), Oakland International High School Academy (Hamtramck), Webber Media Arts Academy (Pontiac). See summary of my publications in Attachments.

Dr. Carter's Role

Carolyn will coordinate all literacy services, developmental approaches, and curriculum for literacy development. She will be one of the onsite consultants for teacher training and development, and she will provide explicit instruction in the tenets of foundational literacy. She will develop teachers in literacy best practices and provide leadership for literate classrooms, classroom libraries, oral language sequence, and assist teachers in contributing to their school's literacy improvement planning.

- Providing literacy leadership for teachers
- Delivering literacy instruction
- Assisting with school planning for literacy improvement plan development

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- Assisting with teachers' self-assessment and accountability plan

Additional Consultants

In partnership with Baseline are two consultants representing two US corporations: NSync Business Solutions LLC and Transition Academies LLC. A summary of each one follows.

Dr. Brendly Singleton (NSync Business Solutions): has twenty years of experience providing consultative support to teachers and administrators in settings ranging from Kindergarten to High School. This extensive expertise has allowed me to witness the profound impact that quality guidance can have on the educational journey of students. Through collaborative partnerships, she has helped educators navigate the ever-evolving landscape of education, equipping them with effective strategies and resources to enhance instructional practices. From developing personalized learning plans to implementing innovative teaching methodologies, she has consistently strived to empower educators with the knowledge and tools necessary to create engaging and inclusive learning environments. She has demonstrated a keen understanding of the unique challenges faced by parents of school-age children and has developed evidence-based programming for parents of K-8 students.

For educators, she has consistently offered guidance and solutions to enhance their teaching practices. By staying up to date with the latest research and best practices in education, she has been able to cultivate a deep knowledge base that allows her to provide strategic and targeted support to meet the diverse needs of schools and districts. She says "My extensive experience in education has equipped me with a deep understanding of the unique challenges and opportunities that educators face on a daily basis. With a passion for fostering educational excellence, I am committed to collaborating with educators to create meaningful and impactful learning experiences for all students."

Dr. Singleton's Roles

- Developing teachers and parents in Social Emotional Learning best practices
- Developing teachers and parents in Restorative Practices

Darryle Buchanan (Transition Academies) is the founder of Transition Academies, a firm that aims to provide consultant services to urban schools and schools with high percentages of second language students. Darryle Buchanan's life and career are marked by his dedication to youth and community development. His impressive range of roles and accomplishments demonstrate his commitment to education, mentorship, and advocacy for young people. As the former Director of The Obama Foundation's My Brother's Keeper Initiative for the state of Michigan, he played a pivotal role in addressing challenges faced by young men of color and ensuring they have access to opportunities and support. Also, Buchanan's involvement in education as a Trustee and President of the Southfield Public Schools' Board of Education showcases his dedication to improving educational experiences for students.

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His efforts to mentor and guide students in need, through programs like Transition Basketball of Michigan, highlight his innovative approach to using athletics as a means of inspiring academic and personal success. His involvement in various educational organizations, such as the Michigan Association of School Boards (MASB), the Michigan State University Extension Leadership Council, and the Michigan Department of Education's 10 in 10 initiative underlines his commitment to advocating for improved educational opportunities and student achievement.

Mr. Buchanan's Role

- **Principal Development:** His role will be to leverage his experience as a coach and educational policymaker to support principals in bridging the gaps between educational policy and school administration to stimulate academic excellence. The core principles of discipline and effort contributing to participant's; success in his coaching programs provide the foundation of his coaching educators to help students excel academically. By drawing parallels between the effort required for athletic success and academic achievement, Darryle guides educators to overall success in all areas of their lives. This involves mentorship, guidance, and personalized support to help educators help students overcome challenges and reach their full potential academically. Darryle Buchanan's experience in coaching and educational policymaking provides him with valuable insights into effective strategies for motivating and supporting principals in their educational journey.

Diane Turner, Reading Specialist: Diane is a veteran English and reading instructor who has significant experience with reading assessments and best practices instruction. She has worked with international students and is skilled in sheltered instruction. She has taught K-12 students, specializes in early literacy, and has served as a reading specialist for urban K-5 students. She will serve as Baseline's consultant for the afterschool services and will provide leadership and training for IXL Learning System and development regarding the system.

Ms. Turner's Role

- **Creating the Structure Required for a one hour after school Remedial Reading Clinic and engaging educators:** She will provide educator training in using the IXL Learning System and provide oversight of the afterschool program. When required, she will establish programs for targeted schools and provide the training the educators require to use the system and engage students and parents as well.

Principal Business Location and Other Service Locations.

1. Baseline Human and Educational Services
25900 Greenfield #263
Oak Park, Michigan 48237

Primary Line of Business

- Community Development and Support for Underserved Urban Students, Teachers, and Senior Citizens.

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- High Dosage Tutoring: (customized systems, after school, summer school, Blended Learning via explicit instruction, and e-learning using the IXL Learning System.
- Professional Staff Development for K-12 Teachers: Reading and Writing Instruction

Length of Time Baseline Has Been Providing Proposed Service(s): Since 2012, Baseline has provided the above services on behalf of public-school educators and students. Prior to 2012, its literacy principal has provided reading education and development for undergraduate and graduate students.

Number of Locations and Where Proposed Services Are in Use: Currently, we have 7 public schools where services will be provided when school is open and when students have returned for the 2023-24 school year.

Experience and Qualifications

As the principal consultant for the Dominican Republic Project, I am Dr. Carolyn Carter, Coordinator of Literacy Development for Baseline. Previously, I was a professor of reading and English language arts and taught undergraduate and graduate educators from all academic content areas how to infuse literacy development into content area learning. As a result, I am quite familiar with the various academic areas and the reading and writing needs these require and am likewise familiar with the responses typical of content area teachers.

I can report an excellent record of developing teachers into men and women knowledgeable about reading and writing and how to insert the same into their teaching and learning activities. I am a proponent of orchestrated learning and believe an important role for reading consultants, teacher consultants, learning coordinators, and curriculum and instructional leaders is to ensure that students improve in reading and writing skills and in learning academic content even though these educators might not engage in direct instruction themselves. Accordingly, due to training and experience, reading and writing interventions have always been my mainstays, and the results of these are memorialized by me in peer-reviewed educational journals (See Attachments).

SCOPE OF SERVICES

Description of Baseline's Approach to Providing the Required Services, Overall Approach and Plan for Implementation.

Year-Long Development:

1. Teacher Effectiveness in Delivering Literate K-3 students.
2. Principal Development in Leading Literacy.
3. SEL Development for Teachers and Parents
4. Remedial Reading Afterschool Response

Purpose: To provide professional staff development in literacy development to teachers, principals, and parents as part of a coordinated effort to stimulate literacy growth for K-3 students and assist their teachers in achieving the following objectives identified in the RFQ:

1. Improve literacy instruction in pre-first and the early primary grades.
2. Provide remedial reading interventions for students in first through third grade who are most at risk for academic failure.
3. Implement social and emotional learning (SEL) interventions for all students in grades pre-first through third grade; and
4. Strengthen system-level inputs/processes to ensure improved reading and SEL outcomes for all children.

Project Objectives to Achieve RFQ Objectives:

Objective 1: Improve literacy instruction in pre-first and the early primary grades: In support of achieving the above objective for K-3 teachers, Baseline consultants will provide leadership in self-assessments that identify, engage, and develop K-3 educators in conducting needs assessment that include their school's literacy results, degrees to which the implementation of the current reading/literacy program requires scaffolding or teacher mentoring, teachers' self-assessment of their strengths and needs for literacy instruction, developing Individualized Development Plans, and in collaborating with principals, consultants, and school staff to create a sustainable school plan for literacy learning in K-3. Determine via assessment, the degree to which school and classrooms are literate environments.

In support of objective 1, improving instructional improvement of K-3 teachers, Baseline consultants will scaffold and mentor-3 teachers to strengthen their application and implementation of the existing approach to reading and literacy development to help teachers implement it with fidelity and alongside the mentoring, help teachers build consistent understanding of practices that develop literacy in early education via explicit instruction, study groups, independent learning activities, teacher mentoring and scaffolding, and in-class support at targeted times.

Expected Outcome: Teachers will improve their instructional competence in 4 Foundational Reading Development Skills identified in the What Works Clearinghouse: (1) Teaching students targeted academic language skills, including the use of inferential and narrative language, and vocabulary knowledge, (2) Developing teacher awareness of the segments of sounds in speech and how they link to letters, (3) Teaching students to decode words, analyze word parts, and write and recognize words, and (4) Ensuring that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

Objective 1: Pre-school students' development: In support of Objective 1 and **pre-school students' development**, Consultants will develop teachers' skill in creating a home-school connection that provides parent development in the sequence of oral language development and clarifies the parents' role in facilitating language to assist parents in developing readiness for kindergarten. Teachers will provide parents with needed training and access to remote library of books for parents' reading to and with their children, develop parent literacy kits (grades K-3) for parent support in developing literacy of their children.

Expected Outcomes: higher percentage of students displaying kindergarten readiness, parents engaged in promoting literacy.

Objective 2: Provide remedial reading interventions for students in first through third grade who are most at risk for academic failure. In support of objective 2, Baseline will establish a system for individualized learning: Using the IXL Learning System and educational portal to provide diagnostic-prescriptive learning plans for K-12 reading. Students identified for this program will complete reading assessments and from these will evolve a reading development plan keyed to the needs of the students. Overseeing students' application of the IXL system will be local teacher consultants and principals will be charged to ensure that their students complete their individualized reading plan.

Expected Outcome: targeted students with improved reading and writing skills that are targeted to their specific needs.

Objective 3: Implement social and emotional learning (SEL) interventions for all students in grades pre-first through third grade: Baseline will provide training in SEL and in Restorative Practices for teachers and parents to ensure that both groups learn to apply principles of both on behalf of developing students.

Expected Outcome: common understanding of SEL among school staff and parents and understanding of basic best practices for teachers and parents.

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Objective 4: Strengthen system-level inputs/processes to ensure improved reading and SEL outcomes for all children: Baseline consultants will facilitate learning of teachers, principals, and parents to develop schoolwide plans for improving literacy among K-3 students and that include best practices for social-emotional learning. Classroom and school plans will include strategies for improving social-emotional learning among students.

Expected Outcome: systemic schoolwide literacy development plan that includes expected behaviors of principals, teachers, and parents and a charted pathway to achieve improvement in students' literacy development.

Introduction

Developing literacy among children is complex because it involves learning words, sounds, and language. Literacy development in early childhood entails helping children build language skills, including their vocabulary, abilities to express themselves, and reading comprehension. Interventions or practices designed to help children learn to develop literacy skills that are considered foundational to developing solid reading abilities include outcomes in several domains.

How children develop language skills and become literate are two separate but closely related processes: (1) **Language development** occurs as the child's ability to understand and use language emerges. Receptive language skills are the ability to listen and understand, while expressive language skills relate to the child's use of language to communicate ideas, thoughts, and feelings. (2) **Emerging literacy** is the child's initial use of language and communication skills as the foundation for reading and writing. Infants and toddlers begin to apply their new receptive, expressive, and vocabulary skills, while preschoolers begin to distinguish the differences and similarities of spoken and written language. Accordingly, literacy development involves a coordinated approach that includes teachers, principals, and parents as the primary drivers and supporters of literacy.

Evidence-Based Responses to Literacy Development: What Works Clearinghouse

The What Works Clearinghouse provides evidence-based foundational literacy development that develops students' literacy in grades K-3 and focuses on interventions or practices designed to help children in kindergarten through third grade learn to develop skills that are considered foundational to developing solid reading abilities. Skill in these areas are developed over years as learning how to stimulate literacy development in a schools requires a full-throated and comprehensive approach that ensures that in the wake of the professional staff development will remain a sustainable approach to literacy and learning.

The proposed professional staff development program is a 5-year professional staff development program that goes well beyond typical professional staff development as tiered development is the goal: (1) at the teacher leader levels and (2) at the classroom teacher level are guided in the process and scaffolded as they develop fluency in literacy-based applications, interventions, and plans for students. An intent of such intensive professional staff development is to strengthen teachers' skills in self-directed learning strategies as well as to facilitate their using a cognitive science learning vehicle: Literacy Development and integrating cognitive strategies into the learning process.

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Because constructing understanding requires both cognitive and metacognitive elements, Baseline's program seeks to help teachers construct knowledge using cognitive strategies, and guide, regulate, and evaluate their learning and teaching using metacognitive strategies. Accordingly, Baseline proposes a five-year teacher development program that is a train the trainer model that provides needed background information about literacy development and that provides teachers with deeper understanding and application of early literacy development.

An Evidence-Based Approach to Developing Literacy in Early Childhood Education

In the area of early literacy, the WWC provides evidence-based foundational literacy approaches for developing students' literacy in grades K-3 and identifies interventions or practices designed to help children in kindergarten through third grade learn to develop literacy skills that are considered foundational to developing solid reading abilities. Skills in these areas are developed over years as learning how to stimulate literacy development in a school requires a full-throated and comprehensive approach that ensures that in the wake of the professional staff development will remain a sustainable approach to literacy and learning that delivers results.

The proposed professional staff development services are targeted to 50 principals, and undetermined number of parents, 250 K-3 teachers and an unidentified number of reading specialists, teacher consultants, instructional specialists, who will be front-line specialists and trainers who will engage teachers in intensive professional staff development that has the following outcomes: (1) significant training and development of K-3 teachers in 4 foundational needs grounded in evidence-based research and practice, (2) parent development workshops and materials to strengthen the Home-School Connection and prepare parents for developing literacy in their pre-school children, (3) principals who can provide leadership for literacy development that includes learning foundational reading development practices, planning for schoolwide literacy development, and ensuring sustainability of the process and plans for implementation.

Process for Achieving Objective 1

Baseline will employ a research-based professional development framework developed by North Central Regional Educational Laboratory that promotes ongoing professional development and encourages individual reflection and group inquiry into teachers' practice. In practice, the five phases overlap, repeat, and often occur simultaneously. The framework includes: (1) Building a Knowledge Base, (2) Observing Models and Example, (3) Reflecting on Practice, (4) Changing Your Practice, (5) Gaining and Sharing Expertise.

Assessment Areas	Building Strong Foundations:	Readying Classroom Environment for Literacy Development: Literate Classroom Elements	Home-School Connection
-Review of literacy results: teacher level and school level, assessment of implementation: reading/literacy	Developing Early Literacy Skills: 6 Modules: (1) the science of reading, (2) oral language and phonology, (3) phonics	-Teachers will learn the contents of literate classroom environments and be engaged in assessing their classrooms against identified classroom	Journey into Literacy training for parents. Parent development in using Tumblebooks, an online children's library that

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program, materials, results, a collaboratively developed literacy-based profile and targeted plan of action for each school, completion of SWOT and IDP for teachers.	and word study, (4) creating fluent readers, (5) developing vocabulary, and (6) increasing reading comprehension.	environments and will begin increasing the elements within their classrooms: print-rich environments, classroom libraries, and assessable books for teachers and parents via Tumblebooks e-library. -Chromebooks for stationed learning and the read-a-book-each day program at school.	provides thousands of children's books and that has a feature allowing text to speech so non-readers can still "read" a book a day.". Parent Literacy Kits: These will be connected to the grade level expectations for K-3 and provide tools parents can use to support school-based literacy activities.
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Principal Training and Development in Literacy Leadership

Principals will complete a half day of literacy training that mirrors the programming teachers will follow to ensure that principals are aware of the literacy development approaches outlined in this document. Principals will be encouraged to work collaboratively with the bi-lingual consultant to offer remedial reading to targeted students. Whereas the principals will be scaffolded while they learn the components of literacy leadership and will be supported as they initiate collaborative planning for improvement of students' literacy.

Assessment Areas	Building Strong Foundations:	Readying Classroom Environment for Literacy Development: Literate Classroom Elements	Home-School Connection
-Review of literacy results: teacher level and school level, assessment of implementation: reading/literacy program, materials, results, a collaboratively developed literacy-based profile and targeted plan of action for each school, completion of SWOT and IDP for teachers. Leading for Literacy Development: School planning process.	Developing Early Literacy Skills: 6 Modules: (1) the science of reading, (2) oral language and phonology, (3) phonics and word study, (4) creating fluent readers, (5) developing vocabulary, and (6) increasing reading comprehension.	-Principals will learn the contents of literate classroom environments and be engaged in assessing their classrooms against identified classroom environments and will begin increasing the elements within their classrooms: print-rich environments, classroom libraries, and assessable books for teachers and parents via Tumblebooks e-library. -Chromebooks for stationed learning and the read-a-book-each day program at school.	Principals will complete the Journey into Literacy training designed to identify an easy to understand framework for literacy acquisition. Principals will complete training in using reading development resources such as Tumblebooks, an online children's library that provides thousands of children's books and that has a feature allowing text to speech so non-readers can still "read" a book a day.". Principals will examine the merits of providing Parent Literacy Kits connected to the grade level expectations for K-3 and provide tools parents can use to support school-based literacy activities.

Principals will be developed and facilitated by Darryle Buchanan, a specialist in school governance and administration. Darryle will cover with principals, the very same modules that the teachers will study and develop them in leadership for literacy. The intent is to develop their background knowledge and provide principals with the support they require to lead their staff in developing a school plan for stimulating literacy in K-3 grades that evolves from the needs identified for their schools.

In pursuit of Objective 3: Implement social and emotional learning (SEL) interventions for all students in grades pre-first through third grade and the component for remedial reading, Baseline will provide teacher and parent training and development in restorative practices and in social-emotional learning principles and practices and provide students with diagnostic-prescriptive learning targeted to the specific needs they manifest to improve their reading competence.

Remedial Reading Response

Group learning experiences fail to address the specific needs of individual students. Baseline proposes a diagnostic-prescriptive learning program that will individualize learning activities to the specific needs of the students. Targeted students will be enrolled in IXL Learning Portal. They will complete a comprehensive diagnostic assessment and from it a targeted student reading plan will evolve. Students will devote 1 hour a day to completing their reading plans/ Computer technology will be required for students' use. A US certified reading specialist will assist each school and set of educators in understanding and using the IXL Learning Portal.

NOTE: Specific plans ideally will be developed collaboratively with school staff and principals, but a sample of activities and focus points are described below to indicate an approach we recommend.

Purpose: The purpose of this year long training, mentoring, and scaffolding is to strengthen teachers' skills in instructional practices that support literacy among K-3 children.

Typical Annual Training Schedule

Months	Improving Literacy Instruction for K-3 Teachers	Improving Principals' Literacy Leadership Skills	Providing After School Remedial Reading	Improving Parent Education
January 2024	Assessments for Literacy Improvement	The principals' role in Literacy Leadership.	Identification of students and registering them on IXL system	SELand Restorative Practices for parents
February- June 2024	Mentoring and Scaffolding K-3 Teachers for Improving Teacher Fidelity to Existing Reading Program	Focus on principals' understanding of the local reading program and methods to encourage implementation fidelity	IXL pre-assessment and development of diagnostic-prescriptive learning activities.	SELand Restorative Practices for parents
Summer: July 2024	Reinforcement and orientation training for new staff,	Review of literacy plan and planning for new school year.	Continuation of IXL program for targeted students	SELand Restorative Practices for parents
August 2024	Classroom readiness for literacy development	Schoolwide readiness for literacy development	Continuation of IXL program for targeted students	SELand Restorative Practices for parents
September – December 2024	K-3 Teacher development in literacy fundamentals & WWC: 4 foundational reading skills	Sustainability plan development	Continuation of IXL program for targeted students	SELand Restorative Practices for parents
January 2025	TBD	TBD	Students' IXL post assessments.	SELand Restorative Practices for parents

Typical Weekly Schedule & Activities: Half-Day Training for Consultants & Half-Day Training for Classroom Teachers

The morning will be devoted to knowledge transfer and to developing shared understanding among teacher consultants, reading specialists, retired educators to ensure that local educators have critical knowledge related to literacy instruction and to creating a literate school and classroom environments.

A typical day includes activities designed to tap into the knowledge base of the participants and draw out the areas required to understand and apply the information being shared. During the afternoon session, reading consultants, teacher consultants, and retired educators will push into classrooms and begin training and development of K-3 teachers.

Typical Training Structure

Morning Session: Training for Bi-Lingual Consultants	Afternoon Session: Scaffolding & Assisting Consultants
Local Bi-lingual consultants are trained in the standards represented in the activities designed to improve student literacy.	Local Bi-Lingual consultants join Baseline consultant in scaffolding K-3 teachers as they train and develop teachers.

Professional Staff Development Training Model: Teachers and Principals

Weeks of Each Month	Type of Training and Development/Location of Activities	Weekly Duration of Training	% of Time Devoted to Professional Staff Development
1	On site: the selected Dominican Republic site, school, district.	5 days (or 6 days) if needed to complete training for the week. 6 Hours per day.	30/36 hours per week: 15-18 hours designated for consultants and 15-18 hours designated for teacher training, mentoring, and scaffolding.
2	Online: Debriefing with trainers to reinforce their learning the foundations and applications of early literacy. training and development.	3 days per week: MWF for 2-hour sessions	6 hours per week for teacher consultants.
3	Repeat of Week 1	Repeat of Week 1	Repeat of Week1
4	Repeat of Week 2	Repeat of Week 2	Repeat of Week2

Summary of Services

Self-Assessment Areas & Development of School Literacy Improvement Plan: Early Childhood Education	Building Strong Foundations: Developing Early Literacy Skills	Journey to Literacy: A Framework for Early Literacy Instruction	Reading Classroom Environment for Literacy Development	Scaffolding Teachers as They Implement Local Reading Program Ongoing throughout the year	Home-School Connection
(1) Review of literacy results: teacher level and school level. (2) Assessment of implementation: reading/literacy program, materials, results (3) Completion of SWOT Analysis for teachers.	(1) The Science of Reading, (2) Oral Language & Phonology (3) Phonics & Word Study (4) Creating Fluent Readers (5) Developing Vocabulary (6) Increasing Reading Comprehension (7) Teacher development in	(1) The role listening plays in developing speech. (2) Sequence of oral language development. (3) Framework for literacy instruction. (4) Stages of reading development: reading to children,	pens, pencils, markers, and crayons of varying shapes and sizes, typewriters, computers, keyboards, magnetic writing boards, etc.) tactile books, manipulatives, slant boards, pencil grips.	Teacher mentorship and scaffolding to implement existing reading program with fidelity.	(1) SEL training for parents (2) Restorative practices training for parents and teachers. (3) Tumblebooks (4) Parent Literacy Kits (5) Lending library. personal CD players.

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(4) Completion of Individual Development Plans for teachers.	WWC's 4 foundational reading skills for early childhood education.	reading with children, and reading by children.	Chrome books personal CD players, classroom libraries,		
(5) Development of school goals for K-3 literacy improvement.		(5) Restorative practices			
(6) Development of School Plan for K-3 literacy improvement.		(6) SEL training & development.			

Expected Outcomes of Services Proposed

Outcomes

- Completed assessment of each school's literacy results, implementation of the current reading/literacy program, completion of self-assessment.
- Completed Individual Development Plans for K-3 teachers identifying their needs and responses the needs surface.
- Collaboratively developed literacy-based profile and targeted plan of action for each school, an accountability structure for involving school staff in planning for and creating a system for addressing low achievement and low literacy levels and for reviewing student progress in literacy and in content area learning, in mastering English, and in developing readiness for kindergarten-third grade students.
- Teacher leaders (and K-3 classroom teachers) skilled in the understanding and application of literacy-based learning who can demonstrate fidelity in implementing the local reading curriculum and whose emerging understanding of foundational reading basics: emerging knowledge and skills in developing literacy.
- A coordinated and complete body of knowledge and skills at the teacher consultant (coach, etc.) and K-3 teachers' levels and common understanding of strategies that combine to deliver student literacy.
- Teachers, principals, and consultants skilled in the synthesis of literacy-based learning who can demonstrate emerging knowledge and skills in foundational reading and common elements of early literacy including components (1) the Science of Reading, (2) Oral Language & Phonology, (3) Phonics & Word Study. (4) Creating Fluent Readers, (5) Developing Vocabulary, and (6) Increasing Reading Comprehension and the practice associated with WWC's 4 foundational reading skills.
- Teachers and parents with a common understanding of the pathways to student literacy rooted in oral language development.
- Literate classroom environments.
- A literacy-centered home-school connection with assessable library of books for parents' reading.
- Parents developed in oral language sequence as a blueprint for literacy development and kindergarten readiness, SEL practices for parents, and Restorative practices.

- Home-school connection that includes tools for parents and books for reinforcing elements of literacy at home.

Summer Session: 2024

During the Summer, Baseline will repeat previous sessions for participants needing review, teachers and teaching staff with leadership and training done by teacher leaders and scaffolding done by Baseline consultants. Duration: 1.5 months. for literacy development and 2 for planning for 2024. Students enrolled in IXL Learning Portal will continue their individualized lessons.

Year 2: A Repeat of Year 1

Professional Staff Development Training Model: Teachers and Principals

Weeks of Each Month	Type of Training and Development/Location of Activities	Weekly Duration of Training	% of Time Devoted to Professional Staff Development
1	On site: the selected Dominican Republic site, school, district.	5 days (or 6 days) if needed to complete training for the week. 6 Hours per day.	30/36 hours per week: 15-18 hours designated for consultants and 15-18 hours designated for teacher training, mentoring, and scaffolding.
2	Online: Debriefing with trainers to reinforce their learning the foundations and applications of early literacy. training and development.	3 days per week: MWF for 2-hour sessions	6 hours per week for teacher consultants.
3	Repeat of Week 1	Repeat of Week 1	Repeat of Week 1
4	Repeat of Week 2	Repeat of Week 2	Repeat of Week 2

Summary of Services

Self-Assessment Areas & Development of School Literacy Improvement Plan: Early Childhood Education	Building Strong Foundations: Developing Early Literacy Skills	Journey to Literacy: A Framework for Early Literacy Instruction	Readying Classroom Environment for Literacy Development	Scaffolding Teachers as They Implement Local Reading Program Ongoing throughout the year	Home-School Connection
(7) Review of literacy results: teacher level and school level. (8) Assessment of implementation: reading/literacy program,	(8) The Science of Reading, (9) Oral Language & Phonology (10) Phonics & Word Study (11) Creating Fluent Readers (12) Developing Vocabulary	(7) The role listening plays in developing speech. (8) Sequence of oral language development. (9) Framework for literacy instruction.	pens, pencils, markers, and crayons of varying shapes and sizes, typewriters, computers, keyboards, magnetic	Teacher mentorship and scaffolding to implement existing reading program with fidelity.	(6) SEL training for parents (7) Restorative practices training for parents and teachers. (8) Tumblebooks (9) Parent Literacy Kits

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materials, results (9) Completion of SWOT Analysis for teachers. (10) Completion of Individual Development Plans for teachers. (11) Development of school goals for K-3 literacy improvement. (12) Development of School Plan for K-3 literacy improvement.	(13) Increasing Reading Comprehension (14) Teacher development in WWC's 4 foundational reading skills for early childhood education.	(10) Stages of reading development: reading to children, reading with children, and reading by children. (11) Restorative practices (12) SEL training & development.	writing boards, etc.) tactile books, manipulatives, slant boards, pencil grips. Chrome books personal CD players, classroom libraries,	(10) Lending library. personal CD players.
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Years 3-5: Implementation of School Literacy Development Plans

After schools have developed literacy improvement plans, consultants will work with them to create professional staff development to strengthen teachers' competence in literacy development and assist principals in implementing leadership that reflects literacy development.

Fees & Approximate Costs for Services

Staffing:

3 Baseline Consultants: 10 Months of School Year

Onsite in Dominican Republic: Daily onsite fees: \$1,500 per onsite day for a total of 12 days per month = \$18,000 per month x 10 months of service = \$180,000 x 3 = \$540,000

Online Training and development: \$1,000 per week for three 2-hour training and debriefing sessions = \$2000 x 4 weeks = \$8,000 x 3 = \$24,000 + **\$180,000** = **\$204,000** x 3 consultants = **\$612,000** for the following response areas:

- Teachers: Literacy Development, SEL
- Principals: Literacy Leadership, SEL
- Parents: Parents Role in Promoting Literacy, SEL
- Remedial Reading: Diagnostic-Prescriptive Programming

3 Baseline Consultant: 6 Weeks during Summer Months

Onsite in Dominican Republic: Daily onsite fees: \$1,500 per onsite day for a total of 8 days per month = \$12,000 per month x 1 month of service = \$12,000

Online Training and Development: \$1,000 per week for three 2-hour training and debriefing sessions \$1500 per week x 6 weeks = \$9,000 x 3 consultants = **\$27,000** for consultants providing services to teachers, principals, and parents.

1 Baseline Reading Specialist: Onsite in Dominican Republic: Daily onsite fees: \$1,000 per onsite day for a total of 5 days per month = \$5,000 per month x 10 months of service = **\$50,000**

3 Local Bi-Lingual Consultant Fees: 12 Months of School Year

NOTE: Local Bi-Lingual consultant is a full-time position that ensures a local trainer who can cover 5 schools during off weeks and who can provide local training for teachers, parents, and principals. Teachers in Dominican Republic average regular salaries of \$1,000 per month. Qualifications: (1) retired teacher or principal or educator with teacher certification that schools select from their staff to ensure continuity throughout the year of professional staff development. (2) Must be Bi-Lingual and fluent in English.

These consultants will serve the teachers alongside Baseline consultants in developing teacher literacy and ensure clarity in understanding as well as they will provide local trainers who will be conversant with literacy development and useful for ongoing training. In the Dominican Republic, high quality salaries average about \$1,000 per month x 3 local Bi-lingual consultants = \$3,000 per month x 12 months = \$36,000 x 3 bi-lingual local consultants = \$108,000. Note: if the schools are nearby, consultants can cover 5 schools and provide onsite weekly reinforcement and training, mentoring, and scaffolding. Three consultants will be able to cover 15 schools.

Additional duties of Bi-Lingual Consultant will be to coordinate the remedial reading programs for the regular school year and the summer sessions. Working with principals, they will oversee the remedial reading response which will utilize the IXL Learning Portal to provide diagnostic-prescriptive reading development keyed to the specific needs of students. Students will be enrolled in reading development programming and will be supported by bi-lingual consultants.

Total Staffing Costs:

Travel and Accommodations for Baseline Consultants:

- 2 RT airline trips per month to major cities in Southern Dominican Republic such as Barahona, Pedernales, Polo, and San Juan de la Maguana @ approximately \$300 per ticket x 2 per month = \$600 per month x 12 months = \$7,200 for consultant travel x 3 consultants = **\$21,600.**
- Accommodations: short-term rental of 3 bedrooms/2 baths average \$1,200 per month x 12 months = **\$14,411** for 12 months. Two of the weeks in the month Baseline consultants will be in the DR for 10-12 days. This will leave the home available for 2 weeks for other consultants.
- Per-diem food @ 100 per day x 12 days per month= \$1,200 per consultant x 3 = **\$3,600** for three consultants.
- Local driving services for 12 days a month @ \$100 per day x 12 days = \$1,200 x 12 months = \$14,400
- Local security for 12 days a month: \$200 daily x 12 days = \$2,400 x 12 = \$28,800

Supplies and Equipment: 12 Months of School Year

- 250 Chrome Books for 50 classrooms with 5 for 50 classrooms @ \$100 per chrome book x 250 = \$25,000. Five of these will be placed in K-3 classrooms and provide small group individualized learning and reading development via children's library of Tumblebooks resources.
- Tumblebooks School Subscriptions @ \$800 per school x 20 schools = **\$16,000.**
- 200 Personal CD players for schools' lending library @ \$20 x 200 = **\$4,000**
- 200 early literacy CDs with nursery rhymes in Spanish @ \$15 each x 200 = **\$3,000**
- 1000 reading and English language arts IXL slots for student development in reading that is targeted to their individual needs: **\$4,000.**

Attachments

Summary of Key Publications Concerned with Literacy Development

Vitas:

- a. Dr. Carolyn Carter: literacy development specialist
- b. Dr. Brendly Singleton: SEL and Restorative Practices specialist
- c. Mr. Darryle Buchanan: governance and administration specialist.
- d. Mrs. Diane Turner: reading specialist.

References

Job Description for Bi-Lingual Consultant

RFQ #s

- 004 Classroom supplies and materials: Reading Intervention System for Grades 1-8: IXL Learning Portal.
- 007 Consultant: Teacher Training: Teacher Development in Early Literacy & SEL, Restorative Practices.
- 008 Consultant: Leadership Training: Literacy Development Leadership, Literacy Development School Plan, SEL, and Restorative Practices.
- 015 After School Remedial Reading Program: Diagnostic-Prescriptive Reading and Writing
- 016 Summer Remedial Reading Program: Diagnostic-Prescriptive Reading and Writing
- 000 Parent Development in Literacy: Parent training and development in promoting literacy, Restorative Practices, and SEL.

RFQ RESPONSE COVER LETTER FORM

To: Collaborative Partnership

From: **Dr. Carolyn J. Carter**

Company Name: **Baseline Human and Educational Services Inc.**

Address: **25900 Greenfield # 263**

City/State/Zip: **Oak Park/Michigan/48237**

Area Code & Telephone Number: **248-761-5559 (P) 248-479-0320 (F)**

Other Contact Information: **accessreaders@gmail.com**

I, or we the undersigned, have reviewed the information in this RFQ carefully and this response provides the requested information.

This proposal is made without any previous understanding or verbal or written agreement with any other firm or corporation proposal is in all respects fair and without collusion or fraud and that the contents of this proposal have not been communicated except through this submission.

Owner or Legally Authorized Representative: **Dr. Carolyn Carter**

Signature *Carolyn J. Carter* (signed electronically)

Title: Literacy Coordinator

Date: August 28, 2023

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EXECUTIVE SUMMARY: 2) FIRM OVERVIEW

Proposer Name Proposer Address **Baseline Human and Educational Services**

(in partnership with consultants from **NSync Business Solutions Inc.** and **Transition Academies Inc.**)

Website Address: <https://baseline-human-educational-services.ueniweb.com>

Phone Fax: 248-629-7339 (P) 248-479-0230 (F)

Contact for this response name: **Carolyn Carter**

Address: **25900 Greenfield #263**

City/State/Zip **Oak Park/Michigan/48237**

Phone Fax Email: **248-761-5559/248-479-0320**/accessreaders@gmail.com

Number of years in business: **30**

Proposer is a:

☐ sole proprietorship

☐ partnership

☒ **corporation**

☐ other

Proposer is:

☐ an agent

☒ **a principal**

Please utilize the space to provide a narrative answer to the questions/statements required in this section of your response. You may attach one to two additional pages if needed.

A Descriptive Background of Baseline Human and Educational Services' History.

Baseline Human & Educational Services Inc. is a 501c3 non-profit, minority-owned and operated community development service provider committed to improving outcomes at all levels for urban families, educators, and children in underserved communities. Baseline was founded in 2012 to provide community expansion and development services by two brothers, Reverend Richard Carter and William Carter, two brothers who had provided more than 30 years of service as educators and coaches who have worked tirelessly on behalf of poor children, their families, and their neighborhoods. They were joined by Dr. Carolyn Carter, a career public school educator determined to develop literacy among underserved minority children.

Thus, Baseline evolved from two firms that Dr. Carter directed that had similar missions. The first was Carter, Reddy and Associates, a for profit corporation established in 2001 to provide supplemental educational services as a component of the No Child Left Behind legislation; therefore, from 2001 until 2011, Carter, Reddy provided after school tutoring for students in the following locations: Little Rock Public Schools, Dreamland Academy (Arkansas), Palm Beach County Schools, Rosenthal Elementary School (Florida), Gwinnett Public Schools, Decatur Public Dominican Republic Project

Schools, (Georgia), Birmingham Public Schools, (Alabama), Inkster Public Schools, Detroit Public Schools, Highland Park Public Schools, Jackson Public Schools, Grand Rapids Public Schools (Michigan), Los Angeles Unified School District (California), Chicago Public Schools (Illinois).

In 2011, Access Educational Management was established to provide broader services to schools and to provide charter school management services. Accordingly, in 2011, Access Educational Management Corporation broadened the mission from academic tutoring to educational services to include charter school management. From 2011 until 2015, Access provided charter school management services and School Improvement Services for Tier 1 Arkansas public schools (2011-2014). Likewise, Access was approved by the Michigan Department of Education to provide school improvement services for schools designated as Tier 1 and Tier 2. Accordingly, from 2014 until 2018, Access provided embedded academic coaches into urban schools in Detroit and Pontiac and assisted with teacher development in literacy development.

Currently, Baseline provides contracted professional staff development services to urban teachers and students in Detroit and Pontiac with a specific route to the goal targeting literacy development to increase reading, writing, and numeracy of students identified as special education or bilingual, or English language learners.

Demonstrated Effectiveness:

Large Urban District(s) Where I Have Worked in the Past

Little Rock Public Schools, Dreamland Academy (Arkansas), Palm Beach County Schools, Rosenthal Elementary School (Florida), Gwinnett Public Schools, Decatur Public Schools, (Georgia), Birmingham Public Schools, (Alabama), Inkster Public Schools, Detroit Public Schools, Highland Park Public Schools, Jackson Public Schools, Grand Rapids Public Schools (Michigan), Los Angeles Unified School District (California), Chicago Public Schools (Illinois), Oakland International High School Academy (Hamtramck), Webber Media Arts Academy (Pontiac). See summary of my publications in Attachments.

Dr. Carter's Role

Carolyn will coordinate all literacy services, developmental approaches, and curriculum for literacy development. She will be one of the onsite consultants for teacher training and development, and she will provide explicit instruction in the tenets of foundational literacy. She will develop teachers in literacy best practices and provide leadership for literate classrooms, classroom libraries, oral language sequence, and assist teachers in contributing to their school's literacy improvement planning.

- Providing literacy leadership for teachers
- Delivering literacy instruction
- Assisting with school planning for literacy improvement plan development

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- Assisting with teachers' self-assessment and accountability plan

Additional Consultants

In partnership with Baseline are two consultants representing two US corporations: NSync Business Solutions LLC and Transition Academies LLC. A summary of each one follows.

Dr. Brendly Singleton (NSync Business Solutions): has twenty years of experience providing consultative support to teachers and administrators in settings ranging from Kindergarten to High School. This extensive expertise has allowed me to witness the profound impact that quality guidance can have on the educational journey of students. Through collaborative partnerships, she has helped educators navigate the ever-evolving landscape of education, equipping them with effective strategies and resources to enhance instructional practices. From developing personalized learning plans to implementing innovative teaching methodologies, she has consistently strived to empower educators with the knowledge and tools necessary to create engaging and inclusive learning environments. She has demonstrated a keen understanding of the unique challenges faced by parents of school-age children and has developed evidence-based programming for parents of K-8 students.

For educators, she has consistently offered guidance and solutions to enhance their teaching practices. By staying up to date with the latest research and best practices in education, she has been able to cultivate a deep knowledge base that allows her to provide strategic and targeted support to meet the diverse needs of schools and districts. She says "My extensive experience in education has equipped me with a deep understanding of the unique challenges and opportunities that educators face on a daily basis. With a passion for fostering educational excellence, I am committed to collaborating with educators to create meaningful and impactful learning experiences for all students."

Dr. Singleton's Roles

- Developing teachers and parents in Social Emotional Learning best practices
- Developing teachers and parents in Restorative Practices

Darryle Buchanan (Transition Academies) is the founder of Transition Academies, a firm that aims to provide consultant services to urban schools and schools with high percentages of second language students. Darryle Buchanan's life and career are marked by his dedication to youth and community development. His impressive range of roles and accomplishments demonstrate his commitment to education, mentorship, and advocacy for young people. As the former Director of The Obama Foundation's My Brother's Keeper Initiative for the state of Michigan, he played a pivotal role in addressing challenges faced by young men of color and ensuring they have access to opportunities and support. Also, Buchanan's involvement in education as a Trustee and President of the Southfield Public Schools' Board of Education showcases his dedication to improving educational experiences for students.

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His efforts to mentor and guide students in need, through programs like Transition Basketball of Michigan, highlight his innovative approach to using athletics as a means of inspiring academic and personal success. His involvement in various educational organizations, such as the Michigan Association of School Boards (MASB), the Michigan State University Extension Leadership Council, and the Michigan Department of Education's 10 in 10 initiative underlines his commitment to advocating for improved educational opportunities and student achievement.

Mr. Buchanan's Role

- **Principal Development:** His role will be to leverage his experience as a coach and educational policymaker to support principals in bridging the gaps between educational policy and school administration to stimulate academic excellence. The core principles of discipline and effort contributing to participant's; success in his coaching programs provide the foundation of his coaching educators to help students excel academically. By drawing parallels between the effort required for athletic success and academic achievement, Darryle guides educators to overall success in all areas of their lives. This involves mentorship, guidance, and personalized support to help educators help students overcome challenges and reach their full potential academically. Darryle Buchanan's experience in coaching and educational policymaking provides him with valuable insights into effective strategies for motivating and supporting principals in their educational journey.

Diane Turner, Reading Specialist: Diane is a veteran English and reading instructor who has significant experience with reading assessments and best practices instruction. She has worked with international students and is skilled in sheltered instruction. She has taught K-12 students, specializes in early literacy, and has served as a reading specialist for urban K-5 students. She will serve as Baseline's consultant for the afterschool services and will provide leadership and training for IXL Learning System and development regarding the system.

Ms. Turner's Role

- **Creating the Structure Required for a one hour after school Remedial Reading Clinic and engaging educators:** She will provide educator training in using the IXL Learning System and provide oversight of the afterschool program. When required, she will establish programs for targeted schools and provide the training the educators require to use the system and engage students and parents as well.

Principal Business Location and Other Service Locations.

1. Baseline Human and Educational Services
25900 Greenfield #263
Oak Park, Michigan 48237

Primary Line of Business

- Community Development and Support for Underserved Urban Students, Teachers, and Senior Citizens.

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- High Dosage Tutoring: (customized systems, after school, summer school, Blended Learning via explicit instruction, and e-learning using the IXL Learning System.
- Professional Staff Development for K-12 Teachers: Reading and Writing Instruction

Length of Time Baseline Has Been Providing Proposed Service(s): Since 2012, Baseline has provided the above services on behalf of public-school educators and students. Prior to 2012, its literacy principal has provided reading education and development for undergraduate and graduate students.

Number of Locations and Where Proposed Services Are in Use: Currently, we have 7 public schools where services will be provided when school is open and when students have returned for the 2023-24 school year.

Experience and Qualifications

As the principal consultant for the Dominican Republic Project, I am Dr. Carolyn Carter, Coordinator of Literacy Development for Baseline. Previously, I was a professor of reading and English language arts and taught undergraduate and graduate educators from all academic content areas how to infuse literacy development into content area learning. As a result, I am quite familiar with the various academic areas and the reading and writing needs these require and am likewise familiar with the responses typical of content area teachers.

I can report an excellent record of developing teachers into men and women knowledgeable about reading and writing and how to insert the same into their teaching and learning activities. I am a proponent of orchestrated learning and believe an important role for reading consultants, teacher consultants, learning coordinators, and curriculum and instructional leaders is to ensure that students improve in reading and writing skills and in learning academic content even though these educators might not engage in direct instruction themselves. Accordingly, due to training and experience, reading and writing interventions have always been my mainstays, and the results of these are memorialized by me in peer-reviewed educational journals (See Attachments).

SCOPE OF SERVICES

Description of Baseline's Approach to Providing the Required Services, Overall Approach and Plan for Implementation.

Year-Long Development:

1. Teacher Effectiveness in Delivering Literate K-3 students.
2. Principal Development in Leading Literacy.
3. SEL Development for Teachers and Parents
4. Remedial Reading Afterschool Response

Purpose: To provide professional staff development in literacy development to teachers, principals, and parents as part of a coordinated effort to stimulate literacy growth for K-3 students and assist their teachers in achieving the following objectives identified in the RFQ:

1. Improve literacy instruction in pre-first and the early primary grades.
2. Provide remedial reading interventions for students in first through third grade who are most at risk for academic failure.
3. Implement social and emotional learning (SEL) interventions for all students in grades pre-first through third grade; and
4. Strengthen system-level inputs/processes to ensure improved reading and SEL outcomes for all children.

Project Objectives to Achieve RFQ Objectives:

Objective 1: Improve literacy instruction in pre-first and the early primary grades: In support of achieving the above objective for K-3 teachers, Baseline consultants will provide leadership in self-assessments that identify, engage, and develop K-3 educators in conducting needs assessment that include their school's literacy results, degrees to which the implementation of the current reading/literacy program requires scaffolding or teacher mentoring, teachers' self-assessment of their strengths and needs for literacy instruction, developing Individualized Development Plans, and in collaborating with principals, consultants, and school staff to create a sustainable school plan for literacy learning in K-3. Determine via assessment, the degree to which school and classrooms are literate environments.

In support of objective 1, improving instructional improvement of K-3 teachers, Baseline consultants will scaffold and mentor-3 teachers to strengthen their application and implementation of the existing approach to reading and literacy development to help teachers implement it with fidelity and alongside the mentoring, help teachers build consistent understanding of practices that develop literacy in early education via explicit instruction, study groups, independent learning activities, teacher mentoring and scaffolding, and in-class support at targeted times.

Expected Outcome: Teachers will improve their instructional competence in 4 Foundational Reading Development Skills identified in the What Works Clearinghouse: (1) Teaching students targeted academic language skills, including the use of inferential and narrative language, and vocabulary knowledge, (2) Developing teacher awareness of the segments of sounds in speech and how they link to letters, (3) Teaching students to decode words, analyze word parts, and write and recognize words, and (4) Ensuring that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

Objective 1: Pre-school students' development: In support of Objective 1 and **pre-school students' development**, Consultants will develop teachers' skill in creating a home-school connection that provides parent development in the sequence of oral language development and clarifies the parents' role in facilitating language to assist parents in developing readiness for kindergarten. Teachers will provide parents with needed training and access to remote library of books for parents' reading to and with their children, develop parent literacy kits (grades K-3) for parent support in developing literacy of their children.

Expected Outcomes: higher percentage of students displaying kindergarten readiness, parents engaged in promoting literacy.

Objective 2: Provide remedial reading interventions for students in first through third grade who are most at risk for academic failure. In support of objective 2, Baseline will establish a system for individualized learning: Using the IXL Learning System and educational portal to provide diagnostic-prescriptive learning plans for K-12 reading. Students identified for this program will complete reading assessments and from these will evolve a reading development plan keyed to the needs of the students. Overseeing students' application of the IXL system will be local teacher consultants and principals will be charged to ensure that their students complete their individualized reading plan.

Expected Outcome: targeted students with improved reading and writing skills that are targeted to their specific needs.

Objective 3: Implement social and emotional learning (SEL) interventions for all students in grades pre-first through third grade: Baseline will provide training in SEL and in Restorative Practices for teachers and parents to ensure that both groups learn to apply principles of both on behalf of developing students.

Expected Outcome: common understanding of SEL among school staff and parents and understanding of basic best practices for teachers and parents.

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Objective 4: Strengthen system-level inputs/processes to ensure improved reading and SEL outcomes for all children: Baseline consultants will facilitate learning of teachers, principals, and parents to develop schoolwide plans for improving literacy among K-3 students and that include best practices for social-emotional learning. Classroom and school plans will include strategies for improving social-emotional learning among students.

Expected Outcome: systemic schoolwide literacy development plan that includes expected behaviors of principals, teachers, and parents and a charted pathway to achieve improvement in students' literacy development.

Introduction

Developing literacy among children is complex because it involves learning words, sounds, and language. Literacy development in early childhood entails helping children build language skills, including their vocabulary, abilities to express themselves, and reading comprehension. Interventions or practices designed to help children learn to develop literacy skills that are considered foundational to developing solid reading abilities include outcomes in several domains.

How children develop language skills and become literate are two separate but closely related processes: (1) **Language development** occurs as the child's ability to understand and use language emerges. Receptive language skills are the ability to listen and understand, while expressive language skills relate to the child's use of language to communicate ideas, thoughts, and feelings. (2) **Emerging literacy** is the child's initial use of language and communication skills as the foundation for reading and writing. Infants and toddlers begin to apply their new receptive, expressive, and vocabulary skills, while preschoolers begin to distinguish the differences and similarities of spoken and written language. Accordingly, literacy development involves a coordinated approach that includes teachers, principals, and parents as the primary drivers and supporters of literacy.

Evidence-Based Responses to Literacy Development: What Works Clearinghouse

The What Works Clearinghouse provides evidence-based foundational literacy development that develops students' literacy in grades K-3 and focuses on interventions or practices designed to help children in kindergarten through third grade learn to develop skills that are considered foundational to developing solid reading abilities. Skill in these areas are developed over years as learning how to stimulate literacy development in a schools requires a full-throated and comprehensive approach that ensures that in the wake of the professional staff development will remain a sustainable approach to literacy and learning.

The proposed professional staff development program is a 5-year professional staff development program that goes well beyond typical professional staff development as tiered development is the goal: (1) at the teacher leader levels and (2) at the classroom teacher level are guided in the process and scaffolded as they develop fluency in literacy-based applications, interventions, and plans for students. An intent of such intensive professional staff development is to strengthen teachers' skills in self-directed learning strategies as well as to facilitate their using a cognitive science learning vehicle: Literacy Development and integrating cognitive strategies into the learning process.

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Because constructing understanding requires both cognitive and metacognitive elements, Baseline's program seeks to help teachers construct knowledge using cognitive strategies, and guide, regulate, and evaluate their learning and teaching using metacognitive strategies. Accordingly, Baseline proposes a five-year teacher development program that is a train the trainer model that provides needed background information about literacy development and that provides teachers with deeper understanding and application of early literacy development.

An Evidence-Based Approach to Developing Literacy in Early Childhood Education

In the area of early literacy, the WWC provides evidence-based foundational literacy approaches for developing students' literacy in grades K-3 and identifies interventions or practices designed to help children in kindergarten through third grade learn to develop literacy skills that are considered foundational to developing solid reading abilities. Skills in these areas are developed over years as learning how to stimulate literacy development in a school requires a full-throated and comprehensive approach that ensures that in the wake of the professional staff development will remain a sustainable approach to literacy and learning that delivers results.

The proposed professional staff development services are targeted to 50 principals, and undetermined number of parents, 250 K-3 teachers and an unidentified number of reading specialists, teacher consultants, instructional specialists, who will be front-line specialists and trainers who will engage teachers in intensive professional staff development that has the following outcomes: (1) significant training and development of K-3 teachers in 4 foundational needs grounded in evidence-based research and practice, (2) parent development workshops and materials to strengthen the Home-School Connection and prepare parents for developing literacy in their pre-school children, (3) principals who can provide leadership for literacy development that includes learning foundational reading development practices, planning for schoolwide literacy development, and ensuring sustainability of the process and plans for implementation.

Process for Achieving Objective 1

Baseline will employ a research-based professional development framework developed by North Central Regional Educational Laboratory that promotes ongoing professional development and encourages individual reflection and group inquiry into teachers' practice. In practice, the five phases overlap, repeat, and often occur simultaneously. The framework includes: (1) Building a Knowledge Base, (2) Observing Models and Example, (3) Reflecting on Practice, (4) Changing Your Practice, (5) Gaining and Sharing Expertise.

Assessment Areas	Building Strong Foundations:	Readying Classroom Environment for Literacy Development: Literate Classroom Elements	Home-School Connection
-Review of literacy results: teacher level and school level, assessment of implementation: reading/literacy	Developing Early Literacy Skills: 6 Modules: (1) the science of reading, (2) oral language and phonology, (3) phonics	-Teachers will learn the contents of literate classroom environments and be engaged in assessing their classrooms against identified classroom	Journey into Literacy training for parents. Parent development in using Tumblebooks, an online children's library that

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program, materials, results, a collaboratively developed literacy-based profile and targeted plan of action for each school, completion of SWOT and IDP for teachers.	and word study, (4) creating fluent readers, (5) developing vocabulary, and (6) increasing reading comprehension.	environments and will begin increasing the elements within their classrooms: print-rich environments, classroom libraries, and assessable books for teachers and parents via Tumblebooks e-library. -Chromebooks for stationed learning and the read-a-book-each day program at school.	provides thousands of children's books and that has a feature allowing text to speech so non-readers can still "read" a book a day.". Parent Literacy Kits: These will be connected to the grade level expectations for K-3 and provide tools parents can use to support school-based literacy activities.
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Principal Training and Development in Literacy Leadership

Principals will complete a half day of literacy training that mirrors the programming teachers will follow to ensure that principals are aware of the literacy development approaches outlined in this document. Principals will be encouraged to work collaboratively with the bi-lingual consultant to offer remedial reading to targeted students. Whereas the principals will be scaffolded while they learn the components of literacy leadership and will be supported as they initiate collaborative planning for improvement of students' literacy.

Assessment Areas	Building Strong Foundations:	Readying Classroom Environment for Literacy Development: Literate Classroom Elements	Home-School Connection
-Review of literacy results: teacher level and school level, assessment of implementation: reading/literacy program, materials, results, a collaboratively developed literacy-based profile and targeted plan of action for each school, completion of SWOT and IDP for teachers. Leading for Literacy Development: School planning process.	Developing Early Literacy Skills: 6 Modules: (1) the science of reading, (2) oral language and phonology, (3) phonics and word study, (4) creating fluent readers, (5) developing vocabulary, and (6) increasing reading comprehension.	-Principals will learn the contents of literate classroom environments and be engaged in assessing their classrooms against identified classroom environments and will begin increasing the elements within their classrooms: print-rich environments, classroom libraries, and assessable books for teachers and parents via Tumblebooks e-library. -Chromebooks for stationed learning and the read-a-book-each day program at school.	Principals will complete the Journey into Literacy training designed to identify an easy to understand framework for literacy acquisition. Principals will complete training in using reading development resources such as Tumblebooks, an online children's library that provides thousands of children's books and that has a feature allowing text to speech so non-readers can still "read" a book a day.". Principals will examine the merits of providing Parent Literacy Kits connected to the grade level expectations for K-3 and provide tools parents can use to support school-based literacy activities.

Principals will be developed and facilitated by Darryle Buchanan, a specialist in school governance and administration. Darryle will cover with principals, the very same modules that the teachers will study and develop them in leadership for literacy. The intent is to develop their background knowledge and provide principals with the support they require to lead their staff in developing a school plan for stimulating literacy in K-3 grades that evolves from the needs identified for their schools.

In pursuit of Objective 3: Implement social and emotional learning (SEL) interventions for all students in grades pre-first through third grade and the component for remedial reading, Baseline will provide teacher and parent training and development in restorative practices and in social-emotional learning principles and practices and provide students with diagnostic-prescriptive learning targeted to the specific needs they manifest to improve their reading competence.

Remedial Reading Response

Group learning experiences fail to address the specific needs of individual students. Baseline proposes a diagnostic-prescriptive learning program that will individualize learning activities to the specific needs of the students. Targeted students will be enrolled in IXL Learning Portal. They will complete a comprehensive diagnostic assessment and from it a targeted student reading plan will evolve. Students will devote 1 hour a day to completing their reading plans/ Computer technology will be required for students' use. A US certified reading specialist will assist each school and set of educators in understanding and using the IXL Learning Portal.

NOTE: Specific plans ideally will be developed collaboratively with school staff and principals, but a sample of activities and focus points are described below to indicate an approach we recommend.

Purpose: The purpose of this year long training, mentoring, and scaffolding is to strengthen teachers' skills in instructional practices that support literacy among K-3 children.

Typical Annual Training Schedule

Months	Improving Literacy Instruction for K-3 Teachers	Improving Principals' Literacy Leadership Skills	Providing After School Remedial Reading	Improving Parent Education
January 2024	Assessments for Literacy Improvement	The principals' role in Literacy Leadership.	Identification of students and registering them on IXL system	SELand Restorative Practices for parents
February- June 2024	Mentoring and Scaffolding K-3 Teachers for Improving Teacher Fidelity to Existing Reading Program	Focus on principals' understanding of the local reading program and methods to encourage implementation fidelity	IXL pre-assessment and development of diagnostic-prescriptive learning activities.	SELand Restorative Practices for parents
Summer: July 2024	Reinforcement and orientation training for new staff,	Review of literacy plan and planning for new school year.	Continuation of IXL program for targeted students	SELand Restorative Practices for parents
August 2024	Classroom readiness for literacy development	Schoolwide readiness for literacy development	Continuation of IXL program for targeted students	SELand Restorative Practices for parents
September – December 2024	K-3 Teacher development in literacy fundamentals & WWC: 4 foundational reading skills	Sustainability plan development	Continuation of IXL program for targeted students	SELand Restorative Practices for parents
January 2025	TBD	TBD	Students' IXL post assessments.	SELand Restorative Practices for parents

Typical Weekly Schedule & Activities: Half-Day Training for Consultants & Half-Day Training for Classroom Teachers

The morning will be devoted to knowledge transfer and to developing shared understanding among teacher consultants, reading specialists, retired educators to ensure that local educators have critical knowledge related to literacy instruction and to creating a literate school and classroom environments.

A typical day includes activities designed to tap into the knowledge base of the participants and draw out the areas required to understand and apply the information being shared. During the afternoon session, reading consultants, teacher consultants, and retired educators will push into classrooms and begin training and development of K-3 teachers.

Typical Training Structure

Morning Session: Training for Bi-Lingual Consultants	Afternoon Session: Scaffolding & Assisting Consultants
Local Bi-lingual consultants are trained in the standards represented in the activities designed to improve student literacy.	Local Bi-Lingual consultants join Baseline consultant in scaffolding K-3 teachers as they train and develop teachers.

Professional Staff Development Training Model: Teachers and Principals

Weeks of Each Month	Type of Training and Development/Location of Activities	Weekly Duration of Training	% of Time Devoted to Professional Staff Development
1	On site: the selected Dominican Republic site, school, district.	5 days (or 6 days) if needed to complete training for the week. 6 Hours per day.	30/36 hours per week: 15-18 hours designated for consultants and 15-18 hours designated for teacher training, mentoring, and scaffolding.
2	Online: Debriefing with trainers to reinforce their learning the foundations and applications of early literacy. training and development.	3 days per week: MWF for 2-hour sessions	6 hours per week for teacher consultants.
3	Repeat of Week 1	Repeat of Week 1	Repeat of Week1
4	Repeat of Week 2	Repeat of Week 2	Repeat of Week2

Summary of Services

Self-Assessment Areas & Development of School Literacy Improvement Plan: Early Childhood Education	Building Strong Foundations: Developing Early Literacy Skills	Journey to Literacy: A Framework for Early Literacy Instruction	Reading Classroom Environment for Literacy Development	Scaffolding Teachers as They Implement Local Reading Program Ongoing throughout the year	Home-School Connection
(1) Review of literacy results: teacher level and school level. (2) Assessment of implementation: reading/literacy program, materials, results (3) Completion of SWOT Analysis for teachers.	(1) The Science of Reading, (2) Oral Language & Phonology (3) Phonics & Word Study (4) Creating Fluent Readers (5) Developing Vocabulary (6) Increasing Reading Comprehension (7) Teacher development in	(1) The role listening plays in developing speech. (2) Sequence of oral language development. (3) Framework for literacy instruction. (4) Stages of reading development: reading to children,	pens, pencils, markers, and crayons of varying shapes and sizes, typewriters, computers, keyboards, magnetic writing boards, etc.) tactile books, manipulatives, slant boards, pencil grips.	Teacher mentorship and scaffolding to implement existing reading program with fidelity.	(1) SEL training for parents (2) Restorative practices training for parents and teachers. (3) Tumblebooks (4) Parent Literacy Kits (5) Lending library. personal CD players.

Dominican Republic Project

(4) Completion of Individual Development Plans for teachers.	WWC's 4 foundational reading skills for early childhood education.	reading with children, and reading by children.	Chrome books personal CD players, classroom libraries,		
(5) Development of school goals for K-3 literacy improvement.		(5) Restorative practices			
(6) Development of School Plan for K-3 literacy improvement.		(6) SEL training & development.			

Expected Outcomes of Services Proposed

Outcomes

- Completed assessment of each school's literacy results, implementation of the current reading/literacy program, completion of self-assessment.
- Completed Individual Development Plans for K-3 teachers identifying their needs and responses the needs surface.
- Collaboratively developed literacy-based profile and targeted plan of action for each school, an accountability structure for involving school staff in planning for and creating a system for addressing low achievement and low literacy levels and for reviewing student progress in literacy and in content area learning, in mastering English, and in developing readiness for kindergarten-third grade students.
- Teacher leaders (and K-3 classroom teachers) skilled in the understanding and application of literacy-based learning who can demonstrate fidelity in implementing the local reading curriculum and whose emerging understanding of foundational reading basics: emerging knowledge and skills in developing literacy.
- A coordinated and complete body of knowledge and skills at the teacher consultant (coach, etc.) and K-3 teachers' levels and common understanding of strategies that combine to deliver student literacy.
- Teachers, principals, and consultants skilled in the synthesis of literacy-based learning who can demonstrate emerging knowledge and skills in foundational reading and common elements of early literacy including components (1) the Science of Reading, (2) Oral Language & Phonology, (3) Phonics & Word Study. (4) Creating Fluent Readers, (5) Developing Vocabulary, and (6) Increasing Reading Comprehension and the practice associated with WWC's 4 foundational reading skills.
- Teachers and parents with a common understanding of the pathways to student literacy rooted in oral language development.
- Literate classroom environments.
- A literacy-centered home-school connection with assessable library of books for parents' reading.
- Parents developed in oral language sequence as a blueprint for literacy development and kindergarten readiness, SEL practices for parents, and Restorative practices.

- Home-school connection that includes tools for parents and books for reinforcing elements of literacy at home.

Summer Session: 2024

During the Summer, Baseline will repeat previous sessions for participants needing review, teachers and teaching staff with leadership and training done by teacher leaders and scaffolding done by Baseline consultants. Duration: 1.5 months. for literacy development and 2 for planning for 2024. Students enrolled in IXL Learning Portal will continue their individualized lessons.

Fees & Approximate Costs for Services

Staffing:

3 Baseline Consultants: 10 Months of School Year

Onsite in Dominican Republic: Daily onsite fees: \$1,500 per onsite day for a total of 12 days per month = \$18,000 per month x 10 months of service = \$180,000 x 3 = \$540,000

Online Training and development: \$1,000 per week for three 2-hour training and debriefing sessions = \$2000 x 4 weeks = \$8,000 x 3 = \$24,000 + **\$180,000** = **\$204,000** x 3 consultants = **\$612,000** for the following response areas:

- Teachers: Literacy Development, SEL
- Principals: Literacy Leadership, SEL
- Parents: Parents Role in Promoting Literacy, SEL
- Remedial Reading: Diagnostic-Prescriptive Programming

3 Baseline Consultant: 6 Weeks during Summer Months

Onsite in Dominican Republic: Daily onsite fees: \$1,500 per onsite day for a total of 8 days per month = \$12,000 per month x 1 month of service = \$12,000

Online Training and Development: \$1,000 per week for three 2-hour training and debriefing sessions \$1500 per week x 6 weeks = \$9,000 x 3 consultants = **\$27,000** for consultants providing services to teachers, principals, and parents.

1 Baseline Reading Specialist: Onsite in Dominican Republic: Daily onsite fees: \$1,000 per onsite day for a total of 5 days per month = \$5,000 per month x 10 months of service = \$50,000

3 Local Bi-Lingual Consultant Fees: 12 Months of School Year

NOTE: Local Bi-Lingual consultant is a full-time position that ensures a local trainer who can cover 5 schools during off weeks and who can provide local training for teachers, parents, and principals. Teachers in Dominican Republic average regular salaries of \$1,000 per month. Qualifications: (1) retired teacher or principal or educator with teacher certification that schools select from their staff to ensure continuity throughout the year of professional staff development. (2) Must be Bi-Lingual and fluent in English.

These consultants will serve the teachers alongside Baseline consultants in developing teacher literacy and ensure clarity in understanding as well as they will provide local trainers who will be conversant with literacy development and useful for ongoing training. In the Dominican Republic, high quality salaries average about \$1,000 per month x 3 local Bi-lingual consultants = \$3,000 per month x 12 months = \$36,000 x 3 bi-lingual local consultants = \$108,000. Note: if the schools are nearby, consultants can cover 5 schools and provide onsite weekly reinforcement and training, mentoring, and scaffolding. Three consultants will be able to cover 15 schools.

Additional duties of Bi-Lingual Consultant will be to coordinate the remedial reading programs for the regular school year and the summer sessions. Working with principals,

they will oversee the remedial reading response which will utilize the IXL Learning Portal to provide diagnostic-prescriptive reading development keyed to the specific needs of students. Students will be enrolled in reading development programming and will be supported by bi-lingual consultants.

Total Staffing Costs:

Travel and Accommodations for Baseline Consultants:

- 2 RT airline trips per month to major cities in Southern Dominican Republic such as Barahona, Pedernales, Polo, and San Juan de la Maguana @ approximately \$300 per ticket x 2 per month = \$600 per month x 12 months = \$7,200 for consultant travel x 3 consultants = **\$21,600.**
- Accommodations: short-term rental of 3 bedrooms/2 baths average \$1,200 per month x 12 months = **\$14,411** for 12 months. Two of the weeks in the month Baseline consultants will be in the DR for 10-12 days. This will leave the home available for 2 weeks for other consultants.
- Per-diem food @ 100 per day x 12 days per month= \$1,200 per consultant x 3 = **\$3,600** for three consultants.
- Local driving services for 12 days a month @ \$100 per day x 12 days = \$1,200 x 12 months = \$14,400
- Local security for 12 days a month: \$200 daily x 12 days = \$2,400 x 12 = \$28,800

Supplies and Equipment: 12 Months of School Year

- 250 Chrome Books for 50 classrooms with 5 for 50 classrooms @ \$100 per chrome book x 250 = \$25,000. Five of these will be placed in K-3 classrooms and provide small group individualized learning and reading development via children's library of Tumblebooks resources.
- Tumblebooks School Subscriptions @ \$800 per school x 20 schools = **\$16,000.**
- 200 Personal CD players for schools' lending library @ \$20 x 200 = **\$4,000**
- 200 early literacy CDs with nursery rhymes in Spanish @ \$15 each x 200 = **\$3,000**
- 1000 reading and English language arts IXL slots for student development in reading that is targeted to their individual needs: **\$4,000.**

Attachments

Summary of Key Publications Concerned with Literacy Development

Vitas:

- a. Dr. Carolyn Carter: literacy development specialist
- b. Dr. Brendly Singleton: SEL and Restorative Practices specialist
- c. Mr. Darryle Buchanan: governance and administration specialist.
- d. Mrs. Diane Turner: reading specialist.

References

Job Description for Bi-Lingual Consultant

CAROLYN J. CARTER, Ed. D.

19275 Magnolia Parkway
Southfield, Michigan 48075
248-761-5559 or 248-470-6069
Baseline1949@gmail.com

MAIN QUALIFICATIONS: Specialist in English and grammar; significant experience teaching reading and writing as well as cognitive instructional strategies. Extensive instructional leadership, and managerial experience spanning thirty years as Deputy Superintendent (Teaching & Learning), Assistant Superintendent, Teaching and Learning, Chief Academic Officer. Instructional experience at the elementary, secondary, community college and university levels; Skilled in developing teachers' (pre-service, graduate) instructional skills, reading, writing, and learning. Curriculum Specialist, Common Core State Standards for English language arts. Certified WIDA examiner: Paper and Pencil and Speaking WIDA Assessments.

ACADEMIC CREDENTIALS & SPECIALIZED TRAINING

- **Doctor of Education – Educational Administration, Literacy**, Wayne State University
- **Master of Science – Education / Secondary – Reading & English**, Wayne State University
- **Bachelor of Science – Education / Secondary – English & Social Studies**, Wayne State University
- **Certification – Administrator's Certificate (Michigan):** Superintendent, Central Office, K-12 School Administration
- **Certification – Teacher's Certificate (Michigan):** Continuing Secondary School Endorsements: English, Social Studies, WIDA Paper and Pencil and Speaking Examiner
- **Principals' Seminar – Post Doctoral**, Harvard Graduate School of Education
- **Comer Schools Seminar – Post-Doctoral**, Yale/Eastern Michigan Universities

ACADEMIC HONORS

- **Article**, *Why Reciprocal Teaching? Selected by Editors of Association for Supervision and Curriculum Development (ASCD) for inclusion in professional development (video and text-based modules) entitled The Brain and Reading, 2002). Reciprocal teaching article selected by International Bureau of Education for publication (2001).*
- *Finalist for Outstanding Professor, Eastern Michigan University, (2004).*

PROFESSIONAL COMPETITIVE GRANTS

- Arkansas: 21st Century Community Learning Center: 5 Year Competitive Grant (\$450,000); Charter School Start-Up Grant, Walton Family Foundation (\$260,000); Federal Charter School Grant: \$450,000 (Michigan Department of Education). Fresh Fruit & Vegetable Grant (\$50,000); School Improvement Grant, \$200,000.
- Michigan: Charter School Designs for Incarcerated Students, Blanche Kelso Bruce Strict Discipline Academy (design, initial application, start-up of school). Benjamin Carson Academy, first charter school in America co-located within juvenile detention facility.

■ **QUALIFICATIONS PROFILE**

- Provide numerous in-service workshops & conference presentations concerned with improving reading/writing instruction (instructional leadership and classroom levels), developing informal and formal learning and assessment procedures.
- Professional Consultant, Lecturer; Teacher Educator (English, Reading, Literacy, Composition)
- Published Author (International, National, State, Local Levels): teaching reading in the content areas and reading acceleration. Article chosen by Association for Supervision and Curriculum

Development (ASCD) for inclusion in its professional training series, *The Brain and Reading*, 2002.

- Finalist: Professor of the Year, 2004, Eastern Michigan University.
- Provided leadership for elementary charter school that led to an increase in urban students' reading scores by 28% in 2010.

PROFESSIONAL CAREER TRACK

Teaching:

High School ELA/ESL Teacher (replacement), Oakland International Academy	2017-2018
Assistant Professor, Secondary English, IPFW, Fort Wayne, Indiana	1988-1990
English Instructor, Santa Fe Community College, Gainesville, Florida	1983-1988
High School English Department Chairperson, Highland Park	1980-1983
High School English Teacher, Detroit, Michigan	1977-1980
Assistant Professor, Secondary English, University of Toledo, Toledo Ohio	1995-1977
Secondary English Teacher, Detroit Archdiocese, Detroit	1975-1977

Administrative:

Chief Academic Officer: Literacy Development, Access Edu. Mgt.	2011-2017
Executive Director / Chief Academic Officer, Dreamland Academy	2007-2011
Chief Academic Officer, Access Educational MGT, Corp.	2001-2007
Charter School Administrator, BKB & Ben Carson Academy, (Detroit)	1999-2001
Deputy Superintendent, Teaching & Learning, Jackson Public Schools (MI)	1997-1999
Director of Curriculum & Instruction/Asst. Supt. Highland Park Schools (MI)	1992-1995

Other:

Independent English Consultant, Metro Detroit Area Schools	2018-Present
Dropout Prevention/Homeless Education Consultant, Michigan Depart of Ed	1990-1992

PUBLICATIONS

- *Sentence Skills for Achieving the Common Core ELA Standards*
- *Speak like an English Professor: An Audio-Tutorial Approach to Learning Grammar.*
- *Reciprocal Teaching and Behavioral Supports: How a Small Urban Charter School Increased Literacy Scores by 28%. Charter School Resource Journal, 2011.*
- *Lessons Learned in Dreamland: How a Small Urban School Increased Literacy Scores by 20%. Schools: Studies in Education; University of Chicago Press, 2011.*
- *The Absolute Minimum Any Educator Should Know & Teach Students About the Sentence: A Guide for Getting Administrators, Teachers, & Students on the Same Page.* Writer's Club Press; Boston. 2002.
- *Why Reciprocal Teaching?* Selected for inclusion in *The Brain and Reading*, (Professional Staff Development Video Series). Association for Supervision and Curriculum Development: Alexandria, 2002.
- *Reciprocal Teaching: The Application of a Reading Improvement Strategy on Urban Students in Highland Park, Michigan, 1993- 1995.* INNODATA Series, Monograph # 8. International Bureau of Education: Geneva, 2001.
- *Why Reciprocal Teaching? Educational Leadership, March 1997*
- *What Principals Must Know Before Assuming the Role of Instructional Leader (With J. Klotz) National Association of Secondary Principals Bulletin. April 1990.*
- *What Every Secondary Principal Should Know About Content Area Reading. (With J. Klotz) National Association of Secondary Principals Bulletin. February 1991.*
- *Content Area Reading (With E. Martin) Secondary Education Today. Spring 1990.*

Executive Profile

- Accomplished Human Resources Professional with proven expertise in policy and procedure development/implementation/audits, personnel training, and development, recruiting and retention and talent management.
- Utilization of Industrial Psychology (I/O) concepts, methodologies and practices, and Employee Motivation
- Dedicated, resourceful education professional with proven ability in:
 - Human Resource Management (employee selection, training and development, performance coaching, Recruitment, Research and Analysis, Sales, and Organizational Development)
 - Creating and monitoring policies and practices that promote a safe learning environment, Human Resources management systems.
 - Ensuring organizational culture that encourages continuous improvements.
 - Executive fiscal & Decision making
 - Tools to Manage Performance & Goals

Accomplishments:

- Turnaround management and reorganization; motivated, mentored and lead talented professionals team using transformational leadership towards 100% effectiveness.
- Overcame complex organizational challenges, improved organizational work environment, and stabilize employment.
- Provided extensive leadership and small business development with minority, disadvantaged and women-owned businesses created successful outcomes.

KEY QUALIFICATIONS

- Twenty years of applied work experience in teaching
- Exceptional skills in developing and managing syllabus materials
- In depth knowledge of coordinating courseware and curriculum with academic standards
- 15 years charter school leadership talent acquisitions, management team development and teacher mentoring.
- Hands on experience in facilitating class instruction, student performance and teacher performance through

SKILLS AND STRENGTHS

- Possess knowledge and demonstrated expertise in the mentoring processes of modeling, coaching, instructing, collaborating, and encouraging as teachers to build competency in program standards.
- Competency in assigned area of teaching (Human Resources Management, Management & Leadership)
- Focused approach towards student academic success
- Proven ability to provide academic and professional guidance
- Excellent interpersonal, communication and time management skills.
- Introduced a set a active learning methods to the university, now part of the regular teaching methodologies

Education

The Chicago School of Professional Psychology, 2012

- Certificate- Industrial Psychology

Walden University, 1998

- Doctorate- Administration & Management

Ottawa University

- Master of Arts- Human Resources Management, 2002
- Bachelor of Arts- Human Resources Management, 1989

Appointments:

- University of California, Irvine, DCE CX Advisory Board Member, 2022
- Zschool/University Partnership - Advisor Member, 2022

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Phoenix, Az 85042
Brendlyc324@gmail.com

Professional Experience

21stCentEd | STEM Education | K12 Academy & Online Courses. 2021- Present

Implementation Specialist

-providing coordination of resources, managing project implementation and account management through data tracking, report management, disseminating information and marshaling energies.

NSync Business Solutions, LLC

06/2007-Present

Our agency provides support in several areas of organizational restructuring administrative and leadership and business efficiency processes and procedures to improved operational performance. These areas include but may not be limited to:

- Provide leadership, operational management and coaching to developing leadership.
- Effectively manage and support the development of members of Transformation team and business.
- Improve processes using systematic, disciplined and data-based methods that get to root causes.
- Apply a structured approach to facilitate problem solving, identify root causes, and guide leadership to make informed decisions.
- Ensure correct use and implementation of standard operational procedures in the following areas:
 - Develop knowledge of various areas of the business and use this to identify potential impacts or opportunities that haven't been identified yet.
 - Identifies synergies between first and second tier staff and engagements to ensure cooperation across stakeholders in order to add value to the organizational goals and objectives.
 - Manage and resolve employee relations regarding complaints and investigations.
 - Monitor, implement and manage Performance evaluations.
 - Provide FMLA counseling.
 - Assist with organizational design and development.
 - Provide recruitment, selection, and placement.
 - Assist with compensation analysis and recommendations.
 - Provide oversight and management.

HR Management Consulting and Support to include but not limited to:

- Organizing training and workshops for employees at different levels
- Researching, creating, and implementing development strategies for the growth of the organization
- Studying competition to develop viable plans to support the company's business development activities.
- Conducting interviews, research, and surveys to gain an understanding of the business activities.
- Studying and analyzing trends to develop plans for business growth.
- Recommending and implementing new working procedures for the management and employees

NSync Business Solutions, LLC-- Contracted services with not-for-profits:

- | | |
|--|-------------------------------|
| • Youth Empowerment Services, Inc. | Advanced Care Team, Inc. |
| • George Gervin Prep Academy | Tempe Accelerated High School |
| • Champion Schools/FitKids, Inc | CR and Associates |
| • Wilson Community Development Corporation | Catholic Charities |

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- Dreamland Academy Performing Arts Charter School
 - Wellness You, Inc.
- Organizational Support Systems
Estella's Brilliant Bus

Charter School Leadership

George Gervin Prep Academy 2017-2019

Associate Superintendent

- Served over 600 students across two charter schools (Elementary and middle school)
- Oversee the design of initiatives to assist teachers to develop skills to build relationships with students, families, and communities.
- Lead the establishment of networking opportunities and electronic resources that provide teachers with ongoing support and information about urban teaching.
- Provide organizational leadership working collaboratively with the executive leadership team on the strategic vision and provide problem solving guidance on critical issues facing the organization/schools through a respectful, collegial, and energetic style, guided by the mission and goals of the organization.
- Develop and ensure effective operational controls, administrative and reporting procedures, and systems to effectively grow the organization to ensure financial strength and operating efficiency; financial compliance, development and monitoring of contract/grant budgets, long-term budget planning in alignment with strategic plan.
- Creation of quarterly financial reports to communicate financial position to stakeholders.
- Oversees and administers personnel matters, including (through vendors) payroll, benefits, and COBRA; properly implements all school policies and procedures relating to HR.

Champion Schools/FitKids, Inc

2016-2018

Human Resources Recruiter/Consultant

Responsible for delivering all facets of recruiting success throughout the charter schools. Actively achieve through the development of local and national recruiting plans, employing traditional sourcing strategies and resources as well as developing new, creative recruiting ideas. Providing oversight and compliance of state funds and 21 CCLC program deliverables. Enforce federal, state, local and school laws and policies.

- Institute many creative and cost-effective incentive and morale-boosting programs, as well as special events, programs, and a tiered awards structure that greatly enhanced employee morale and productivity.
- Establish policies and procedures for all employees that reduced turnover and retained 80% of employee base.
- Assisted in devising and implemented new hire procedures initiative applicable to both employees and contractors that ensured uniformity and consistency of hiring process and avoided litigation against companies that could have negatively impacted organizations.
- Create and applied employee handbooks, customized training programs to meet client's needs, and new hire orientation programs and on-boarding processes with full job descriptions, policies, and procedures resulting in less turnover and greater employee satisfaction.
- Compose many educational materials, modules, and curricula that educated clients on ever-changing policies.

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**Wilson Community Development Corporation (Charter Holder for Dreamland Academy)
2005-2012**

CEO/Business/Operations & H. R. Compliance Director

- Guided management and employee actions by researching, developing, writing, and updating policies, procedures, methods, and guidelines; communicating and enforcing organization values.
- Developed organization strategies by identifying and researching human resources issues; contributing information, analysis, and recommendations to organization strategic thinking and direction; establishing human resources objectives in line with organizational objectives.
- Enforce federal, state, local and school laws and policies related to Dreamland Academy Charter School programs, personnel, safety, finances, and other aspects of the school.

Dreamland Academy

06/2008-06/2012

HR Director/Superintendent/Principal

- Successfully coordinated assigned services and collaborated with identified resources. Provided oversight and monitored assigned processes and programs which led to increase in student achievement by 48%. Planned and implemented evaluations of personnel and labor relations strategies leading to successful teacher compliance with policies and improvement of parent involvement.
- Programs and procedures improved organizational environment leading to cohesive team performance. Managed programs, maintain human resources information and related records which led to 4 successful fiscal audits, two successful federal audits.
- Implemented human resources strategies by establishing department accountabilities, including talent acquisition, staffing, employment processing, compensation, health and welfare benefits, training and development, records management, safety and health, succession planning, employee relations and retention, AA/EEO compliance, and labor relations.
- Developed human resources operations financial strategies by estimating, forecasting, and anticipating requirements, trends, and variances; aligning monetary resources; developing action plans; measuring and analyzing results; initiating corrective actions; minimizing the impact of variances.

**Arizona Montessori Charter Schools, Inc.
Executive Director**

07/1998-10/2001

- Served over 900 students across two Montessori charter schools
- Determine a curriculum that best meets the needs of Discovery Charter School students and achieves desired outcomes.
- Provide organizational leadership working collaboratively with the executive leadership team on the strategic vision and provide problem solving guidance on critical issues facing the organization/schools through a respectful, collegial, and energetic style, guided by the mission and goals of the organization.
- Develop and ensure effective operational controls, administrative and reporting procedures, and systems to effectively grow the organization to ensure financial strength and operating efficiency; financial compliance, development and monitoring of contract/grant budgets, long-term budget planning in alignment with strategic plan.
- Creation of quarterly financial reports to communicate financial position to stakeholders.
- Provide overall leadership and direction that will ensure the success AZMCS Charter School, its vision, mission, goals, and objectives.

EXCEL EDUCATION CENTERS PRESCOTT, LLC

08/2004-07/2006

Executive Director

- Served over 1000 students across two charter schools (middle and high school)
- Oversee the design of initiatives to assist teachers to develop skills to build relationships with students, families, and communities.
- Lead the establishment of networking opportunities and electronic resources that provide teachers with ongoing support and information about urban teaching.
- Provide organizational leadership working collaboratively with the executive leadership team on the strategic vision and provide problem solving guidance on critical issues facing the organization/schools through a respectful, collegial, and energetic style, guided by the mission and goals of the organization.
- Develop and ensure effective operational controls, administrative and reporting procedures, and systems to effectively grow the organization to ensure financial strength and operating efficiency; financial compliance, development and monitoring of contract/grant budgets, long-term budget planning in alignment with strategic plan.
- Creation of quarterly financial reports to communicate financial position to stakeholders.
- Oversees and administers personnel matters, including (through vendors) payroll, benefits, and COBRA; properly implements all school policies and procedures relating to HR.

Organizational Support Systems, Inc.

09/1996-08/2007

Vice President Learning/Training/Research & Development, Operations

Human Resources Director and MWBE consulting

Partnered with managers on all aspects of employee relations issues.

- Served as the point-of-contact for employees within the State for HR-related questions and issues.
- Assisted with the roll out, ongoing buy-in, and training of company initiatives, such as performance management, recruiting, benefits, HR policies and procedures.
- Assisted and advised management and associates during organizational changes.
- Aided in the “on boarding” of new managers by introducing them to HR-related aspects of the company.
- Ensured legal compliance with mandated federal, state, and local employment laws and regulations.
- Led and participated in HR projects as assigned.
- Developed human resources operations financial strategies by estimating, forecasting, and anticipating requirements, trends, and variances; aligning monetary resources; developing action plans; measuring and analyzing results; initiating corrective actions; minimizing the impact of variances.

Advanced Care Team, Inc.

03/1990-06/1996

Human Resources Director/Learning and Training

- Identify and develop training solutions that are related to and support the business strategy.
- Design, develop and facilitate training programs to improve staff performance.
- Develops training support tools such as computer-based training and power point presentations.
- Provide sales training, agency management training and various training courses.
- Recruiting (job fairs, online, field work).
- Field Investigations.
- Interviewing, hiring and field terminations.
- Verifying mileage reimbursement and payroll for new hires.
- Implemented human resources strategies by establishing department accountabilities, including talent acquisition, staffing, employment processing, compensation, health and welfare benefits, training and

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development, records management, safety and health, succession planning, employee relations and retention, AA/EEO compliance, and labor relations.

Adjunct Faculty Positions

February 2022 to Present

University of Advancing Technology Faculty

Full-time Professor instructing in Entrepreneurship, Marketing and Strategic Planning.

August 2019 to Present

Grand Canyon University

Adjunct Faculty/Adjunct Assistant

January 2005 – August 2016

Keller Graduate School of Management of DeVry University, Charlotte

North Carolina, Adjunct Faculty

Instructor in MBA Program:

General Management

Human Resources Management

Public Administration

2009 to 2011

University of Phoenix

Adjunct Faculty

Instructor within the graduate programs of Human Resources, Management and Business courses

April 2006 – May 2011

North Central University

Prescott Valley, AZ

Adjunct Faculty, Doctoral Program

Instructor within the doctoral programs of Human Resources, Management and Business courses.

January 1998 - August 2005

Ottawa University (Bachelors (BBA) and Masters (MBA) programs)

Adjunct Faculty-Phoenix Arizona, Tempe Arizona, Glendale Arizona, Brookfield, Wisconsin.

Instructor at Graduate and Undergraduate programs in Human Resources Management and Business courses.

Example Undergraduate and Graduate Courses:

Human Resource Management

Training and Development

Management

Strategy and Policies

Employment/Staffing

Managing Cultural Diversity

Compensation and Benefits

Organizational Behavior

Research, Design and Analysis

Interpersonal Communication Skills

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**Ottawa University International Program (BBA) and MBA
Taipei, Taiwan, Beijing, Singapore, Kowloon, Hong Kong and Malaysia.**

Example Undergraduate Courses:

International Marketing	Cross-Cultural Management
Management	Organizational Behavior and Leadership
Liberal Arts	Business Communications
Strategic Human Resources	Management

January 2001 - May 2001

Lakeland College (Undergraduate)

West Allis, Wisconsin

Example Undergraduate Courses:

Management
Leadership and Development and
Business Research

March 2000

Cardinal Stritch University

Wisconsin

Approved for Management and Business Courses (undergraduate)

June 1996

Maricopa Community College, Phoenix Arizona

Lifetime Adjunct Faculty

Undergraduate Courses:

Human Development

Darryle J. Buchanan
16445 New Jersey St., Southfield, MI 48075-3091
Home: (248)424-8365
Cell: (248)705-3456
Email: dbuchanan248@me.com

SUMMARY

My skillset enables me to identify and address client need with services available or engage various interested parties in reaching reasonable agreements and solutions. Proven facilitation skills with individuals at all levels; executives, community leaders, government officials, educators, and students.

PROFESSIONAL EXPERIENCE

Trustee, Southfield Board of Education

Southfield Public Schools, Southfield MI

- Elected to three terms.
- Held several leadership roles including board secretary and VP.
- Board president 2010-13.

Michigan Association of School Boards, Board of Directors

- Board Vice President
- President Elect

Michigan Caucus of Black School Board Members, Director

Site Director, Summer Advantage Program

Trix Academy, Phalen Leadership Academies

- Responsible for daily operation of summer school program for ~100 scholars (K-8)
- Manage educational staff.
- Monitor food program, breakfast, and lunch.
- Operate within budget.
- Handle disciplinary issues that may result.

Youth and Employer Engagement Specialist

Detroit Employment Services Corporation

- Responsible for the selection and training of youth for summer employment
- Seek out and develop potential job sites.
- Screen and monitor sites for job suitability and safety of workers.
- Monitor workers while on their sites and resolves any potential work-related issues

Director, My Brother's Keeper Initiative

Michigan Community Service Commission

- Responsible for helping to bring capacity and sustainability to programs in MBK communities.
- Develop strong relationships with community organizations and benefactors.
- Help to identify roadblocks and assets impacting success for BYMOC.
- Convene community partners and bring resources to aid in the development of strong community-based initiatives.

Program Manager

Youth Development Commission

- Contract position to administer the Michigan DNR summer youth employment grant.
- Developed and maintained relationships with community organizations.
- Monitored adherence to grant requirements.
- Provided mentorship and guidance to participants.

Community Program Manager Consultant

Knight Center for Digital Excellence

- Contract position to assist in the development of a comprehensive community broadband strategy.
- Developed and maintained relationships with key stakeholders.
- Coordinated activity with anchor institutions and non-profit community organizations.

Human Resources Coordinator

Detroit Medical Center

- Serve as liaison between all partners in the Detroit Allied Health Middle College High School. Partners include Detroit Public School System, Wayne Community College District and Detroit Medical Center.
- Coordinate activities for students in the program to interact with the DMC.
- Develop programs to engage students in an interactive and professional learning environment.

Site Manager

Phelan Leadership Academy, Summer Advantage Program

- Responsible for the daily management of a summer program school program.
- Coordinated student activities.
- Managed a staff of 20 teachers and paraprofessionals.
- Interacted with parents and students to ensure both educational and behavioral compliance.
- Monitored all vendors and maintained budget limits.

EDUCATION

Wayne State University, Detroit, MI BA in Sociology

Wayne State University, Detroit, MI MEd

Master Platinum Level Certification, Michigan Association of School Boards

References available upon request.

Diane Turner

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Troy, MI 48083
dturner1214@gmail.com

248.-321-8061

Education

Oakland University
Masters Degree, Reading and
Language Arts

State of Michigan
Professional Certification

Indiana University
Bachelor of Science Elementary Education
with Reading endorsement

Certification

K-12 Reading Specialist (BR)

Professional Experience

Global Education Schools
Elementary/Middle School Reading Specialist

2012 - 2021

- Administer reading assessments to diagnose and correct reading disabilities
- Use multisensory phonics and researched based comprehension strategies to help students develop reading and writing skills
- Progress monitor student's growth with DIBELS/AIMS web
- Successfully increased students DRA reading levels by 2-3 years
- Organized and implemented RTI for the school
- Collaborated with classroom teachers on how to provide interventions to students performing below grade level
- Used formative and informative assessments to progress monitor and provide instruction
- Provide reading support within the regular educational program and work with teachers to develop effective reading and writing strategies in their classrooms
- Implemented and used: Atlas, Nextk12, Test Wiz, Success maker, Blackboard NWEA

Baker College in Auburn Hills

2009-Present

Adjunct Professor

- Teaching Developmental writing and reading classes
- Collaborate with other faculty within the college to improve student success/retention
- Prepare curriculum and teach student centered lessons
- Implement differentiated lessons

Rochester and Pontiac Schools

2007–2012

Secondary/middle school Reading Specialist

- Administered DRA2 and Qualitative Reading Assessments
- MLPP training through Oakland Schools
- Used Aims Web as progress monitoring
- Taught comprehension, vocabulary, writing, and test taking skills
- Developed lessons and taught reading to ESL/ELL students, raising their reading levels 2 to 3 years
- Collaborated with 4-5 teachers in a teaming model that facilitated the transition between middle and high school.
- Consulted with parents regularly to develop optimal learning environments for students at home
- Member of school wide RTI team that discussed and implemented behavioral and academic plans for students

Indianapolis Public Schools

Classroom teacher, Grade 1 & 3

- 100% of my students achieved successful results on the Iowa Test of Basic Skills. The scores indicated a performance at their grade level or above in all subject areas showing a 10% improvement from the previous year
- Designed and implemented a number of formative and summative assessments to guide instruction

Presenter

Global Education Schools

2012

Implementing RTI

Rochester High School

Staff Development Workshop 2009

“Interventions across Curriculum”

MAPSA Conference

Detroit Michigan 2009

“Effective Reading Strategies”

Michigan Adult Literacy Conference

2006

“Teaching Reading to the Adult Learner”

Early Childhood Educators Staff Development

2007

“Developing Phonological Awareness and Comprehension Skills”

Ford Literacy Program

Macomb Intermediate Schools

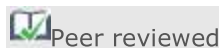
2006

Developing a Reading and Writing Workshop



Review of Research Using Reciprocal Teaching in Urban Settings

Reciprocal Teaching is a venerated, research-based reading and learning improvement strategy wherein novice readers learn to construct meaning from text using strategies that mimic the behavior of expert readers. The research record is replete with examples of its success. An example of how this approach works when compared to other approaches is revealed in the chart below that shows the effect size of the Reciprocal Teaching application in New Zealand. Following this chart is a group of summaries of articles published by Access' Literacy Director that reveals her application of Reciprocal Teaching in urban settings with low achieving students and the astonishing results. Following these is a research summary that describes the high impact practices that school rely on to stimulate achievement among students that was conducted over 15 years by John Hattie. He identified Reciprocal Teaching as a top ten practice that accelerates students' achievement in reading and learning.



ERIC Number: EJ964168 **Record Type:** Journal

Lessons Learned in Dreamland: How a Small Urban Charter School Overcame Start-Up Woes to Increase Reading Scores 28 Percent

Carter, Carolyn J.

Schools: Studies in Education, v8 n2 p285-310. Fall, 2011

Charter school administrators weathered start-up woes, among them challenging students with unmet needs, verbal assaults, dwindling student enrollment, and a first-year budget deficit exceeding \$200,000 to implement a reading improvement strategy that holds promise for helping at-risk students read better, a point particularly underscored considering the poor reading performance of far too many urban students. Despite alarming results that convey the need to rethink reading instruction in urban settings, missing in too many urban schools are effective research based practices that are embraced and delivered by urban teachers and that are understood, implemented, and supported by urban school administrators. This reality prompted a team of experienced school administrators to design a charter school rooted in reading research to test its impact on students' reading competence, in particular, that of students with poor reading skills. Based on cognitive science research trials, Reciprocal Teaching, a metacognitive developing strategy, teaches novice readers to mimic the behaviors of more expert readers and construct meaning from text better as a result. To test the impact of Reciprocal Teaching on the poor readers enrolled in a newly established elementary charter school, a learning intervention was applied at Dreamland Academy (Little Rock, AR) in 2010. Students in grades 4 and 5 used Reciprocal Teaching strategies within their English classroom daily for nine weeks in an effort to teach them to construct meaning from text. Following the intervention, Dreamland Academy's fourth-grade students outperformed all other students in Arkansas in terms of growth in literacy by increasing their performance by 28 percent on the 2010 Arkansas state assessment. (Contains 1 figure.) *University of Chicago Press. Journals Division.*



Reciprocal Teaching: The Application of a Reading Improvement Strategy on Urban Students in Highland Park, Michigan, 1993-1995. Innodata Monographs 8.

Carter, Carolyn J.

This monograph presents a case study of a Chapter I reading improvement intervention involving reciprocal teaching in Highland Park, Michigan, that was planned and executed during the 1993-1995 school years. Teachers and paraprofessionals taught reciprocal teaching strategies daily to third-grade students to prepare them for the fourth-grade state assessment examinations in reading and mathematics. One year later the students involved in the reciprocal teaching intervention scored on average double the previous year's scores. These students outperformed their peers state wide (on average), even though their previous ranking was relatively low. This initial positive result marked the beginning of research-based applications of reciprocal teaching strategies in Highland Park. This case study first describes the academic context in which the reciprocal teaching innovation took place, and also describes the environmental factors that provided the backdrop of the pressure which school officials in Highland Park faced as a result of nation, state-level, and local academic goals and expectations.

A description of the district follows--its history with the MEAP (Michigan Educational Assessment Program), its typical student performance on tests of measurement, and the environmental factors that militated against efforts to develop students as literate individuals. Next is a description of the intervention undertaken and an account of the methodology employed by the district to launch and complete the innovation, as well as an annual update of student performance results spanning the years 1995-1998. The case study ends with a review of the degree to which reciprocal teaching is currently utilized in Highland Park, in Michigan, and in the United States. Includes 13 notes and 4 tables of data. (Contains 39 references.) (NKA). *International Bureau of Education*, P.O. Box 199, 1211 Geneva 20, Switzerland. Tel: +41 22 917 78 00; Fax: +41 22 917 78 01; Web site: <http://www.ibe.unesco.org>.



Peer reviewed

Why Reciprocal Teaching?

Carter, Carolyn J.

Educational Leadership, v54 n6 p64-68 Mar 1997

Teachers in Highland Park, Michigan, conducted research and began an interactive reading-instruction program for students who were not succeeding in school. Reciprocal teaching, which trains students to use four strategies (generating questions, summarizing, clarifying, and predicting) for improving reading comprehension, raised hopes, expectations, and student achievement in less than a year. (MLH)



Peer reviewed

What Principals Must Know before Assuming the Role of Instructional Leader

Carter, Carolyn J.; Klotz, Jack

NASSP Bulletin, v74 n525 p36-41 Apr 1990

To create effective schools, principals must make learning and teaching their highest priority. Effective schools research shows that, when teachers expect students to learn, help them learn, and hold them accountable for learning, they learn and improve their academic performance. Learning expectancy phases are traced from 1837 to the present. Includes 12 references. (MLH)



Peer reviewed

What Every Principal Should Know about Content Area Reading.

Carter, Carolyn J.; Klotz, Jack

NASSP Bulletin, v75 n532 p97-105 Feb 1991

Secondary school students encounter textbooks that are expository in form and contain unfamiliar vocabulary. Principals should ensure that reading is taught in content areas and should understand the strategies for teaching content reading so they may evaluate teachers more effectively. (six references).

Job Title: Lead Literacy Bilingual Consultant for Dominican Republic Literacy Project

Primary Purpose: Provide leadership, professional staff development, and program coordination to provide an aligned and articulated literacy development instructional program for teachers of grades K-3.

Education/Certification:

Bachelor's degree or master's degree preferred from accredited university.

Special Knowledge/Skills:

- Knowledge of curriculum design and implementation.
- Ability to interpret data.
- Ability to evaluate instruction programs and teaching effectiveness.
- Knowledge of planning, staff development, and accreditation.
- Excellent oral and written communication skills in English and Spanish.
- Must have excellent interpersonal, organizational and technology skills.
- Ability to demonstrate leadership and management skills and relate positively to the staff.
- Ability to develop and deliver training to adult learners.
- Strong organizational, communication, and interpersonal skills.
- Skilled in the use of computers and computer software.

Experience:

- Five years teaching or school administrative experience, preferably at early education levels.

Essential Job Functions:

- Coordinate literacy development for Spanish speaking K-3 educators.
- Collaborate with external consultants, principals, and teachers in developing and supervising the instructional programs in literacy.
- Obtain and use evaluative findings (including student achievement data) to examine curriculum and instruction program effectiveness for reading and writing.
- Engage web-based tools for communication, dissemination of information and productivity.
- Plan and provide literacy-based staff development for teachers, administrators, and K-3 staff.
- Disseminate information regarding current research and significant developments in literacy development.
- Observe classroom instruction and provide feedback and assistance to classroom teachers to facilitate improvement and innovation.
- Assist in communicating information to parents and community members about school programs.
- Use effective communication skills to present information accurately and clearly.
- Compile, maintain, and file all physical and computerized reports, records, and other documents required.
- Conduct extensive surveys to determine needs at specific levels of education district wide.
- Coordinate a district wide staff development calendar.
- Serve as a resource to teachers, principals, district staff, and the community.
- Research best practice related to specialized areas and work to secure training.

- Assist in the development efforts for district professional development publications, including online catalogs for training opportunities.
- Research best practice related to specialized areas and work to secure training.
- Disseminate training information through professional development catalog, newsletters, and website.
- Conduct evaluations related to scheduled training.
- Develop creative ways to deliver training to all staff (teachers, teacher assistants, bus drivers, therapists, administrators, etc.).
- Work collaboratively with out of district training is necessary.
- Serves as Coordinator and facilitator of literacy development initiative for K-3 education.
- Develop and deliver professional development to K-3 teachers and principals concerned with literacy development.
- Establish systems to support administrators in monitoring compliance, instruction, and students' linguistic progress.
- Oversee staff training on administration and scoring of student assessments for language identification in English and Spanish.

Supervisory Responsibilities:

None

Equipment used:

Personal or laptop computer, printer, copier, fax machine, shredder, calculator, electronic mobile devices, projector, video display monitor and telephone

Working Conditions:

Physical Demands /Mental Demands/ Environmental Factors: