

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

**GRANTS FOR NATIONAL LEADERSHIP ACTIVITIES
CFDA # 84.282N
PR/Award # U282N100019**

Closing Date: MAY 14, 2010

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission	* 2. Type of Application:* If Revision, select appropriate letter(s):	
<input type="checkbox"/> Preapplication	<input checked="" type="checkbox"/> New	
<input checked="" type="checkbox"/> Application	<input type="checkbox"/> Continuation	* Other (Specify)
<input type="checkbox"/> Changed/Corrected Application	<input type="checkbox"/> Revision	

* 3. Date Received:	4. Applicant Identifier:
5/14/2010	

5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:
	N/A

State Use Only:

6. Date Received by State:	7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: WestEd

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
943233542	074653882

d. Address:

* Street1:	730 Harrison Street
Street2:	
* City:	San Francisco
County:	San Francisco
State:	CA
Province:	
* Country:	USA
* Zip / Postal Code:	94107

e. Organizational Unit:

Department Name:	Division Name:
	Innovation Studies

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:	Dr.	* First Name:	Sarah
Middle Name:			

* Last Name: Feldman

Suffix: Ph.D

Title: Project Director

Organizational Affiliation:

Innovation Studies

* Telephone Number: (415)615-3372 Fax Number: (415)512-2024

* Email: SFELDMA@WESTED.ORG

Application for Federal Assistance SF-424 Version 02

9. Type of Applicant 1: Select Applicant Type:

X: Other (specify)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

Joint Powers Agency

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.282N

CFDA Title:

Grants for National Leadership Activities

*** 12. Funding Opportunity Number:**

ED-GRANTS-032310-003

Title:

Office of Innovation and Improvement: Charter Schools Program (CSP) Grants for National Leadership Activities CFDA 84.282N

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Arizona, Michigan, Washington, D.C., California

*** 15. Descriptive Title of Applicant's Project:**

Online Learning for Charter School Teachers

Attach supporting documents as specified in agency instructions.

Attachment:

Title :

File :

Attachment:

Title :

File :

Attachment:

Title :

File :

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: CA-008

* b. Program/Project: AZ-all, MI-all

Attach an additional list of Program/Project Congressional Districts if needed.

Attachment:

Title : WestEd_SF424_Congressional_Districts

File : WestEd_SF424_Congressional_Districts.pdf

17. Proposed Project:

* a. Start Date: 10/1/2010

* b. End Date: 9/30/2013

18. Estimated Funding (\$):

a. Federal	\$ 1747023
b. Applicant	\$
c. State	\$
d. Local	\$
e. Other	\$
f. Program Income	\$
g. TOTAL	\$ 1747023

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on 4/29/2010.

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

Yes No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Ms. * First Name: Teresa

Middle Name:

* Last Name: Johnson

Suffix:

Title: Director of Contracts

* Telephone Number: (510)302-4239 Fax Number: (415)565-3012

* Email: TJOHNSO@WESTED.ORG

* Signature of Authorized Representative:

* Date Signed:

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

Online Learning for Charter School Teachers

Form SF424

#16: Additional Program/Project Congressional Districts

Listed below are the Congressional Districts in which WestEd will provide services:

AZ-all

MI-all

DC-all



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
WestEd

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 219,893	\$ 191,328	\$ 175,346	\$ 0	\$ 0	\$ 586,567
2. Fringe Benefits	\$ 75,594	\$ 66,821	\$ 61,444	\$ 0	\$ 0	\$ 203,859
3. Travel	\$ 6,000	\$ 3,000	\$ 1,500	\$ 0	\$ 0	\$ 10,500
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 1,607	\$ 1,375	\$ 1,207	\$ 0	\$ 0	\$ 4,189
6. Contractual	\$ 136,181	\$ 193,306	\$ 232,306	\$ 0	\$ 0	\$ 561,793
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 87,046	\$ 75,005	\$ 65,686	\$ 0	\$ 0	\$ 227,737
9. Total Direct Costs (lines 1-8)	\$ 526,321	\$ 530,835	\$ 537,489	\$ 0	\$ 0	\$ 1,594,645
10. Indirect Costs*	\$ 61,668	\$ 49,519	\$ 41,191	\$ 0	\$ 0	\$ 152,378
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 587,989	\$ 580,354	\$ 578,680	\$ 0	\$ 0	\$ 1,747,023

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

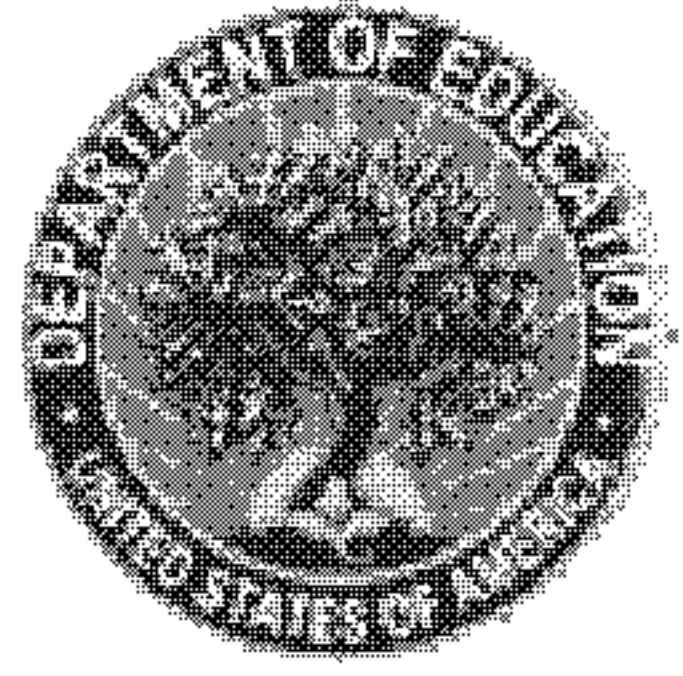
(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 12/1/2009 To: 11/30/2010 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): _____ The Indirect Cost Rate is 12.4%

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 0%



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 WestEd

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Signature of Authorized Certifying Representative:

Name of Authorized Certifying Representative: Teresa Johnson

Title: Director of Contracts

Date Submitted: 05/13/2010

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

1. Type of Federal Action: <input type="checkbox"/> Contract <input checked="" type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	2. Status of Federal Action: <input checked="" type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	3. Report Type: <input type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: WestEd Address: 730 Harrison Street City: San Francisco State: CA Zip Code + 4: 94107-1242 Congressional District, if known: 08	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	
6. Federal Department/Agency: U.S. Department of Education: OII	7. Federal Program Name/Description: Grants for National Leadership Activitie CFDA Number, if applicable: 84.242N	
8. Federal Action Number, if known: ED-GRANTS-032310-003	9. Award Amount, if known: \$0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): N/A Address: City: State: Zip Code + 4: -	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): N/A Address: City: State: Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Teresa Johnson Title: Director of Contracts Applicant: WestEd Date: 05/13/2010	
Federal Use Only:		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

APPLICANT'S ORGANIZATION

WestEd

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE
--

Prefix: Ms.	First Name: Teresa	Middle Name:
-------------	--------------------	--------------

Last Name: Johnson	Suffix:
--------------------	---------

Title: Director of Contracts

Signature: _____	Date: 05/13/2010
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ED 80-0013

03/04

Section 427 of GEPA

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P. L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Applicants should use this section to address the GEPA provision.

Attachment:

Title : WestEd_GEPA_FINAL

File : WestEd_GEPA_FINAL.pdf

GEPA Section 427 Response

Online Learning for Charter School Teachers

In compliance with Section 427 of the General Education Provisions Act, the Online Learning for Charter School Teachers project will ensure equitable access for participants with special needs and address barriers of race, color, national origin, gender, disability, or age.

Charter schools often deliberately seek students from low-income families and diverse ethnic backgrounds to provide a better education for those underserved by traditional public schools. In the beginning, this project will work to recruit urban and rural schools in Arizona, Michigan, and Washington DC, especially those that are not part of charter school networks. In Washington DC, 88% of students are African American, and 80% are economically disadvantaged. In Arizona, we will reach out to rural schools serving Native American students as well as urban and rural schools with a high concentration of English learners. Efforts in Michigan will target schools in the Detroit area, where 70% of students qualify to receive free or reduced-price lunch.

Our key outreach strategy is to engage our partnerships with charter service organizations (CSOs) in these states, and other states over the course of the three-year grant. These CSOs are familiar with the schools in their states, so they can develop communication strategies targeted to local priorities and needs. The CSOs' status as a known and trusted resource increases the likelihood that schools will respond to communications they receive. Broad outreach to schools will also take place through announcements in charter publications, email messages to association listservs, and postcards.

Online learning modules are the primary delivery mechanism, and maximizing accessibility will be a central concern in designing the materials. Much of the source content is

from *Doing What Works*, a website sponsored by the U.S. Department of Education. The U.S. Department of Education has made every effort to ensure that *Doing What Works* meets all accessibility requirements for people with a wide range of abilities. To achieve these goals, the website's design and content was developed following the guidelines set forth by the Web Accessibility Initiative (WAI) of the World Wide Web Consortium (W3C) and the Electronic and Information Technology Accessibility Standards (Section 508). For example, the DWW website uses:

- Keyboard and accessibility shortcuts
- Alternative text and descriptions for images and presentations
- Cascading style sheets (CSS)
- Logical and consistent navigation

Project Narrative

Abstract

Attachment 1:

Title: **WestEd_Abstract_FINAL** Pages: **1** Uploaded File: **WestEd_Abstract_FINAL.pdf**

Organization: WestEd, 730 Harrison Street, San Francisco, CA 94107

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Online Learning for Charter School Teachers – Abstract

To improve instruction, and as a result, student learning, charter school teachers need opportunities for collaborative, ongoing, and job-embedded professional development. Teachers in stand-alone charter schools, who are not part of a network, may find it especially challenging to access effective professional development.

WestEd and partner charter support organizations (CSOs) propose to develop eight innovative online learning modules for charter school teachers to learn to implement research-based instructional practices. The primary source material for the modules will be the *Doing What Works* (DWW) website. Built around recommended practices from research reviews by the Institute of Education Sciences, DWW supports implementation through media, examples from schools, and downloadable tools, in a “Learn-See-Do” structure. Selected DWW resources will be organized into highly interactive learning experiences on topics such as vocabulary development for adolescents. In each module, a cohort of teachers will participate together over four to six weeks, engaging in webinars (and sometimes face-to-face interaction), guided activities, classroom implementation, discussion, and sharing what works through an online forum. Some modules will integrate examination of local assessment data.

At the end of the grant, all charter schools nationwide will have access to the eight modules in an online, self-guided format. Partner CSOs (initially from Arizona, Michigan, and Washington D.C., with four others joining over the course of the grant) will have built expertise with facilitation of online learning. Business plans for ongoing support will be developed with partner CSOs and other interested parties.

Project Narrative

Invitational Priority

Project Narrative

Project Narrative

Attachment 1:

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Charter Schools Program (CSP) Grants for National Leadership Activities

CFDA 84.282N

Online Learning for Charter School Teachers

Proposal Narrative

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Need for the Project

Concerned about developing high-quality charter schools, the Charter School Program (CSP) office established Government Performance Results Act (GPRA) performance indicators examining the percentage of fourth and eighth grade charter schools students who are achieving at or above proficient on state assessments in reading and mathematics. There is justified concern given that the Nation's Report Card in Reading (NAEP, 2009) showed that nationwide, 67% of fourth and eighth graders are at or below basic in reading with only 33% of students at or above proficient. Charter schools tend to score even lower than traditional public schools. On state assessments, the reading proficiency rate for charter school students was 5 percentile points lower than the rate for students from traditional public schools (Flaherty, Nakamoto, & Salaam, 2009). In 2008-09, 63% of traditional schools met AYP, while only 56% of charters did so (Flaherty, 2010). Performance needs to improve, not just for the lowest-performing schools but for the average charter school.

High teacher quality and effective instructional practices are critical for improving student achievement outcomes both in charter and traditional public schools. Yet charter schools often have teachers with fewer years of experience who are paid at lower salaries than traditional public schools, operate with less revenue than host school districts, spend less money per pupil on instruction, and require more money for facility costs leaving fewer resources for instructional budgets (Nelson, Muir, & Drown, 2003). Improving teacher quality requires getting high-quality resources and training to teachers so they can implement effective teaching practices in their classrooms that result in improved outcomes for students. Charter schools with limited resources tend to rely on in-house professional development training for their teachers. In a recent study of charter schools in Boston, MA, Merseth et al. (2009) concluded that the instructional practices

were unremarkable at best. Yet we know that good teaching matters when it comes to improving student achievement (Darling-Hammond, 1999; Education Week, 2004; Grissmer & Flanagan, 1998; Hanushek, 2009; Rivkin, Hanushek, & Kain, 2005; Sanders & Rivers, 1996). Research indicates that ongoing opportunities for effective professional development can have a positive impact on classroom instruction and ultimately student achievement performance in both math and reading. The impact of professional development is especially strong for long-term, job-embedded professional development (Garet et al., 1999).

Charter school teachers often do not have access to high-quality professional development to learn research-based practices. Charter schools may not be invited to participate in district professional development, and most charter schools are not part of a charter management organization (CMO/EMO) with larger reserves of resources, as discussed below. One goal of the CSP is to disseminate promising practices, especially to schools seeking better approaches to the education of at-risk students (African American students, Hispanic students, students with disabilities, English learners, or children from low-income families) in urban and rural areas. This means reaching charter schools that are operating on lean budgets that serve targeted populations of students and working with them to transform instructional practice.

Although there is national focus on the importance of creating high-quality charter schools and holding schools accountable for student achievement results, there is still a gap when it comes to who will take responsibility for providing effective assistance to charter schools to support them. Typically, charter school authorizers monitor and evaluate the effectiveness of schools but are not responsible for providing resources for school improvement once the needs are identified. State Education Agency (SEA) charter schools offices typically rely on state charter school associations and resource centers, which are typically understaffed, to work with

schools directly. A recent study presented at AERA 2010 found that only 54.3% of CSOs even offer teacher professional development services to schools (Phillips, Teske, & Nicotera, 2010). In a survey of charter school leaders, the Center for Reinventing Public Education (CRPE) found that resource centers and in-state technical assistance providers were ranked lower than meetings with their charter authorizer and informal meetings with other charter school directors in importance of helping them meet the challenges of their job (CRPE, 2000). Ultimately, charter schools may find it difficult to obtain effective technical assistance and professional development services whether due to limited resources, small school size, or lack of local professional development opportunities offered by CSOs and SEAs.

The majority of charter schools also lack access to the resources of a charter management organization (CMO); they are not a part of a CMO, but are freestanding “mom and pop” charter schools. The National Alliance for Public Charter Schools (2010) reported that 78.1% of charter schools were freestanding schools, with 11.5% part of a CMO and 10.1% part of an EMO. And this does make a difference; 2008–2009 AYP data, reported in ED Facts, show a higher percentage of CMO charter schools made AYP than non-CMO charter schools (J. Flaherty, personal communication, April 14, 2010). This project aims to address this gap in achievement and access by creating an innovative, efficient, and effective learning platform aimed at “mom and pop” charter schools in urban and rural areas.

We used several criteria to select states to pilot this initiative. We looked for states that had the following: 1) more than 50 operating charter schools, 2) charter schools with proficiency levels lower than 65 percent in either math or reading on state assessments, 3) a large percentage of non-CMO charter schools, and 4) interest in participating in this project. We spoke with several CSOs that did not have the bandwidth to participate at this time but may be interested in

future years. We were particularly interested in states that have large numbers of either urban or rural students in charter schools and that serve students from ethnic-minority backgrounds. We are most interested in preventing schools from falling into corrective action status and are targeting charter schools in the middle range of performance — not the high-achieving successful schools and not the lowest performers in need of restructuring. We believe we can have the strongest impact by working with the middle range of schools that will benefit significantly from implementing high-quality teaching practices.

In the first year, we will pilot and develop the project in Arizona, Washington D.C., and Michigan. As of 2009–2010, all three locations had more than 50 charter schools, with Arizona boasting 509 schools, 243 charter schools in Michigan, and 57 in Washington D.C. We selected states with a range in the number and size of schools, in order to pilot the curriculum in a range of environments. Each of these states also has districts with large percentages of charter schools. Washington D.C. ranks second in the nation, with 38% of the charter market share with 28,000 students enrolled. Detroit Public Schools in Michigan ranks third with 32% of the charter market share and 43,035 students enrolled (NAPCS, 2010). With 509 charter schools in the state serving 113,393 students, and 63% of those schools (319) independent “mom and pop” schools, Arizona has both more charter schools and more independently managed charter schools than any state in the country except California. Hoping to target “mom and pop” charter schools, we looked for states with a large number of freestanding charter schools. Both Arizona (63.5%) and Washington D.C. (67%) have a large percentage of freestanding charter schools that are not part of a CMO or EMO (NAPCS, 2010). In all three locations, freestanding charter schools have lower percentages making AYP than do CMO charters; in Michigan and D.C., charter schools have lower percentages making AYP than traditional public schools (Flaherty, 2010).

In Washington D.C., we will partner with Friends of Choice in Urban Schools (FOCUS). Charter schools in Washington D.C. serve 38% of public school children in the city, a higher share than any other urban city except New Orleans. Washington D.C. has 57 charter schools on 99 campuses serving 28,000 students who are 88% African American, 8% Latino, and 80% economically disadvantaged, a higher share of those two groups than the traditional public city schools (FOCUS, 2010). Yet charter schools in Washington D.C. receive fewer public funds per student than the traditional public schools and less than half the public facilities funding on a per-student basis (FOCUS, 2010). Working with FOCUS, we will pilot the implementation of learning modules to address the needs of high-minority, urban charter schools.

In Michigan, we will partner with Michigan Association of Public School Academies (MAPSA) to build their capacity to provide high-quality professional development to the 243 charter schools operating (2010–2011) with 110,000 students in the state. Almost 50% of the charter schools in Michigan reside in the Detroit area, a city which has been identified as an area in need of school improvement, with many schools in corrective action. In the Detroit area, 70% of the students in Wayne County who attend charter schools qualify to receive free and reduced lunch, and 76% of the student population is African American. Although MAPSA is currently offering professional development opportunities such as an annual conference, mini conferences, and small cohort training sessions, they struggle to identify and partner with high-quality professional development providers. In Michigan, charter schools are independent Local Education Agencies (LEAs) and they have to create and support professional development for their entire staff. The number of inexperienced teachers working in Michigan charter schools is growing and the state requires new graduates, which are over 50% of the teachers who attend their annual conference, and have five additional hours of professional development in their first

five years of employment. In the Detroit area, 68% of the charter schools earned grades of B or C on Ed Yes! (Michigan Department of Education, 2008). MAPSA considers there to be a significant need for this project in Michigan.

In Arizona, we will partner with the Arizona Charter Schools Association (AZCSA). In Arizona, charter schools have a larger percentage of free and reduced-price lunch students and a larger percentage of schools in urban city areas than non-charter public schools (CRPE, 2009b). Working in Arizona provides an opportunity to reach out to rural schools serving large populations of Hispanic and Native American students as well as to charter schools in the middle achievement range as 41% of the charter schools in Arizona are performing plus or better, and 59% are performing or worse (Arizona Department of Education, 2008).

We propose that by increasing the capacity of CSOs to serve the charter schools in their areas by designing high-quality professional development trainings using research-based practices, there will be increased opportunities for charter school practitioners to improve their teaching practice. By starting in locations with a density of charter schools we hope to create a wave of momentum for teachers to engage in professional learning communities as they participate in online learning modules. Each year CSOs working in states with more than 50 charter schools will be invited to participate in the project. By the third year of the project, we will work with a total of seven CMOs and in states and Washington D.C.

Significance

This project will offer a professional development program that includes the development, field-testing, and evaluation of eight online modules and a facilitator forum including real-time webinars, that together support the implementation of quality teaching. Anchored in research and building on existing content, these online resources for charter school

staff are forward thinking. They leverage materials that capitalize on what is known about web-based distance learning and multimedia technology to help CSOs overcome barriers (effective professional development, money, distance, and time) so they can provide quality learning experiences for teachers.

Online learning is underutilized as an efficient way to address the problem of providing high-quality resources to teachers in charter schools in urban and rural areas. Use of research-based practices in the classroom can propel student achievement forward by improving the quality of instruction and helping teachers become more effective educators. The primary source of research-based practices for this project will be the *Doing What Works* (DWW) website. This well-regarded online resource has an abundance of media and professional development tools that are relevant to charter school practitioners. Some of the topics include: data-driven improvement, quality teaching, adolescent literacy, reducing behavior problems in elementary school classrooms, extended learning time, and topics in math and science instruction. DWW (dww.ed.gov) contains video, interviews, artifacts, and instructional examples that are directly from charter schools as well as other materials from traditional public schools that can be easily tailored specifically to the needs of charter school teachers and staff. The DWW materials include demonstrations of high-quality teaching and real examples of practice from schools with similar demographics, making both the content and the presentations highly relevant. These materials will become the core content for a series of online learning modules. Charter school teachers and school leaders in rural and urban areas will be able to access the learning modules from their local schools via computers, and some CSOs may decide to convene participants for in-person workshops and cultivate professional learning communities for using these resources.

Online learning represents an opportunity for charter school educators to engage in shared learning without having to fund the lodging and travel that in-person gatherings require. This is a useful, cost-saving measure for schools with limited resources that often do not have enough funding for important professional development and continuous improvement trainings. It is of particular value to teachers and school leaders in rural areas who would not otherwise be able to access this kind of professional development without significant expense.

The online learning modules will expand the local capacity of the CSO to promote high-quality teaching in local charter schools by providing materials, trainings, and products that can be tailored for use in charter school classrooms. Research on technical assistance (Haslam & Turnbull, 1996; Fixsen, Blasé, Horner, & Sugai, 2009) has identified key attributes of successful technical assistance, including: understanding the recipient organization (Mojkowski, 1995), building relationships, building capacity, and providing relevant and accessible information (Buckley & Mank, 1994). WestEd uses these principles when developing resources and disseminating information for technical assistance purposes (Tushnet, 2009). CSOs will bring an understanding of local school needs and use data they have collected about the charter schools in their state to guide selection and treatment of the content to increase the relevancy of the modules, making them more likely to improve instruction where it is needed most. Computer-based learning offers both “a disruptive force and a promising opportunity” (Christensen, 2008, p. 38). That is, online learning modules provide an opportunity for us to connect learners to meaningful content in ways that better meet their needs and diverse approaches to learning.

Our online learning modules will not only bring research-based practices to life using media and interactive online activities, but will also create opportunities for charter school teachers to network with other practitioners facing similar challenges. This project will model for

other states how collaborative, ongoing, and job-embedded online professional development can improve instructional practice. This project will model for other states how online learning can work and demonstrate its powerful potential as a learning tool for changing instructional practice. Online learning modules will include media activities such as webinars with content experts as well as real-time interactive features such as chat forums and ways for providing coaching support tailored to local needs.

This project will provide crucial support to CSOs that currently have limited capacity to provide professional development trainings to charter schools. We will help them expand their services to provide research-based practices that help teachers effectively support high-need students in rural and urban areas. In Year 1 of the project, we will pilot the learning modules with three CSOs. We will collect participant feedback to improve the training and refine the learning modules. In years two and three, we will offer the learning modules in several more states. By Year 3, the learning modules will be used in at least seven states.

Each of the CSOs in Arizona, Michigan, and Washington D.C. indicated a limited capacity to provide professional development directly to charter school teachers focusing on improving quality of instruction. They expressed interest in partnering with WestEd in order to build their capacity to provide resources to charter schools in urban and rural areas particularly by helping teachers use research-based practices in their classrooms. In Michigan, there is an increased demand for training workshops due to rising numbers of inexperienced teachers working in Michigan charter schools, and MAPSA has had trouble identifying and partnering with high-quality professional development providers. Our learning modules will help MAPSA increase their capacity to provide a much-needed service in both the urban Detroit area, and in rural, hard-to-reach areas of the northern peninsula. Arizona is currently developing an online

resource for their member schools in order to expand their professional development offerings, and this project will be offered in conjunction with their efforts to increase their capacity to encourage the participation of rural schools across the state.

These online modules can be used in a variety of settings and we are interested in piloting the use of online learning with different levels of participation and interaction. At one end of the technology spectrum, Arizona will implement both a virtual-only online learning module designed for hard-to-reach rural schools as well as a hybrid model that brings educators together in person by region. Michigan will pilot a hybrid model with even more interaction by creating professional learning communities using a combination of online learning modules with in-person workshops to bring participants together as they learn to implement best practices in their classrooms. Teachers will be encouraged to either attend the training with colleagues from their school or they will be paired with a “buddy” who will provide reflection and feedback as they both work to implement research-based practices in their respective classrooms.

FOCUS in Washington D.C. has offered ten workshops on performance management since August 2009, but only two workshops in their curriculum strand. By partnering with WestEd, they will be able to develop workshops using learning modules that integrate the use of data with improving literacy instruction. The goal is to provide teachers with powerful ways of analyzing student performance and identifying appropriate strategies to improve student learning. FOCUS will work closely with WestEd to develop new, integrated content bringing together the use of data to improve instruction with research-based teaching strategies to improve adolescent literacy instruction. Using local data analyses, FOCUS will work with teachers to examine student assessment data and then use online learning modules to help teachers acquire research-based strategies that they can try in their classrooms to help students increase their

reading comprehension and metacognitive literacy skills. This cohort of teachers will use a hybrid model that includes in-person learning, collaboration, and the use of online virtual tools. Once these three types of trainings (virtual, hybrid, and integrated content) have been developed, the learning modules as well as what we learn about the effectiveness of the process and the content will be available to share with other state CSOs to use in trainings across the country.

Each CSO will offer charter schools in their state the opportunity to participate in the learning modules. At the end of the three-year grant, they will be able to continue implementing the learning modules using a fee-for-service model if they so choose. Once each learning module is completed it will be archived so others in their state can access the information at a later time.

Project Design

Goals and Logic Model

The goals of this project are to expand the capacity of CSOs to support their schools, to improve the quality of classroom instruction in charter schools, and to increase the performance of charter school students on literacy assessments. In order to achieve these goals over the course of three years, we will work with a group of CSOs to design and build a series of online learning modules and tools to support online professional learning communities for charter school teachers. This project is guided by a logic model (see Exhibit 1 on the next page) that specifies inputs, outputs, and outcomes. The use of a logic model assures that assumptions are made explicit, that the relationships among components are specified, and that the work drives toward desired outcomes. (For more detail on goals, objectives, and performance measures, see Exhibit 5 in the final section on Evaluation.)

Exhibit 1: Online Learning for Charter Teachers Logic Model

INPUTS		OUTPUTS		OUTCOMES		
Program Investments	Activities	Participation	Short Term	Intermediate	Long Term	
<ul style="list-style-type: none"> • Research-based practices from IES practice guides, and aligned <i>Doing What Works</i> resources. • Staff expertise and time commitment from content experts and CSO's with local knowledge and connections. • Technology platform and resources such as rich media, online learning activities, and webinars. 	<ul style="list-style-type: none"> • Develop and conduct online learning modules to enable teachers to implement research-based practices. • Partner with CSOs to design relevant materials and recruit appropriate participants. 	<ul style="list-style-type: none"> • Number of charter educators who attend professional development events and participate in professional learning communities. • Number of CSOs and their staff who recruit participants and # who facilitate learning for charter networks within or across states. 	<ul style="list-style-type: none"> • Teachers learn new research-based instructional strategies. • Teachers implement research-based practices in charter school classrooms. 	<ul style="list-style-type: none"> • Teachers continue to use and refine practices. • Teachers report positive changes in student learning. 	<ul style="list-style-type: none"> • Improved student achievement performance on state and local literacy measures. • Increased CSO capacity to disseminate research-based practices and provide training to charter schools. 	

High-Quality Content

In Year 1 of the project, we will work closely with three partner CSOs to determine which of the available DWW topics and content should comprise our initial learning modules. The research-based practices on DWW represent an array of critical instructional areas, and provide real-world examples of recommended practices in action through the use of multimedia, sample materials, and adaptable tools. Key topic areas include: techniques for improving adolescent literacy through vocabulary instruction and comprehension strategies; tactics for effectively developing and implementing data systems to improve student learning; core instructional strategies like alternating examples with practice or using quizzes effectively to help students remember material; and methods for improving performance in mathematics. (Please see Attachment E for more details about DWW topics and resources.)

Our current plan is to base our initial modules on the topics of Adolescent Literacy and Organizing Instruction. These are both topics that the CSOs have identified as critical areas for improvement in their states. Survey and other data that CSOs have in hand, or can readily collect, will inform us as to the specific treatment of the content and types of learning activities within these topics that will best correspond to the needs of the local context.

Online Learning Modules

Each online learning module will focus on a chosen research-based practice from the DWW website. The aim of the learning module is to transform instructional practice by providing the background (what works and why), showing real-world practices (how it works), and supporting planning and implementation (doing what works). While effective with a single viewing, module segments may be revisited to reinforce understanding and prompt further reflection. Interactive components will further deepen learning. Exhibit 2 shows these parts.

Exhibit 2: Learning Module Components

Component	Learner Activities	Expert Interaction	Peer Interaction	Facilitator's Notes
<p>LEARN about the recommended practice and gain new vocabulary (1 week)</p>	<ul style="list-style-type: none"> • Watch media overview and/or expert video; take notes • Read something (chapter in the practice guide, for example) <p>REFLECT; QUESTION; COMMENT</p>	<p>Ask the Expert (synchronous event): Expert fields questions in a chat or webinar</p>	<p>Complete your personal profile and post to the Online Forum</p>	<p>Facilitator tips, ideas for CSO to support face-to-face use of the Learning Module</p>
<p>SEE the practice in action (1 week)</p>	<ul style="list-style-type: none"> • Watch specific examples (videos) of teachers in classrooms and analyze practices for local application • Use observation tool. <p>REFLECT AND PLAN</p>	<p>Office Hours: A staff expert participates in a discussion of the media materials</p>	<p>Online Forum: Post comments and discuss ideas to try</p>	<p>In-person workshop ideas</p>

Component	Learner Activities	Expert Interaction	Peer Interaction	Facilitator's Notes
DO the practice (2 weeks)	<ul style="list-style-type: none"> Look at sample lesson materials and templates (lesson plans, etc.), critique them Take what you learned and create your own lesson using brainstorming chart Implement in the classroom; note student response and ideas to improve lessons Observe others and provide feedback <p>ACT, DOCUMENT, REFLECT</p>	Online Forum Moderation: A staff expert facilitates the discussion of your online discussion posts	Online Gallery Post your lesson plan Post reflections and comment on one other teacher's reflection	In-person workshop ideas Observation tool to conduct peer observations and lead a discussion

Estimated length of each learning module: 4–6 weeks.

Estimated participant commitment: 2 hours/week, weekly check-ins.

The Learn-See-Do cycle follows the structure of the *Doing What Works* website, but the interactivity in the modules extends this structure to become a true learning cycle that includes:

- 1) A “Learn” section where learners will participate in a synchronous event with an expert (either a webinar or an online chat session), watch multimedia presentations, and read research summaries that support the recommended practice. Participants will have opportunities to take notes, reflect on current practices, and ask questions in a discussion forum. Webinars or online chat sessions will be archived for future reference.
- 2) A “See” section where teachers will view additional multimedia presentations of real-world examples of the instructional practice in action. Teachers will be able to organize their thoughts on a “My Notepad” tool and answer reflection questions to deepen their understanding. They will also participate in an “Office Hours” discussion facilitated by project staff, where they will have the opportunity to consider how the practice can be implemented in their class and ask questions of staff and one another.
- 3) A “Do” section where learners will first view and critique sample lesson materials and have the opportunity to plan their own lesson using tools we provide. Teachers will then apply their learning into the classroom by implementing the practice with their students. Before implementing the practice, teachers will have a chance to post questions to project staff via a discussion. After implementing the lesson, teachers will be asked to upload the lesson or tool that they used and submit a reflection on how the implementation went. As part of the module, each teacher will be required to post at least one comment on another participant’s lesson plan and reflection.

Exhibit 3, on the following pages, shows the learning cycle applied to a specific recommended practice, in this case, Vocabulary Instruction in the topic of Adolescent Literacy.

An important variation in module design will be to customize two modules as “data infused.” While all modules will engage teachers in a “learning cycle,” these two modules, developed with FOCUS in Washington D.C., more thoroughly connect data use with teaching strategies. These modules will incorporate data analysis to identify specific instructional needs, according to procedures in place in D.C., followed by selecting, adapting, and implementing instructional strategies that are then tested within that data system. These modules will likely be more intensive and will incorporate FOCUS’s performance management tools. Other variations that connect local data use procedures will also be considered.

All learning modules will be accentuated by a set of online community tools that will allow users to connect with peers, ask questions of content experts, submit examples of their work and get feedback, as well as seek additional information and support that will be provided by project staff. Additionally, each new module will be launched by a webinar or online chat that will present the main concepts and field questions from participants. The webinars and online discussions will be archived for users to revisit or share with colleagues and peers across charter school networks.

Upon full completion of each learning module, each participant will be emailed a certificate of completion that shows the number of professional development hours earned by having finished the module.

Exhibit 3: Example Learning Module: Provide Explicit Vocabulary Instruction

Component	Methods	Expert Interaction	Peer Interaction	Facilitator's Notes
<p>LEARN about the recommended practice and key concepts</p> <p>1 week</p>	<ul style="list-style-type: none"> Watch the multimedia overview of the recommendation: <i>Providing Explicit Vocabulary Instruction</i> Watch the expert video with <i>Dr. Mary E. Curtis</i> Take notes Reflect on current teaching practice with <i>a self-assessment tool</i> Read to review: <i>The chapter in the IES practice guide on vocabulary instruction</i> <p>REFLECT with a one-minute essay: <i>What's one thing you learned? What is one question you still have?</i></p>	<p>Ask the Expert (synchronous event):</p> <p>Dr. Michael Kamil, chair of the IES practice guide on Adolescent Literacy, fields your questions in a chat forum or hosts a webinar</p>	<p>Complete your personal profile and post to the Online Forum</p>	<p>Facilitator tips, suggestions, ideas for CSO to support face-to-face use of the Learning Module</p> <p>In-person workshop idea: Share self-assessments and set goals as a group</p>

Component	Methods	Expert Interaction	Peer Interaction	Facilitator's Notes
SEE the practice in action 1 week	<ul style="list-style-type: none"> • Watch specific examples of teachers in classrooms (e.g., View: <i>Building Vocabulary in Middle School Math Class [KIPP SF Bay Academy]</i>) • Use an <i>observation tool</i> to track specific strategies the teachers use <p>REFLECT: <i>Which of the strategies you observed would you like to try in your classroom? Why?</i></p>	<p>Office Hours:</p> <p>A WestEd reading specialist facilitates discussion of the media with participants</p>	<p>Online Forum:</p> <p>Post an answer to the question: How might you use these strategies in your own teaching?</p>	<p>In-person workshop</p> <p>idea: A local reading specialists leads a session on teaching students to identify components of words in order to derive their meaning</p>

Component	Methods	Expert Interaction	Peer Interaction	Facilitator's Notes
<p>DO the practice</p> <p>2 weeks</p>	<ul style="list-style-type: none"> Look at sample lesson materials and templates from <i>KIPP SF Bay Academy</i>, <i>Pocomoke Middle School</i>, and <i>Stoughton High School</i> and critique them. Take what you learned and create your own lesson using a <i>lesson plan brainstorming chart</i>. Implement the lesson in your classroom. <p>REFLECT: <i>What went well in your lesson? What didn't go well? What would you do differently next time?</i></p>	<p>Online Forum</p> <p>Moderation:</p> <p>A reading specialist facilitates the discussion of your Online Forum posts.</p>	<p>Online Forum:</p> <p>Post your lesson plan and accompanying reflection:</p> <p>What have you learned from implementing your lesson?</p>	<p>In-person workshop</p> <p>idea: use the observation tool to conduct peer observations and lead a discussion.</p>

CSO Roles: Recruitment and Facilitation

The project will require commitments from both WestEd content experts and CSOs with local knowledge and field contacts in order to garner participation and visibility. WestEd will work with CSOs to garner participation, recruit appropriate participants based on the specific needs of each CSO, and administer the learning module. CSOs will take on the role of encouraging and coordinating staff participation. The specific scenarios for participation will be worked out early in the planning phases. For example, it is conceivable that the desired criteria for participation might be: 1) more than one teacher from a school, or other “buddy” arrangement, and 2) principal or lead teacher willing to participate in some activities and provide support. In the end, the project will provide a platform for CSOs to share resources across their state and to bring their schools’ resources and strategies to improve the quality of instruction, thereby improving student learning.

One of the goals of this project is to bring new capacity to the participating CSOs. To this end, each CSO will play a facilitation role that reinforces and strengthens the learning processes that are occurring online. All of the modules will be effective if only consumed online, but we will be supporting each CSO to convene face-to-face gatherings to extend the learning and strengthen collaboration. We will also provide ideas to CSOs for ways to conduct these types of experiences for teachers. In an area we are calling the “Facilitator’s Corner,” we will present facilitation ideas for each step of the learning cycle. Generally speaking, the facilitation will take the form of convening occasional face-to-face events with activities that extend and deepen the conversations occurring online. This kind of “hybrid” approach that blends online with in-person professional development will greatly increase the likelihood of impactful learning (see Quality of Project Services section).

Each CSO will offer charter schools in their state the opportunity to participate in the learning modules. At the end of the three-year grant, they will be able to continue implementing the learning modules using a fee-for-service model. Once each learning module is completed, it will be archived so others in their state can access the information.

Production Schedule

Modules will be administered over a four-to-six week time frame, but will also be available to new and returning users after the course. We estimate that participants will need to spend an average of two hours a week to fully complete a module. The time commitments will vary depending on the amount of in-person meetings that each CSO decides to facilitate. For a production and release schedule of modules, see Exhibit 4 in the Management section.

Over the course of three years, we propose to create a total of eight learning modules. Each learning modules will be offered multiple times for different cohorts of participants. In Year 1 we will prototype and pilot a single learning module with three CSOs. Based on participant feedback on the prototype, we will make refinements to the module template. By the end of Year 1, we will have officially launched three learning modules and the accompanying online community tools. In years two and three, we will offer the three initial learning modules to CSOs in additional locations and create five new modules. By Year 3, CSOs from at least seven states will have used the modules. For a detailed development timeline, see Exhibit 4.

Outcomes

Our project has several key outcomes. CSOs will increase their capacity to improve teaching quality by providing accessible and relevant materials to educators and by encouraging participation and implementation. The use of accessible online modules will also increase and improve the capacity of CSOs to connect with each other on key topics and to disseminate

valuable research-based practices, as well as provide appropriate and relevant professional development opportunities to charter school staff. Teachers will learn and implement a variety of effective strategies, and they will report an impact on student performance and student achievement on state measures.

The learning modules will be adaptable for both individual and group use. By increasing the capacity of CSOs to engage with each other and share resources, the practices will reach a wider audience and have a more substantial impact on student learning.

Quality of Project Services

The foundation of the content in our learning modules is research-based practices identified through systematic review of the research literature reported in “practice guides.” Practice guides are published by the What Works Clearinghouse (WWC), which was established in 2002 by the U.S. Department of Education’s Institute of Education Sciences to provide educators, policymakers, researchers, and the public with a central and trusted source of scientific evidence of what works in education. The WWC solicits practice guide topics from formal surveys of researchers and practitioners to identify important problems of practice, such as adolescent literacy. Each practice guide panel consists of a mix of researchers and education practitioners with nationally recognized expertise about the topic. The panel examines research pertaining to the topic and identifies effective practices based on that research. The insights gained through the fusion of research evidence and expert practitioner experiences are developed into recommendations that educators can implement in the field.

The *Doing What Works* website, launched in 2007, extends the practice guides and helps educators make research-based plans and implement those plans effectively. The website offers educators “practices in action” — examples of schools and districts from across the country that

are implementing research-based practices in a variety of settings including charter schools, as well as schools with low-income student populations. More than just a conceptual guide, the website takes recommendations from the panels of experts convened by the Institute of Education Sciences and translates them into practical tools and multimedia presentations that can be used to improve the quality of education. The content includes stories, interviews, videos, and slideshows that bring the recommended practices to life; authentic sample materials and links to resources that support the practices; and downloadable tools educators can customize and adapt for use in their own settings. The learning modules for this project will draw heavily on existing *Doing What Works* resources, which are valued by practitioners. More information about DWW, including reports from users, can be found in Attachment E.

Online courses can provide: “anytime, anywhere” learning; cost effectiveness, since one course can serve large numbers of people; new structures and media for reflecting, communicating, and acting; increased access to information, networks, people, and ideas; opportunities for participant collaboration; timely feedback; flexibility in delivery; and individualized, self-paced instruction (Chapman, Ramondt, & Smiley, 2005; Charalambos, Michalinos, & Chamberlain, 2004; Hosie, Schibeci, & Backhaus, 2005; Levin, Waddoups, Levin, & Buell, 2001; Namsook, Krug, & Zhang, 2007; Pasnik, 2005; Schlager, Fusco, & Shank, 2001; Swenson & Curtis, 2003; Taylor, 2001; Varsidas & Zembylas, 2004; Wiske, 2004). However, online courses do not necessarily incorporate design principles that reflect how people learn — what is available too often relies on didactic pedagogy (show and tell) rather than a constructivist pedagogy (focused on meaning-making and conceptual understanding), declarative types of knowledge (facts and concepts), and lower levels of cognitive demand (remembering) (Roskos, Jarosewich, Lenhart, & Collins, 2007). In many online courses, the interaction patterns

are largely passive, reflecting a limited level of learner participation and control. These learning modules will address the issue of learner participation by providing a variety of interactive features that encourage, and in some cases, require participants to engage with each other in activities that require observation, self-reflection, and resource sharing.

The web affords a method of reaching an exponentially broader audience in a way that not only overcomes barriers of cost and time, but also has the potential to enhance CSO programs in transformative ways that benefit any staff developers' practice, whether they use the materials in the learning modules or not. Unlike a fixed, unchangeable support such as a DVD, web-based technologies offer an alternative that provides facilitators with a highly visual, interactive, low-cost training experience, along with access to an ongoing community of others doing the same work. While it would be unrealistic to expect the web to replicate all of the important aspects of a rich face-to-face experience, web-based multimedia technologies can certainly replicate some of these experiences and offer advantages of their own. These learning modules can be enriched by reciprocal interaction with an online community, where staff developers become part of a community of educators supporting each other's practice, as well as discussing the materials and contributing to their ongoing refinement. A meta-analysis of 51 independent studies of online learning indicated that, on average, students in online learning conditions performed better than those in face-to-face instruction. The difference in student outcomes was larger in studies that used blended elements of online and face-to-face classes (U.S. Department of Education, Office of Planning, Evaluation, and Policy Development, 2009).

Online learning and the use of archiving also allows users to revisit material and engage in a variety of ways. Learners are a varied group of individuals and have a varied set of learning styles; they seem to achieve higher mastery of content when they can take multiple passes

through the material and deal with it through different learning processes. The blended learning model makes room for this longitudinal approach to learning, but also offers the ability to interact with instructors and fellow students (Bonk & Graham, 2006).

To ensure the development of high-quality, innovative, and easy-to-use online learning modules, we will use an iterative design process, established and validated during our prior work. The process includes cycles of design-enactment-reflection-redesign that are considered a hallmark of design research (Design-Based Research Collective, 2003; Edelson, 2002). Each course will be developed by a collaborative Development Team in conjunction with testing and reviews by advisors and participating CSOs. Project staff will work closely with colleagues from WestEd Interactive, WestEd's technology team, to develop an online learning environment that can deliver PD that is user-friendly, media-rich, interactive, and technically reliable.

Personnel and Organizational Capability

In this section we provide the required information for key staff at WestEd, our three CSO partners in the first year of the contract — Friends of Choice in Urban Schools (FOCUS), the Arizona Charter School Association (AZCSA), and the Michigan Association of Public School Academies (MAPSA) — and our external evaluator, Policros, LLC. Bios for key staff are arranged by organization in the text. We also describe the organizational capacity of all the partners that will support the successful completion of the work.

Key Staff: WestEd

Dr. Sarah Feldman, Project Director, is a Senior Research Associate in WestEd's Innovation Studies Program. Dr. Feldman works on a variety of research-based projects designed to improve the academic performance of K–12 students nationwide and brings expertise in conducting research and providing technical assistance to various charter school stakeholders.

Feldman has served as Project Manager on several high-profile and broadly-disseminated charter school guides for the U.S. Department of Education's Office of Innovation and Improvement (OII). These guides highlight promising programs and practices, and support the work of charter school associations, charter school authorizers, school communities, and intermediaries. At the National Charter Schools Conference, Feldman facilitated a panel of principals featured in *Charter High Schools Closing the Achievement Gap* and the companion guide, *K-8 Charter Schools Closing the Achievement Gap*. She has also facilitated annual workshops for charter school developers in Michigan for the past two years.

In addition to researching and writing guides for OII, Feldman worked with a NAPCS team developing a training series to build the capacity of state-level charter school organizations to better serve charter schools. She has also helped charter school networks develop research-based high school programs and facilitated workshops on No Child Left Behind and leadership standards for K-12 educators and practitioners in the United States and abroad. Most recently she participated in monitoring the charter school program federal grant funds to several state and non-state education agency grantees. She has also developed content on adolescent literacy on the *Doing What Works* website.

Prior to joining WestEd, Feldman served as the New Leaders for New Schools Bay Area Leadership Coach, training new principals for urban public schools, and as Deputy Director of Curriculum, preparing 80 principals to work in urban public schools in Memphis, New York City, Chicago, Baltimore, Washington D.C., and Oakland. Feldman also served as Vice Principal of a 1,300-student public middle school in Lafayette, California; taught middle and high school students in San Francisco and in Massachusetts; directed Summerbridge Cambridge, training college and high school students to teach urban middle school students; and served as an adjunct

instructor in educational leadership at California State University, Hayward. She most recently taught the required teacher credential literacy class for graduate students at Touro University.

Dr. Kim Austin, a Senior Program Associate in WestEd's Innovation Studies Program, develops research-based content for the *Doing What Works* website. She brings experience and expertise in designing multimedia professional development tools for teachers that bridge research and practice, including video production for Annenberg/CPB. She has also facilitated literacy-based school reform projects that helped K–12 teachers apply learning theory to their classroom practice.

Andrew Carpenter will serve as lead developer for the project. Since 2006, Mr. Carpenter has served as an application developer for WestEd Interactive (WEI) where he is involved across the scope of the development process, from the initial product vision and application design to back-end development and deployment. He works primarily in the Ruby, JavaScript, Perl, and SQL programming languages. In July 2008 he founded the Open Source group in WEI, which leverages open source technologies to create solutions for educators and policymakers. The team has had over a dozen successful product launches, in areas ranging from a preschool management system to a policy decision support tool.

Seewan Eng, Research Associate for WestEd's Innovation Studies Program, specializes in developing user-friendly products to support promising practices in school choice programs. Eng has managed the production of Innovation Guides and an online toolkit to support the evaluation of magnet school programs (evaluationtoolkit.org). She has also developed multimedia content for *Doing What Works*. She facilitates researchers and educators through the process of developing logic models. Eng served as past president of the Board of Trustees of Leadership High School, a charter school in San Francisco. Prior to joining WestEd, Eng taught

at two start-up charter schools and a public, teacher-run alternative school where she was responsible for developing site-based professional development.

Kacey O’Kelly is the Documents Coordinator for the *Doing What Works* project. She uses proven project management strategies to coordinate the content production and quality assurance for the *Doing What Works* website, which is designed to translate research into practical educational materials. Prior to joining WestEd in 2008, O’Kelly worked as a Project Manager with the National Foreign Language Center at the University of Maryland. She oversaw the content production on multiple, federally funded foreign language e-learning projects that involved creating online learning modules to help federal employees maintain and improve their professional foreign language skills in the workplace. In addition, O’Kelly managed the development and production of e-learning modules for a U.S. Department of Education-funded project designed to provide practice to students learning to read Chinese in public high schools.

Robert Montgomery, Senior Project Manager, will direct the WestEd Interactive group to help plan, design, develop, and test the online learning delivery system. Montgomery has managed the creation and maintenance of three federal websites: dww.ed.gov, USCharterSchools.org, and BuildingChoice.org. He has also worked with state and national charter associations and CMOs to create websites, training materials, and products to fit an identified need. He has developed interactive websites with a variety of innovative features for several national organizations, including the recent development of AP Calculus online learning modules for the College Board and a pilot professional development portal for after-school staff in the 21st Century Community Learning Center network.

Key Staff: Partners

WestEd presents this proposal as the lead agency in partnership with three strong Charter Management Organizations — Michigan Association of Public School Academies (MAPSA), Friends of Choice in Urban Schools (FOCUS), and Arizona Charter Schools Association (AZCSA). WestEd will also engage Sutton Stern of Policros, LLC to conduct the evaluation of this project. WestEd and these partners have a strong track record in conducting research of all kinds, ranging from maintaining and analyzing quantitative datasets to conducting qualitative or mixed-methods studies, to producing insightful policy analyses. In addition, key staff from these organizations have recognized expertise in communicating about research and policy findings with a variety of audiences, including state officials, educational experts, charter developers, charter administrators, teachers, parents, and charter school board members.

Naomi Rubin DeVeaux is Director of School Quality for Friends of Choice in Urban Schools (FOCUS), a public charter school support and advocacy organization in Washington D.C. In addition to FOCUS’s performance management initiatives, DeVeaux is responsible for expanding FOCUS’s charter school design and development program to include the four stages of public charter school development: incubation, post-authorization, the early years, and replication. She co-authored the 2009 *National Alliance Playbook on New School Development* to support the startup and replication work of charter support organizations (CSOs) across the country and presented at the National Alliance for Public Charter Schools’ New School Development Master Class (2009). She also co-created “Charter School Essential Curriculum” and has presented at the National Charter Schools Conference in Washington D.C. (2009), D.C. public charter schools (2009, 2010), the New Jersey Charter Public Schools Conference in Trenton (2009), and at the New York City Center for Charter School Excellence (2008). She has

presented at the National Charter School Alliance's master classes on performance management (2008), and was an expert panelist for the publication of the U.S. Department of Education, Institute of Education Sciences (IES) practice guide, *Turning Around Chronically Low-Performing Schools* (2008). Prior to joining FOCUS, DeVeaux had a decade of experience working in traditional and public charter schools. She was a literacy coach in a turnaround high school in Long Beach, CA and twice participated in California's comprehensive assessment system item selection process.

Lisa Diaz is Senior Vice President of the Michigan Association of Public School Academies (MAPSA). Since joining the staff of MAPSA in 2001, Diaz has lead advancements in organizational support of its member schools. Through her leadership, MAPSA has expanded its annual conference from 200 school and movement leaders to 2,500 attendees, many of whom are teachers. Additionally, she has obtained and directed countless grants focused on expanding support services to charter schools across Michigan. Diaz has been integral in developing a training program to support the development of new schools, which has now worked with more than 30 founder groups. She became involved with the organization and movement because she believes all children deserve an opportunity to find the right educational environment for them to reach their highest potential.

Rebecca Gau is the Vice President of the Arizona Charter Schools Association (AZCSA). Gau was a Senior Research Analyst at Morrison Institute for Public Policy, the "think tank" for Arizona State University for five years. Before that she was an analyst with Andersen Consulting (now Accenture), and an intern at the Thomas B. Fordham Foundation, specializing in charter schools and education policy. She was a lead researcher and co-author of *Beat the Odds: Why Some Schools With Latinos Succeed and Others Do Not*; co-author of *Charter School*

Authorizing: Are States Making the Grade?, and author of *Trends in Charter School Authorizing*.

Gau received her master's degree in public policy from Duke University and wrote her master's thesis on charter schools in Dayton, Ohio. It was named Outstanding Thesis of the Year.

Eileen B. Sigmund is the President and CEO of the Arizona Charter Schools Association (AZCSA). Sigmund has a strong advocacy background, having served as a journalist, litigator, and lobbyist. Sigmund worked as a lobbyist at the Arizona legislature before taking her current position as CEO of AZCSA in 2007. In the last two years, she has built and led the AZCSA to raise student achievement through quality charter schools; tripled membership; and formed an affordable health insurance trust for public schools as part of a portfolio of member services. Sigmund maintains positive momentum in all AZCSA programs to deliver effective advocacy, innovative research, and valuable resources.

Sutton Stern is the General Manager of Policros, LLC, which will serve as this project's external evaluator. Stern recently evaluated the content and design of the U.S. Department of Education's *Doing What Works* website and the communications strategy and information architecture development for *Buildingchoice.org*. Stern's expertise also extends to marketing and user-centered design, communications strategies, and creating winning user interfaces for websites and online applications. His special emphasis is on developing successful online marketing strategies through large-scale and complex statistical analysis of a site's community of users, often combined with qualitative study through focus groups and interviews of individual users in order to draw a well-rounded picture of the user community.

WestEd Institutional Capability

WestEd is a preeminent educational research, development, and service organization with almost 600 employees and 17 offices nationwide. WestEd has been a leader in moving research

into practice by conducting research and development (R&D) programs, projects, and evaluations; by providing training and technical assistance; and by working with policymakers and practitioners at state and local levels to carry out large-scale school improvement and innovative change efforts. In developing and applying the best available resources toward these goals, WestEd has built solid working relationships with education and community organizations at all levels, playing key roles in facilitating the efforts of others and in initiating important new improvement ventures.

Web-Based Applications. WestEd uses the web to encourage collaboration among education organizations and to increase information and product dissemination. Communications staff work closely with WestEd's technology staff to publish documents; provide connections to outside resources; and communicate, obtain feedback, and enable participation in a variety of electronic activities (e.g., conferencing and distance learning).

WestEd Interactive (WEI) — the agency's application, web, and media development group — coordinates the planning, development, and implementation of web-based application services to a wide variety of WestEd projects as well as external clients. WEI staff are skilled in conceptualizing, developing, implementing, and maintaining education-related websites. WEI has provided support to over 100 projects in the last three years. With a focus on usability and customization, WEI provides a variety of services and products to meet the complex, evolving needs of the education community. For example, WEI developed the Plan and Monitoring Tracker (PMT), a customizable web-based tool currently used by several states for both compliance monitoring and school- and district-improvement planning. Through this efficient, secure platform, LEAs and SEAs can share and report a variety of essential data and information.

In addition, WEI recently developed a series of media-rich online learning modules for the College Board to provide professional development to AP Calculus teachers, and is developing a portal of online modules for after-school site coordinators to be trained in a variety of areas required to design effective after-school programs. WEI staff offers a variety of relevant expertise for this project: strategic planning, online community development, media and content development, e-Learning/instructional design, and application development.

Human Resources. WestEd is committed to staff diversity, welcoming staff from different nations, ethnic groups, lifestyles, generations, sociocultural backgrounds, cultures, and who work at all levels in our organization. WestEd's broad variety of staff enables us to understand and communicate effectively with our equally diverse clientele. In keeping with WestEd's commitment to staff diversity, our Equity Council, representing a broad cross-section of staff, offers guidance to the Chief Executive Officer on ensuring a work environment in which all employees feel valued, included, and supported.

WestEd pursues a vigorous course of action to ensure that all aspects of its Personnel and Human Resources functions and activities are conducted in a manner that assures strict compliance with applicable federal and state laws and regulations. As a government contractor, WestEd has adopted an Affirmative Action Plan and is committed to making a good-faith effort toward achieving the objectives of the Plan. WestEd takes positive action to further and enhance the employment of women and members of minority groups (as defined by applicable federal and state government agencies). Such action includes, but is not limited to, concentrated efforts to ensure that women and minority members are given equal consideration for positions at all levels of responsibility throughout WestEd.

Capability of Partner Organizations

The *Arizona Charter Schools Association (AZCSA)* is the membership and professional organization providing the best in comprehensive support and services to Arizona's charter schools. The mission of AZCSA is to promote and support high student achievement through the academic and operational success of Arizona's charter schools. Working alongside schools, parents, policymakers, and the media, AZCSA continuously advocates for quality schools and increased educational choices across Arizona. AZCSA is also a trusted source of data and information on Arizona's charter schools; K–12 public student achievement data; and K–12 public school finance for parents, authorizers, legislators, policy analysts, foundations, the press, and other interested groups.

Friends of Choice in Urban Schools (FOCUS) promotes public school reform in the District of Columbia through the development of high-quality public charter schools. FOCUS helped to get Washington D.C.'s strong charter school law passed and repeatedly amended to remove barriers to charter school success. Since its founding in 2004, FOCUS has worked with the D.C. government, Congress, the press, and the public to increase their understanding of and support for public charter schools. FOCUS also has been the charter schools' advocate and problem solver, working to equalize funding, secure school buildings for their use, and defeat attempts to inhibit their autonomy. FOCUS also became the District's one-stop charter school startup center, providing information, training, and support to qualified charter applicants. FOCUS offers a wide range of training and support to both new and established D.C. public charter schools, including comprehensive performance.

The *Michigan Association of Public School Academies (MAPSA)* has been the unified voice of the public charter school movement in Michigan since 1996. MAPSA represents over

110,000 students, 5,000 teachers, dozens of authorizers, and more than 50 education service providers working in 243 public charter schools in the state. MAPSA assists the state's public charter schools in their mission to deliver achievement, choice, and accountability through advocacy, communications, technical assistance, and professional development services. MAPSA publishes a monthly newsletter, convenes regional meetings, and offers a list of endorsements for charter school services.

Policros, LLC, the evaluator of this project, has conducted numerous projects in education, including content and design evaluation for the U.S. Department of Education's *Doing What Works* website and communications strategy and information architecture development for *Buildingchoice.org*. Policros also focuses on using proven research methods in the fields of marketing and user-centered design to help private and public sector organizations identify new opportunities, improve communications strategies, and create winning user interfaces for websites and online applications. Special emphasis has been given to development of successful online marketing strategies through large-scale and complex statistical analysis of a site's community of users, often combined with qualitative study through focus groups and individual interviews of individual users in order to draw as complete a picture of the user community as possible by understanding well the particular needs, motivations, and preferences of its most representative users.

Management Plan

WestEd is committed to the successful completion of work — on time, within budget, and with high standards of quality. In addition to the experience and skill of the individuals on these contracts, this is accomplished through effective management guided by WestEd's standard

procedures for task analysis and project monitoring through all stages of work, from initial planning to quality assurance and review.

Roles and Responsibilities

The Project Director, Sarah Feldman, will provide leadership and oversight for all facets of the project. Day-to-day management is carried out by the Project Director, assisted by a management coordinator who creates and analyzes regular timelines and progress, and a financial analyst who monitors financials. Key staff from each of the three partner organizations — Lisa Diaz, Naomi Rubin DeVeaux, and Eileen Sigmund — will advise on overall direction.

Deliverables, Timeline, and Milestones

Initial project plans and timelines are designed using project management tools that allow for constant tracking of actual progress toward milestones against projections (see Exhibit 4, on the next page). By establishing specific interim milestone deadlines and identifying the steps required to meet these milestones, we are able to quickly detect problems and find solutions, avoid drift, and efficiently guide projects to on-time completion.

The project plan is used to develop individual staff work plans that list specific tasks and make clear how they relate to the project goals and criteria of success. Linking project goals with staff assignments ensures efficient procedures and motivates staff by highlighting their contribution to the outcomes.

Exhibit 4: Timeline

A=Content Development (Design/develop curriculum, plan, create tools); B=Production/Quality Assurance (Develop, test, and tweak technology); C=Implementation (Conduct module); D=Revision (Revise prototype); E=Develop Technology (Develop technology platform); F=Evaluation (Collect, analyze, and report data)

YEAR 1	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Aug	Sept
M1: AL#1	A	A	B	C	C	D	E	A	A	B	C	C
M2: AL#2								A	A	B	C	C
M3: Data							A	A	A	A	B	C
M4: OIS												A
Evaluation					F	F						
YEAR 2	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Aug	Sept
M1: AL#1				C	C							C
M2: AL#2						C	C					
M3: Data	C											
M4: OIS	A	A	B	C	C							C
M5: OIS			A	A	B	C	C					

YEAR 2	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Aug	Sept
M6: Data						A	A	B	C	C		
M7									A	A	B	C
M8												A
Evaluation	F	F										
YEAR 3	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Aug	Sept
M1: AL#1	C											
M2: AL#2				C	C							
M3: Data												
M4: OIS	C					C	C					
M5: OIS				C	C							
M6: Data						C	C					
M7	C					C	C					
M8	A	A	B	C	C							
Evaluation	F	F									F	F

Communications

The project involves multiple staff members, including subcontracting agencies and staff in different locations, therefore, ongoing communication is key to ensuring that work remains on track. During the early stages of project development, frequent interaction is essential. An initial, face-to-face meeting is planned during which we will agree on norms and procedures. For example, we will likely establish a schedule of weekly meetings that have agendas stating the specific goals and that are run efficiently through use of standard meeting management techniques. Norms of group participation will be made explicit and be reinforced by group members. The Project Director will be a regular participant, providing ongoing supervision and monitoring.

Conference calls, frequent email, and technology-facilitated file sharing will keep information flowing between meetings. Plans, notes, and progress reports will be posted in a central web-based content management system that will enable easy access for data entry, monitoring, and reporting for all audiences. Reports can be generated easily from this content management system.

To ensure good communication when working with partners, the subcontract identifies the expectations for both WestEd and the partner/subcontractor, including tasks to be performed and reporting requirements. We will require subcontractors to submit monthly reports, which include both substantive (tasks completed, problems encountered, solutions developed) and financial information (funds expended, staff hours allocated, and other direct costs).

Additionally, WestEd's management and review procedures provide a layer of oversight and assurance. The Project Director meets regularly with her supervisor, Dr. Nikola Filby, Director of the Innovation Studies Program. Dr. Filby also oversees *Doing What Works*, and can call upon the staff and partners in that project to advise on the selection of resources for modules.

All costs will be monitored through WestEd's Accounting Department, which has standard procedures developed to oversee hundreds of contracts annually. WestEd uses the Costpoint accounting system. Costpoint, a product of Deltek, is an integrated accounting system designed for companies in project-oriented environments such as aerospace and defense, consulting services, engineering, the U.S. Federal Government, government contracting, nonprofit, professional services, and research and development services. WestEd has purchased the traditional accounting modules such as general ledger, payroll, accounts payable, accounts receivable, and fixed assets. The Deltek-Costpoint system has been successfully audited by Defense Contract Audit Agency (DCAA) offices around the country and has the inherent controls and features that DCAA requires.

WestEd's accounting system provides the necessary functionality for cost-reimbursement contracts/grants. It produces various project financial reports that are distributed electronically to Project Directors twice a month for project cost monitoring. These are analyzed by the financial analyst in conjunction with subcontractor financial reports each month. In addition, WestEd has an electronic timesheet that can be accessed via a secure intranet available only to WestEd staff and that produces a weekly labor report for Project Directors.

Evaluation

Evaluation of the project will be conducted by an outside organization, Policros, LLC. The evaluation will collect and report information about the performance measures shown in

Exhibit 5, on the next page, which is aligned with the logic model in Exhibit 2, and will also provide formative feedback from users about the content, format, and delivery of modules as they are developed and piloted, as well as other context information.

The multi-method process will combine behavioral research in the form of a usability test with qualitative research in the form of focus groups and individual depth interviews.

Quantitative methods will include surveys of *ALL* participating and engaged teachers, analysis of data generated from usage of the online learning modules, and, finally, analysis of state assessment data related to reading proficiency.

By combining survey data, analysis of site usage metrics, and qualitative data from multiple sources, we can accurately picture how teachers actually participate in modules, use the concepts and techniques from modules, and do so across states, settings, and classrooms. This will provide not just an evaluation against objectives, but also formative feedback toward improved module design, implementation practices, and more widespread adoption of critical concepts and techniques.

The remaining narrative sections describe the process, outcomes assessed, and analysis approach for: 1) usability testing, 2) depth interviews, 3) surveys, and 4) site metric analysis.

Usability Testing

Users will be given specific tasks to accomplish using both the prototyped and live versions of the learning modules. By recording users as they attempt to accomplish these tasks, then analyzing the results, we will be able to identify barriers to efficient use as well as other areas to improve the overall user experience. These usability tests will be conducted remotely using the Internet and telephone. This allows users to interact with the learning modules in their own computing environment, providing a very accurate picture of how well the presentation of

Exhibit 5: Project Goals and Objectives

Goals:

1. To use CSP National Leadership funds to improve the quality of classroom instruction in urban and rural charter schools.
2. To expand the capacity of CSOs to provide research-based instructional practices to charter schools in urban and rural areas.
3. GPRA: to increase the percentage of charter school students scoring proficient on the reading portion of the state assessment.

Process Objectives and Performance Measures:

1. Develop innovative, media-rich, and highly effective online learning modules.
 - a. Eight modules will be developed and piloted over the three years of the grant.
 - b. Two modules will integrate local data use with selecting, implementing, and testing instructional practices in a learning cycle.
 - c. 80% of participating teachers will rate modules as “highly effective” learning experiences.
2. Deliver learning modules to an increasing number of states and teachers.
 - a. The number of CSOs actively participating in the project will be three in Year 1, and will increase to seven by Year 3.
 - b. The number of teachers participating in online modules will be at least 50 in Year 1, 200 in Year 2, and 300 in Year 3.

Outcome Objectives and Performance Measures:

1. Teachers will learn and implement research-based practices.
 - a. 80% of participating teachers will report that they learned new concepts or techniques.
 - b. 80% of participating teachers will provide evidence of implementation, through surveys, posting online, or through depth interviews.
 - c. 50% of teachers will report continued use of new practices in the semester following their participation in a module.
2. Students' literacy performance will improve.
 - a. 80% of teachers who engage in learning cycles will report positive evidence of improved performance on classroom assessments.
3. School literacy scores on state tests will improve in 50% of schools where two or more teachers complete two or more literacy modules and report continued use of practices.
4. CSOs will have increased capacity to support schools.
 - a. 100% of CSOs that partner in the project will refer schools to self-paced online modules and other resources.
 - b. 50% of CSOs that partner in the project will have plans in place to continue to offer/facilitate modules after the grant.

information in these website iterations meets actual user technical requirements. Two tests will be conducted during the development cycle of the first module, then one test during development of each subsequent module.

Supporting and assessing outcomes. Usability testing is intended to gather feedback from actual users about the ease of use of the learning modules and about the effectiveness of the module design and content to enable learning and implementation. The input helps optimize the design for usage by its intended audience. Optimized usage supports process objective 1c in Exhibit 5, teachers report highly effective learning experiences, and outcome objective 1a, teachers report that they have learned new concepts and techniques after completing a module. This testing allows us to ensure successful design and implementation of the modules.

Method of analysis. All sessions are recorded. Videos are analyzed and usability events (user successes, user failures, observations) are captured and rated for importance in a spreadsheet. Then patterns of success or failure are discerned. Based on these patterns, alternative designs are generated and recommended that correct the design flaws that caused user failure. Also, feature and/or content additions are recommended based on consistent requests or observations from users.

Depth Interviews

Depth interviews will enable us to assess in detail how representative teachers are implementing what they learn in the modules, and sustaining whatever success they have from the implementation. These interviews are also an effective way to learn what factors may be inhibiting or encouraging student success related to the content and quality of these modules. Finally, the interviews will allow gathering of necessary feedback from the entire CSO

population that support the project. CSO interviews can provide a way to check teacher-reported module practice-related activity and get triangulate on what sites are actually doing. One round of four depth interviews will be conducted with teachers about teaching practices during initial implementation of each module. Then one round of five interviews will be conducted at the end of each year to gather feedback about usage and effectiveness.

Supporting and assessing outcomes. Depth interviews provide insight into teacher-user actual work practices, which provide an important input into design. They are also critical for the exploration of how the learning modules change those work practices as sites implement concepts they have learned in the modules. The depth interviews enable us to monitor progress toward goals because they bring clarity to what is working and what is not when the concepts and techniques presented in the learning modules are put into practice on site. Specifically, depth interviews will help us, through a deeper exploration of data provided by surveys, provide thorough assessment of module performance related to Exhibit 5 outcome objectives 1b, evidence of implementation and 2a, specific evidence or examples of improved performance on classroom assessments. These interviews will also be the best way to get CSO-related data, thus supporting Exhibit 5 outcome objective 4.

Method of analysis. Interviews are recorded and then transcripts are produced and reviewed. Unlike usability testing, we are not just looking for patterns of usage and behavior with the learning modules, we are also looking for key insights from knowledgeable and insightful representative users that can provide important ideas to help us refine the modules to be more effective. Additionally, data gathered during these interviews can provide specific examples of classroom assessments that can help us document actual improvement.

Surveys

Asking all teachers who use the online modules to fill out surveys will provide quantitative description of reported success. These surveys will provide important quantitative inputs into our evaluation of module performance. Analysis of survey data will also allow rich reporting by crossing variables. Surveys will provide us with excellent measures of teacher-reported outcomes. They will also allow us to zero in on the relationship between influential variables like 1) implementation fidelity of module practices and performance, 2) instructional time spent on module practices and performance, 3) frequency (over time) and intensity (each time) of online module usage and instructional time spent on module practices, and 4) differing approaches to on-site implementation of module concepts (face-to-face only, online only, or a combinations of both) and performance, just to name a few of many variable relationships we will explore. Each user will take an online survey upon module completion to form a baseline about satisfaction with the module design and utility as well as about teaching practices. The practice content would include challenge-type questions. Then these same users will take a survey 3–4 months later to capture reported impact on practices.

Supporting and assessing outcomes. Surveys will provide data to help monitor progress and assess performance for the Exhibit 5 performance objectives described in 1c and the outcome objectives described in 1a, 1b, and 2c, as well as 2a. Survey data can provide quantitative descriptions of nearly every key teacher-reported outcome objective and will help us define content for and objectives for deeper qualitative exploration of outcomes.

Method of analysis. The analysis of survey data will follow a common pattern. Single variable descriptive statistics will be analyzed and reported, along with deeper analysis through cross-tabulation of two variables of the kind described above. This will allow us to draw

inferences about the impact of the learning modules on on-site instructional practices, about teacher adoption of module practices, about the quality of the modules as learning experiences, etc. Data will be modeled as histograms, scatter plots, or other visual renderings to enable, clarify, and illustrate key inferences. These will be included and elucidated in reports.

Site Metrics Analysis

By querying the site's database or reviewing data from its analytics software, we will be able to report on factors like usage, intensity of usage, module abandonment, etc. We will also be able to correlate this information with individual teachers. This will allow us to report participation levels and correlate usage to self-reported results. The information that teachers post in the Online Forum will also provide information about what practices they intend to implement, and specific evidence they cite about student learning on classroom assessments.

Supporting and assessing outcomes. Site metrics provide purely quantitative measurements of module usage like length of individual session, number of individual sessions, and patterns of usage such as many short sessions over a short period of time vs. fewer longer sessions over the same period of time, and so forth. The site metrics can also tell us which users individually appear to complete modules and which only partially complete modules. This kind of data can be correlated with performance. Usage data can be correlated with Exhibit 5 performance objectives like 1c, and outcome objectives like 1a, 1b, and 1c as well as 2a.

Method of analysis. Because these data are statistical in nature, descriptive statistics will be listed and charted and relationships between these statistics for individual users and their reported data from surveys will be explored manually. This will allow us to monitor progress toward objectives related to site usage and module adoption as a professional development tool.

State Proficiency Assessment Reports

A review and report on state reading proficiency assessment will allow for quantitative analysis of module effectiveness when it comes to actual student performance.

Supporting and assessing outcomes. Looking at state proficiency assessment reports for individual sites will allow us to get some objective measurement of the impact on literacy of those sites that use the module practices. These data will be worth relating to survey results and site usage data in order to help us create models for others to use as a way to maximize the positive impact of these modules. This will support Exhibit 2 outcome objective 3.

Method of analysis. The analysis method will depend in part on the level at which we are able to obtain data. If data are available at the student level, then we can conduct regression analyses using prior measures of student performance and various metrics about teacher practice as predictors, for example, the extent to which the teacher implemented practices in the classroom. More likely, data will be available at the school level. Like GPRA reports to CSP on other projects, the percentage of students falling at different proficiency levels will be reported over time for individual schools. As specified in outcome objective 3, we expect to see improvements on this broad aggregate measure only if there is sufficiently intense teacher involvement in the project. Measures of teacher changes in practice, from survey data, will be analyzed at the school level in order to identify the subsample for whom the objective would be relevant, and the distribution and average proficiency rates reported.

Project Narrative

Other

Attachment 1:

Title: **WestEd_Other_Attachments_FINAL** Pages: **69** Uploaded File: **WestEd_Other_Attachments_FINAL.pdf**

Charter Schools Program (CSP) Grants for National Leadership Activities

CFDA 84.282N

Online Learning for Charter School Teachers

Other Attachments

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Attachment A:
Resumes/Curriculum Vitae

SUMMARY OF RELATED EXPERIENCE

Sarah L. Feldman, Senior Research Associate in Innovation Studies at WestEd, works on a variety of research-based projects designed to improve the academic performance of K–12 students nationwide. Most recently, she has focused her efforts in the growing charter school field.

Feldman has served as Project Manager on several high-profile charter school guides for the U.S. Department of Education’s Office of Innovation and Improvement (OII). These guides highlight promising programs and practices, and support the work of charter school associations, charter school authorizers, school communities, and intermediaries. In addition to researching and writing guides for OII, Feldman works with a team developing a training series to build the capacity of state-level charter school organizations to better serve charter schools. She also has facilitated workshops on No Child Left Behind and leadership standards for K–12 educators and practitioners in the United States and abroad who seek to improve student achievement. As part of a monitoring team, she is helping the U.S. Department of Education to evaluate how individual states are using federal charter grant program funds. She has developed content for several websites including Doing What Works to provide adolescent literacy teaching resources and a multimedia website for the California Charter School Association that showcases the turnaround of three failing schools by using chartering as a strategy for school improvement.

Prior to joining WestEd, Feldman served as the New Leaders for New Schools Bay Area Leadership Coach, training new principals for urban public schools, and as Deputy Director of Curriculum, preparing 80 principals to work in urban public schools in Memphis, New York City, Chicago, Baltimore, Washington, DC, and Oakland. Feldman also served as Vice Principal of a 1,300-student public middle school in California; taught middle and high school students; and directed Summerbridge Cambridge, a nonprofit program serving inner-city youth.

EDUCATION

- 2007 Ed.D., Educational Leadership, Mills College, Oakland, CA
- 1999 M.A., Educational Administration, San Francisco State University, San Francisco, CA
- 1992 M.Ed., Human Development and Psychology, Harvard University, Cambridge, MA
- 1989 B.A., Honors in History, Brown University, Providence, RI

PROFESSIONAL EXPERIENCE

2005– Present *Senior Research Associate*, Innovation Studies
WestEd, San Francisco, CA

Project Manager for U.S. Department of Education, Office of Innovation and Improvement guides on charter schools closing the achievement gap. Led team of researchers, trained colleagues to conduct site visits, conducted site visits, facilitated focus groups, analyzed data. Researched, drafted, and edited innovation guides on charter schools, magnet high schools, and parent involvement, highlighting promising programs for dissemination. Developed three-year master class series for state-level charter support organizations in collaboration with the National Alliance for Public Charter Schools. Conducted monitoring site visits and wrote reports for U.S. Department of Education to SEA and non-SEA grantees of charter school program. Worked with team to develop website for California Charter Schools Association focusing on three public schools that used chartering to turn around failing schools. Facilitated workshops for charter school developers in Michigan annually for two consecutive years. Developed adolescent literacy content for Doing What Works website.

Summer 2009 *Adjunct Faculty*
Touro University, Vallejo, CA

Taught required literacy course for graduate level teacher certification program.

2004–2005 *Deputy Director of Curriculum*, Bay Area Leadership Coach
New Leaders for New Schools, Oakland, CA

Designed curriculum, managed summer training program at the University of Pennsylvania for 80 aspiring administrators from New York, Memphis, Washington, D.C., Baltimore, Oakland, and Chicago. Coached 13 principals and administrators of public schools in Oakland and San Francisco. Provided instruction on supervision of teachers, school operations, transformative and adaptive leadership, curriculum mapping, and using data to improve student achievement schoolwide.

2004–2005 *Adjunct Professor*
CSU Hayward, Hayward, CA

Supervised students in administrative credential program internships. Taught seminar.

2003–2004 *Consultant*
WestEd, San Francisco, CA

Researched and helped to write *Guide to Charter Schools* for U.S. Department of Education.

1999–2003 *Vice Principal*
Stanley Middle School, Lafayette, CA

Supported daily operations of award-winning Blue Ribbon public school of 1,286 students. Responsibilities included evaluating 20 teachers annually, coordinating

BTSA program for new teachers, conducting school improvement data analysis, and managing standardized testing. Handled student discipline, coordinated annual \$70,000 fundraiser. Programmed master schedule. Developed emergency disaster plan. Led IEP and 504 meetings, developed after-school Reading Rocks program, literacy intervention for non-proficient readers.

1999 *Interim Vice Principal*
Albany Middle School, Albany, CA

Responsible for supervision and administrative duties.

1998–
1999 *Consultant*
Computer Strategies, Oakland, CA

Conducted professional development workshops for teachers in the Bay Area to create standards-based lessons integrated with technology tools.

1996–
1998 *Teacher*
Gloria R. Davis Academic Middle School, San Francisco, CA

Taught social studies to 125 inner-city students in Bayview Hunter's Point public middle school. Faculty representative on School Site Council, Inter-Generational and Technology committees. Wrote grant for teachers; selected to participate in Interactive University Project at University of California, Berkeley.

1993–
1996 *Director, Summerbridge Cambridge*
Cambridge Public Schools, Cambridge, MA

Directed academic enrichment program for 80 middle school students from 14 K–8 schools. Increased program from 30 to 80 students and from 10 to 60 high school and college staff. Responsible for grant writing, budget management, public relations, curriculum development, parent advocacy, student admissions, hiring and training teachers. Americorps® Site Supervisor. Annually raised \$200,000. Formed partnerships with foundations, university, and corporate sponsors. Established program as a nonprofit organization 501(c)(3); managed board of directors.

1992–
1993 *History Teacher*
Concord Academy, Concord, MA

Taught history to juniors and seniors. Wrote grants to fund diversity initiatives.

1990–
1991 *Research Assistant, Aphasia Research Center*
VA Hospital, Boston, MA

Research assistant for neuropsychologist Harold Goodglass, Boston University Medical School. Conducted experimental research for Naming Group.

1989–
1990 *Teacher*
Walworth Barbour American International School, Israel

Taught high school history, middle school study skills, and first grade ESL classes. Launched peer mediation program.

SELECTED PUBLICATIONS AND PRESENTATIONS

Innovation Guides, U.S. Department of Education, Office of Innovation & Improvement:

Successful Charter Schools (2004)

Charter High Schools Closing the Achievement Gap (2006)

K–8 Charter Schools Closing the Achievement Gap (2007)

Successful Magnet High Schools (2008)

Taking Account of NCLB: Developing Instructional Leadership of Teachers and Administrators, Pacific Educational Conference, Palau, July 2006

Using Data to Improve Teaching and Learning, Webinar, January 8, 2007

Charter School Showcase, U.S. Department of Education, Washington, DC, April 5, 2007

Supporting Charter School Excellence: Charter High Schools Closing the Achievement Gap, National Charter School Conference, Albuquerque, NM, April 26, 2007

National Charter School Models, MAPSA Performance and Quality Training, Lansing, MI, June 4, 2008 and August 5, 2009

K–8 Charter Schools Closing the Achievement Gap, Office of Innovation and Improvement 2008 National Charter Schools Conference, New Orleans, LA, June 23, 2008

SELECTED PROFESSIONAL ACTIVITIES

- Community Fellow, Full Circle Fund, San Francisco, CA, 2004–2007
- Founding Advisory Board, Leadership High School, San Francisco, CA, 1997

SUMMARY OF RELATED EXPERIENCE

Kim Austin is a Project Director in the Innovation Studies Program at WestEd. Dr. Austin manages a team developing multimedia content for the *Doing What Works* website. Prior to joining WestEd, her interest in bridging theory and practice led to work developing video courses and video cases for professional development of K–12 teachers. She also has conducted research on the scholarship of teaching and project-based learning environments. An educational psychologist and qualitative researcher, Austin’s research interests include investigating learning environments that promote student understanding, developing multimedia tools for teacher professional development, and capturing and communicating best practices in teaching.

EDUCATION

- 2000 Ph.D., Education, Educational Psychology, Stanford University
- 1995 Certificate in Teaching English as a Foreign Language, Transworld Teachers
- 1993 M.E., Human Development and Psychology, Harvard University
- 1992 B.A. (Magna Cum Laude), Child Study and Psychology, Tufts University

PROFESSIONAL EXPERIENCE

- 2007– Present *Project Director/Content Lead*, Doing What Works, Innovation Studies Program
 WestEd, San Francisco, CA

Project director leading content development for the Doing What Works website. Manage and work with a content team to: translate research-based content into web-based materials; identify sites to illustrate research-based practices; collaborate with multimedia team to create videos, multimedia presentations, and slideshows; and develop tools to help educators implement the practices. Managed a small evaluation of Doing What Works, including survey analysis, interviewing key outreach individuals, and developing reports of findings.

- 2003– 2007 *Editorial Coordinator*, Centers for Learning and Teaching Network (CLTNet)
 SRI International, Menlo Park, CA

Acted as editorial coordinator and newsletter editor for CLTNet, an online community of research and professional development centers. Developed, wrote, and edited articles for a quarterly newsletter. Conducted interviews with key individuals at the Centers for Learning and Teaching.

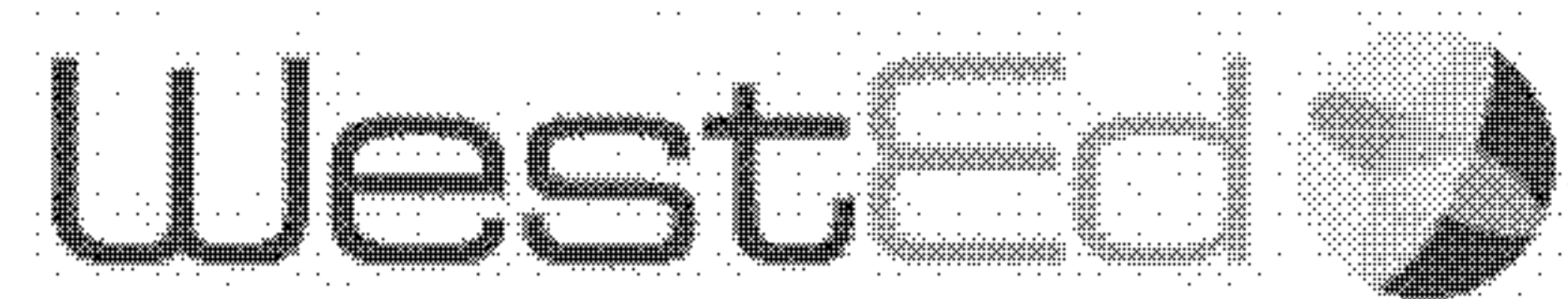
- 2001–
2003 *Postdoctoral Fellow*, The Learning Classroom: Theory Into Practice
Stanford University, School of Education, Stanford, CA
- Developed a video course for K–12 teachers based on learning theories. Worked with a production team to craft videos that demonstrated learning theory in practice. Researched, wrote, and edited a print guide with essays and teacher activities to accompany the videos.
- 2000–
2001 *Postdoctoral Fellow*, Middle School Mathematics Teaching Cases
Stanford University, School of Education, Stanford, CA
- Developed multimedia cases of reform-oriented, middle and high school math teaching. Created a teacher guide to help teachers understand the pedagogical principles underlying the practices in the cases. Conducted pilot research on teachers' experiences and interactions with the cases.
- 1998–
2000 *Researcher*
The Carnegie Foundation for the Advancement of Teaching, Menlo Park, CA
- Conducted research for two projects: *The Carnegie Academy for the Scholarship of Teaching and Learning* and *Making Genres of Teaching Public*. Developed case studies of teacher scholars, wrote analyses and reflections based on interview and observation data, developed a conceptual framework for the scholarship of teaching, conducted literature reviews, and created resources for teacher scholars.
- 1996–
1997 *Researcher*, Fostering Communities of Teachers as Learners
Stanford University, School of Education, Stanford, CA
- Researched and collaborated with experienced middle school teachers adopting a constructivist pedagogical approach. Collaborated with a sixth grade math/science teacher as a mentor/researcher. Wrote a case study of a single teacher and a cross-case analysis of eight English, social studies, math, and science teachers.
- 1996 *Teacher*
The Chilean-British Institute, Viña del Mar, Chile
- Taught adults English as a foreign language. Planned lessons and created assessments for high beginner students.
- 1993–
1995 *Researcher*, Fostering a Community of Learners (Brown/Campione Project)
University of California, Berkeley, School of Education, Berkeley, CA
- Developed assessments and scoring protocols for an applied educational research project involving student research, reciprocal teaching, and technology. Facilitated reading comprehension groups with elementary school students. Compiled and produced a manual for teacher workshops.
- 1993–
1994 *Researcher*, Technology and Education Reform
SRI International, Menlo Park, CA
- Consulted on a project investigating the uses of technology in educational reform. Conducted interviews with teachers, administrators, and students. Videotaped elementary classrooms involved in innovative technology programs and wrote a final case report.

- 1992–
1993 *Researcher*, The Home-School Language Study
Harvard University, School of Education, Cambridge, MA
- Conducted independent research on emergent literacy skills in five-year-old children. Analyzed and developed a coding system for transcripts of children’s storytelling. Conducted a statistical analysis and completed a written report of the findings.
- 1992–
1993 *Teacher Assistant*, Mather After-School Literacy Project
Harvard University, School of Education, Dorchester, MA
- Assisted teachers in a project-based literacy program for at-risk elementary school students.
- Summer
1992 *Teacher Assistant*, Summer Arts Program
Mills College, Oakland, CA
- Assisted teachers in arts and computer classes and coordinated afternoon activities for five- to twelve-year-olds.
- Summer
1990 *Research Assistant*, Project Spectrum
Harvard University, School of Education, Cambridge, MA
- Developed training materials for teachers’ workshops. Analyzed and synthesized teachers’ responses to a pre-test questionnaire. Designed a parental attitude questionnaire.
- 1989–
1990 *Research Assistant*, Early Language Acquisition Project
Tufts University, Eliot-Pearson School, Medford, MA
- Viewed videotapes in a longitudinal study of one- to two-year-olds and their mothers. Coded transitions in language development.

SELECTED PUBLICATIONS AND PRESENTATIONS

- Austin, K. (2009, April). *Translating “Doing What Works” practices into multimedia teaching tools*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Hatch, T., White, M. E., Raley, J., Austin, K., Capitelli, S., & Faigenbaum, D. (2006). *Into the classroom: Developing the scholarship of teaching and learning*. San Francisco: Jossey-Bass.
- Austin, K., & Koch, M. (2004, September). *Centers for Learning and Teaching meet the challenge of teacher professional development* (CLTNet feature article).
- Austin, K., & Darling-Hammond, L. (2003). Building on what we know: Cognitive processing. In *The learning classroom: Theory into practice*. Stanford, CA: Stanford University.
- Darling-Hammond, L., & Austin, K. (2003). Lessons for life: Learning and transfer. In *The learning classroom: Theory into practice*. Stanford, CA: Stanford University.

- Darling-Hammond, L., Austin, K., Cheung, M., & Martin, D. (2003). Thinking about thinking: Metacognition. In *The learning classroom: Theory into practice*. Stanford, CA: Stanford University.
- Darling-Hammond, L., Austin, K., Lit, I., & Martin, D. (2003). Different kinds of smart: Multiple intelligences. In *The learning classroom: Theory into practice*. Stanford, CA: Stanford University.
- Darling-Hammond, L., Austin, K., Lit, I., & Martin, D. (2003). Watch it, do it, know it: Cognitive apprenticeship. In *The learning classroom: Theory into practice*. Stanford, CA: Stanford University.
- Darling-Hammond, L., Austin, K., Lit, I., & Nasir, N. (2003). The classroom mosaic: Culture and learning. In *The learning classroom: Theory into practice*. Stanford, CA: Stanford University.
- Darling-Hammond, L., Austin, K., Orcutt, S., & Martin, D. (2003). Learning from others: Learning in a social context. In *The learning classroom: Theory into practice*. Stanford, CA: Stanford University.
- Boaler, J., Humphreys, K., & Austin, K. (2001). *Middle school mathematics teaching cases*. Stanford, CA: Stanford University.
- Austin, K. (2000). *Coaching as a metaphor for teaching in a community of practice*. Doctoral dissertation, Stanford University.
- Austin, K. (1997). *Experimentation in practice: A cross-case analysis of veteran teachers' experiences with Fostering a Community of Learners*. Stanford, CA: Fostering a Community of Teachers as Learners, Stanford University.
- Austin, K. (1997). "Never quit before there's a miracle that could happen": *Experimentation and elaborations of practice through FCL*. Stanford, CA: Fostering a Community of Teachers as Learners, Stanford University.



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ANDREW M. CARPENTER

SUMMARY OF RELATED EXPERIENCE

Andrew M. Carpenter will serve as lead developer for the project. Since 2006 Andrew Carpenter has served as an application developer for WestEd Interactive where he is involved across the scope of the development process, from the initial product vision and application design to back-end development and deployment. He works primarily in the Ruby, JavaScript, Perl, and SQL programming languages.

In July 2008 he founded the Open Source group in WestEd Interactive, which leverages open source technologies to create solutions for educators and policymakers. The team has had over a dozen successful product launches, in areas ranging from a preschool management systems to a policy decision support tool.

EDUCATION

2005 B.A., Political Science & Educational Policy, Swarthmore College

PROFESSIONAL EXPERIENCE

2006- *Lead Developer*, WestEd Interactive
Present WestEd, San Francisco, CA

Lead developer for a variety of projects varying in scope, history, and technology. Responsibilities include: Oversight and training for new developers; Develop, document, and standardize best practices for all developers to use; Automated regression and unit testing; Integrating disparate systems and technologies through a variety of methods, including LDAP, ODBC, and web services; Optimize applications to ensure reliability and speed; Evaluate and develop strategies around emerging technologies, working with project management to ensure that everyone is aware of new possibilities.

2009- *Founder & Lead Developer*
Present GovPulse.us

Led the design and development of a complex open source application to visualize and understand the Federal Register. Importation of data from a variety of sources, fuzzy algorithmic matching, complex XSLT transformations, visualizations, full-text searching, geocoding and mapping, and custom RSS feeds.

2002- *Software Developer*
2006 Siempre Unidos, Mill Valley, CA

Developed a full-featured web-based online charting application to manage AIDS patient information for a network of clinics in Honduras using PHP and MySQL, allowing doctors in the states to supervise care and provide transparency and

accountability for the whole organization.

AWARDS

Grand Prize winner for the 2010 Consumer Electronics Association's Apps for Innovation software development competition.

2nd place winner in the Sunlight Foundation's 2009 Apps for America national open source software competition; awarded trip to White House to meet with Federal CIO.

RECENT PROJECTS

- GovPulse.us
- Data Quality Campaign
- Teach For Success Classroom Observation Tool
- Career Technical Education Interactive
- San Francisco Preschool for All Preschool Management System
- Policy Decision Support Platform
- WestEd Assessment Management System

SUMMARY OF RELATED EXPERIENCE

Seewan Eng serves as Research Associate in WestEd's Innovation Studies Program, where she conducts and disseminates case study research related to education policies and practices at the classroom, school, and district level.

Specializing in promising practices in school choice programs, including charters and magnet schools, Eng has managed the production of Innovation Guides contracted by the U.S. Department of Education's Office of Innovation and Improvement, such as *Creating and Sustaining Successful K–8 Magnet Schools*, as well as a companion guide on magnet high schools. Eng has also managed the production of an online toolkit for supporting district administrators and evaluators with rigorous evaluations of magnet schools (evaluationtoolkit.org), and has been involved in conducting site-based research for the purpose of developing multimedia products to illustrate evidence-based strategies for the Doing What Works website.

Eng has experience facilitating researchers and educators through the process of developing logic models to strengthen planning and implementation. She has also conducted site-based field work at the middle-school and community-college level related to research on postsecondary access and college-going culture.

Eng taught at two start-up charter schools—Francis W. Parker Essential Charter in Massachusetts and Leadership High in San Francisco—both of which are now mentor schools in the Coalition of Essential Schools. She also was a humanities teacher at San Francisco Community K–8, a public, alternative, teacher-run school. She is also past-president of the Board of Trustees of Leadership High School and currently serves on the advisory board of the San Francisco Coalition of Essential Small Schools.

Eng received a B.A. in educational studies and American history from Brown University, where she was presented with the Elmer R. Smith Award for her undergraduate thesis; an Ed.M. in social studies from Harvard University; and National Board Certification.

EDUCATION

- 1999 Ed.M., Social Studies, School of Education, Harvard University
- 1997 B.A., *cum laude*, American History and Educational Studies, Brown University
- 2003 National Board Certification, Early Adolescence/Social Studies-History
- 2005 California Clear Credential Single Subject with CLAD, Social Studies

PROFESSIONAL EXPERIENCE

2006– Present *Research Associate*, Innovation Studies
WestEd, San Francisco, CA

Conducts and disseminates case-study research related to education policies and practices at the classroom, school, and district level. Designs protocols and collects qualitative data, including observations, interviews, and focus groups. Specializes in promising practices in school choice programs, including charters and magnet schools; manages production of Innovation Guides contracted by the U.S. Department of Education's Office of Innovation and Improvement, such as *Creating and Sustaining Successful K–8 Magnet Schools*, and a companion website profiling successful magnet schools across the country; manages production of online toolkit for supporting district administrators and evaluators with rigorous evaluations of magnet schools (evaluationtoolkit.org). Designs content management processes and tools to support quick turnaround of data collection and analysis among a geographically dispersed team.

Conducts site-based research and develops multimedia products to illustrate evidence-based strategies for the Doing What Works website, an initiative focused on translating the practice guides developed by the Institute of Education Sciences into user-friendly tools for practitioners.

Provides training and group facilitation on using logic models as a communication and thinking tool to strengthen planning and implementation processes. Provides evaluation consulting services, including the development of a logic model, online teacher surveys, interview and focus group protocols, and implementation rubric for the San Francisco Education Fund's Equity-Centered Professional Learning Communities Grant Program.

Conducted site-based field work and data analysis for "California Community College Assessment and Placement Project," funded by the William and Flora Hewlett Foundation. Included systematic tracking of special populations within focus groups and points of convergence and divergence with quantitative data.

Conducted site visits, interviews, and focus groups for "Developing a College-Going Culture in Middle School," a case study research project for the Woodrow Wilson National Fellowship Foundation.

2001– 2006 *Middle School Teacher Leader*
San Francisco Community Alternative School K–8, San Francisco, CA

Taught and designed curriculum for 6–8th grade language arts/social studies and integrated science projects in a public, alternative, teacher-run school.

Planned and facilitated week-long summer institutes, winter retreats, and bi-monthly professional development meetings focused on reading comprehension, teaching for understanding, and project-based learning as part of Professional Development Team; whole school (K–8) standards and curriculum mapping/alignment.

Facilitated support group and planned whole school training around issues of race, equity, and developing cultural proficiency; trained at Leading for Equity Institute with Bay Area Coalition for Equitable Schools (BayCES).

Co-wrote article for fall 2004 issue of *Horace: The Journal of the Coalition for Essential Schools*, “Democracy...For What?”

Engaged in reflective teacher research on best practices work within Teacher Inquiry Project. Developed agendas, facilitated meetings, built schedules, and created advisory program and academic support program as Middle School Chair (2002–04).

1999–
2008 *Board of Trustees Member/Chair* (2005–2008)
Founding Humanities Teacher (1999–2001)
Leadership High School, San Francisco, CA

Served as the chair of the Board of Trustees at a start-up urban charter school that was recognized by the Stanford Redesign Network in 2007 as one of five exemplary California public high schools serving primarily low-income and minority students meeting success with closing the achievement gap.

Developed advisory program and curriculum as Advisory Committee Chair. Served on Portfolio and Exhibition Committee, Grading and Assessment Committee, and ad hoc Transition Team (leadership redesign issues and principal search).

Taught and designed curriculum for World History, U.S. History, and American Literature courses; developed course descriptions for UC approval and prepared materials for WASC accreditation.

Led 9th-grade team in data-based inquiry and school reform efforts with BayCES to develop action plan for closing the achievement gap.

1997–
1999 *Founding Arts & Humanities Teacher*
Francis W. Parker Essential Charter School, Devens, MA

Team-taught and designed innovative, integrated curriculum units in social studies, language arts, and arts for multi-age classrooms (7th/8th and 9th/10th graders) in a start-up school serving as a Mentor High School for the Coalition of Essential Schools (CES). Developed alternative assessment and promotion system; published rubrics for writing, reading, and research.

1994–
1996 *Founding Program Administrator and Teacher*
Providence Summerbridge (now the Breakthrough Collaborative), Providence, RI

Taught and served as administrator in a summer school for middle school students. Created a year-round extension AmeriCorps program; trained tutors; co-organized regional conference.

SELECTED PRESENTATIONS

Eng, S., & Tushnet, N. (2009, July). *Logic models and proposal development*. Workshop for WestEd staff.

- Eng, S. (2009, February). *Using the evaluation toolkit for magnet school programs*. Presentation for the Magnet Schools of America Legislative Conference.
- Eng, S. (2009, October). *Logic models and strategic planning: The myth, the legend, the tool*. Presentation for the Magnet Schools of America Technical Assistance Conference.
- Eng, S. (2008, July). *How to get where you're going: Using a logic model to translate your mission and vision into a program*. Presentations for the National Institute for Magnet School Leadership and the Magnet Schools of America.
- Eng, S. (2007, October). *Disseminating promising practices of magnet school programs*. Presentation at the Magnet Schools of America Technical Assistance Conference.
- Eng, S. (2005, November). *School stories*. Featured speaker at the Network Launch and Superintendent Discussion, San Francisco Coalition of Essential Small Schools.
- Eng, S. (2005, March). *Mind following heart: Project based learning, standards, assessment, and equity*. Presentation at Stanford University for Professor Denise Clark Pope.
- Eng, S. (1997–2007). Multiple presentations at the Coalition of Essential Schools Fall Forum. *A principled board: Developing capacity to govern with visionary pragmatism* (2007); *Mind following heart: Project based learning, standards, assessment, and equity* (2004); *Successful instances of achievement by low-performing students: What lessons can we learn?* (2001); and *Learning from an upstart start-up* (1997).

SELECTED PROFESSIONAL ACTIVITIES

- Participant, Facilitative Leadership Seminar, National School Reform Faculty at New York University, July 22–24, 2009.
- Member of SFUSD Superintendent's Study Team for Implementation of A-G Policy, February 2009
- Grant Writer and Recipient, San Francisco Education Fund, \$2,000 Classroom Grant, "From Non-Readers to Avid Readers: Developing Book Groups About Teen Issues," March 2005
- Co-Writer, Essay for *HORACE*, Special 20th Anniversary Issue, Equitable Schools for a New Democracy: "Democracy....For What?," November 2004
- Grant Writer and Recipient, National Education Association Foundation, \$5,000 Grant, "Using Performance Assessments to Promote Equitable Student Achievement," March 2004
- Manuscript Editor and Consultant, Kathleen Cushman, education writer, and others, August 1999–Present
 - Consulted for articles written for *HORACE* and *The Annenberg Challenge Journal*

- Edited manuscript for *Fires in the Bathroom: Advice for Teachers from High School Students*, New Press
 - Editing various manuscripts for Corwin Press
- Learning-In-Deed Interview, Service Learning Initiative, W.K. Kellogg Foundation, Fall 2001
 - Featured in nationally disseminated video about exemplary service learning projects
- Co-creator of educational software, “Adventures of the Intergalactic Space Cadets,” Fall 1997
 - Designed and created a problem-solving and language skills computer program/activity book for students at Classical High School in Providence, RI as part of coursework at Brown University; programmed using HyperTalk.

SUMMARY OF RELATED EXPERIENCE

Robert Montgomery has managed numerous web projects ranging from new websites, website redesigns, new web applications, user research and usability studies. He has also managed media development projects including video and Breeze presentations. His experience in a variety of national and local educational contexts, as an elementary and high school teacher and as a communications and technology director of a national school reform network, serves to inform his web work.

EDUCATION

- 1993 M.A., Social Sciences in Education, Stanford University
- 1987 B.S., Education, University of New Mexico
- 1985 B.A., American Civilization, Brown University

PROFESSIONAL EXPERIENCE

- 2003– *Web and Media Solutions Project Manager*, WestEd Interactive
- Present WestEd, San Francisco, CA

Managed the conceptualization, design, development, and evaluation of online knowledge communities to enable clients to create and share promising practices. Managed extensive website development projects with National Writing Project, Envision Schools, the Coalition of Essential Schools, and the Center for Reinventing Public Education. Played a lead role in the creation or management of three major Federal websites: USCharterSchools.org, BuildingChoice.org, and DWW.ed.gov.

- 1998– *Director*
- 2003 Coalition of Essential Schools, Oakland, CA

Managed five CES staff members in the design and hosting of Fall Forum 2000 and 2001, an annual three-day conference of over 2,000 educators from across the country. Acted as liaison with key Fall Forum vendors: marketing communications agency, conference management team, and featured speakers, and facilitated large-scale group meetings and group decision-making processes. Managed the Fall Forum budget of \$450,000, earning CES over \$150,000 in net profit each year. Created the CES website, which includes an interactive environment supporting all Fall Forum conference activities, school profiles, data collection, a Job Board, CES University registration, and a collection of best practices from CES schools. Trained hundreds of teachers in its use. Led website redesign team in the integration of static and relational content into a seamless user experience. Facilitated usability study of new website to assess site alignment with CES strategic goals.

1993– *Teacher*, Science and Technology
1998 Oceana High School, Pacifica, CA

Awarded CES Math/Science Fellowship, an intensive professional development experience in the areas of classroom practice, school design, and teacher leadership given over a two-year period. Coordinated schoolwide restructuring plan and staff development under State 1274 grant. Wired the school campus for Internet access and created Oceana's initial website and class on web design.

1990– *Entrepreneur and Founder*
1992 International Garment Business, Southeast Asia and United States

Managed the design, procurement of materials, and manufacturing of one-of-a-kind denim jackets in Bangladesh. Established accounts with leading U.S. retailers such as Nordstrom and Macy's.

SELECTED WEB SITES/PRODUCTS

Managed the design, development, and maintenance of the following websites and media projects:

Coalition of Essential Schools. (1998, 2001–2003). CES's flagship website. Available at <http://www.essentialschools.org>

CES Fall Forum Conference Management System. (1999–2005). Call for proposals, registration, & online program guide. Available at http://www.essentialschools.org/cs/fforum/search/ces_ff02e?x-t=04search.form

Colorado Small Schools Initiative. (2003). CSSI's organizational web presence. Available at <http://www.coloradosmallschools.org>

USCharterSchools.org. (2003). The most comprehensive online resource for and about charter schools. Available at <http://www.uscharterschools.org>

CES ChangeLab. (2004). Virtual school visits and a best practices library created by CES practitioners. Available at <http://www.ceschangelab.org>

Charter Schools Web Dialogue. (2004). A 5-day online event involving a panel of experts from the national charter school community. Available at <http://www.uscharterschools.org/dialogue>

Primers on Implementing Special Education in Charter Schools. (2004). Resources for state officials, and charter school authorizers & operators. Available at <http://www.uscharterschools.org/specialedprimers>

Web Dialogue on School Choice. (2004). A 2-day online event and Flash presentation involving a panel of school choice experts. Available at <http://www.webdialogues.net/ecs>

BuildingChoice.org. (2005). A collection of promising practices from a range of programs, tools, and resources to assist school districts in the implementation of public school choice programs. Available at <http://www.buildingchoice.org>

Envision Schools Project Exchange. (2006). A library of exemplary projects including media of student work and teacher reflection. Available at <http://www.envisionproject.org>

Doing What Works. (2007). A collection of online media and tools dedicated to helping educators identify and make use of effective teaching practices. Available at <http://dww.ed.gov>

Center for Reinventing Public Education. (2008). The flagship website for a prominent university-based research organization. Available at <http://cpre.org>

SUMMARY OF RELATED EXPERIENCE

Kacey O'Kelly is the Documents Coordinator for the Doing What Works project, part of WestEd's Innovation Studies program. Prior to joining WestEd in 2008, O'Kelly worked as a Project Manager with the National Foreign Language Center at the University of Maryland. She worked on multiple federally funded foreign language e-learning projects.

EDUCATION

- 2007 Certificate of Completion, Foundations of Leadership Program, Leadership Development Institute, University of Maryland
- 2006 Graduate Certificate, Project Management of Technological Systems, University of Maryland
- 1998 B.A., English, with a concentration in Creative Writing, University of Maryland

PROFESSIONAL EXPERIENCE

- 2008– Present *Documents Coordinator*, Doing What Works, Innovation Studies Program
WestEd, San Francisco, CA

Develops detailed timelines and plans workflow activities for Doing What Works web content. Assigns and monitors production tasks to meet deadline and delivery requirements. Creates and distributes tools and job aids to project team to improve efficiency. Identifies project areas of need and develops plans to implement improvements. Reports to project director and project team on project status and scheduling needs. Facilitates use of project's content management system used to publish Doing What Works content.

- 2006– 2007 *Project Manager*, National Foreign Language Center
University of Maryland, College Park, MD

Developed detailed project plan and budget for U.S. Department of Education-funded e-learning project. Monitored and tracked project activities on a daily basis to ensure timely delivery. Reviewed monthly financial reports to verify project costs remained within allocated budget. Prepared statements of work, contracts, press materials, and issued procurement orders for project tasks. Developed and monitored online surveys to analyze quality of materials; facilitated implementation of improvements. Prepared and submitted quarterly client reports detailing project milestones and alterations. Trained and mentored subject matter experts in using authoring tool to create materials content. Coordinated centerwide resources to ensure technological and other necessary project support. Assessed and recommended improvements to web presentation of materials and identified user needs for support.

2004–
2007 *Language Manager*, National Foreign Language Center
University of Maryland, College Park, MD

Managed over 40 external language experts from varied cultures on an e-learning project. Prepared and maintained detailed project plan, monitored progress according to project plan, reviewed financial reports. Trained consultants on project's standards and guidelines in face-to-face forum, as well as via email and phone. Trained consultants on how to use online authoring tool to complete project assignments. Monitored quality and provided feedback and coaching to consultants throughout project to guarantee quality. Provided regular status updates to the center's leaders; wrote, edited, and reviewed training materials as needed. Reviewed completed materials for compliance with project's guidelines and coordinated revisions as needed. Published completed e-learning materials on project-specific website.

2007 *Volunteer*
ACE After-School Program

Assisted program leaders with monitoring students. Assisted students with homework assignments and enrichment activities.

2004–
2005 *Consultant Coordinator*
Daughters of the American Revolution

Prepared newsletter manuscript for publisher and advised on layout design under deadline-oriented schedule. Consulted with publisher on articles for *American Spirit* magazine. Liaised with publisher on all edits, content, and layouts.

2003–
2004 *Publications Coordinator*
Daughters of the American Revolution

Solicited information from DAR members and other sources for inclusion in Daughters newsletter. Prepared newsletter manuscript for publisher and advised on layout design under strict schedule. Edited and consulted with publisher on articles for *American Spirit* magazine; updated NSDAR website. Managed print requests from NSDAR headquarters for in-house printing.

2003–
2004 *Consultant English Editor*, National Foreign Language Center
University of Maryland, College Park, MD

Edited and formatted manuscripts, manuals, and documents for the LangNet project. Edited English translations of multiple languages for an e-learning website using an online authoring tool. Performed beta testing on project's technology software.

2002–
2003 *Sub-Editor*, The Evening Echo
Cork, Ireland

Designed layout of two editions of daily newspaper. Wrote features and book reviews as assigned. Edited stories, wrote headlines, and sent finished layouts to printing press for two daily edition deadlines.

