

Budget

Winton Woods City (044081) - Hamilton County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (76)

U.S.A.S. Fund #: 466

Plus/Minus Sheet ([opens new window](#))

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Support Services		0.00	0.00	264,500.00	0.00	0.00	0.00	264,500.00
Governance/Admin		14,000.00	4,000.00	0.00	0.00	0.00	0.00	18,000.00
Prof Development		0.00	0.00	100,500.00	0.00	0.00	0.00	100,500.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Cost							6,500.00	6,500.00
Total		14,000.00	4,000.00	365,000.00	0.00	0.00	6,500.00	389,500.00
							Adjusted Allocation	0.00
							Remaining	-389,500.00

Application

Winton Woods City (044081) - Hamilton County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (76)

Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
GamifiED: Pocket PD for Teachers

2. Project Summary: Please limit your responses to no more than three sentences.
Develop a PD app with gamification elements to engage teachers in improved instructional practices and to facilitate face-to-face meets.
This is an ultra-concise description of the overall project. It should only include a brief description of the project and the goals it hopes to achieve.

3. Estimate of total students at each grade level to be directly impacted each year.
*This is the number of students that will receive services or other benefits as a **direct result** of implementing this project. This does not include students that may be impacted if the project is replicated or scaled up in the future. It excludes students who have merely a tangential or indirect benefit (such as students having use of improved facilities, equipment etc. for other uses than those intended as a part of the project). The Grant Year is the year in which funds are received from the Ohio Department of Education. Years 1 through 5 are the sustainability years during which the project must be fiscally and programmatically sustained.*

Grant Year				
45 Pre-K Special Education	283 K	266 1	280 2	308 3
249 4	256 5	255 6	261 7	287 8
278 9	286 10	344 11	219 12	

Year 1				
45 Pre-K Special Education	283 K	266 1	280 2	308 3
249 4	256 5	255 6	261 7	287 8
278 9	286 10	344 11	219 12	

Year 2				
45 Pre-K Special Education	283 K	266 1	280 2	308 3
249 4	256 5	255 6	261 7	287 8
278 9	286 10	344 11	219 12	

Year 3				
45 Pre-K Special Education	283 K	266 1	280 2	308 3
249 4	256 5	255 6	261 7	287 8
278 9	286 10	344 11	219 12	

Year 4				
45 Pre-K Special Education	283 K	266 1	280 2	308 3
249 4	256 5	255 6	261 7	287 8
278 9	286 10	344 11	219 12	

Year 5				
45 Pre-K Special Education	283 K	266 1	280 2	308 3
249 4	256 5	255 6	261 7	287 8

4. Explanation of any additional students to be impacted throughout the life of the project.

This includes any students impacted or estimates of students who might be impacted through future scale-ups or replications that go beyond the scope of this project.

Through building a robust library of PD courses, we can keep our teachers engaged not only in the PD itself, but in the ongoing implementation, practice, and support of strategies designed to improve student performance. In this way, we can replicate our efforts annually with additions to the app's content library, taking advantage of its structure for engaging teachers. By partnering with the Center for Urban Educational Services (CUES) and the Technology Assistance Group (TAG), this project will provide a platform that can reach staff/teachers across the districts these organizations service which will in turn indirectly impact students in many districts across Ohio. For example, districts may decide they each have an interest in a particular PD topic, and they could share resources to engage in the same content across districts - also widening the collaboration pool for teachers while minimizing the work necessary to create the similar PD's across the state.

5. Lead applicant primary contact: - Provide the following information:

First and last name of contact for lead applicant
Rhonda Hobbs, Director of Technology

Organizational name of lead applicant
Winton Woods City Schools

Address of lead applicant
8 Enfield Street

Phone Number of lead applicant
513-619-2350

Email Address of lead applicant
hobbs.rhonda@wintonwoods.org

Community School Applicants: After your application has been submitted and is in Authorized Representative Approved status an email will be sent to your sponsoring entity automatically informing the sponsor of your application.

6. Are you submitting your application as a consortium? - Select one checkbox below

Yes

No

If you are applying as consortium, please list all consortium members by name on the "Consortium Member" page by clicking on the link below. If an educational service center is applying as the lead applicant for a consortium, the first consortium member entered must be a client district of the educational service center.

[Add Consortium Members](#)

7. Are you partnering with anyone to plan, implement, or evaluate your project? - Select one checkbox below

Yes

No

If you are partnering with anyone, please list all partners (vendors, service providers, sponsors, management companies, schools, districts, ESCs, IHEs) by name on the "Partnering Member" page by clicking on the link below.

[Add Partnering Members](#)

B) PROJECT DESCRIPTION - Overall description of project and alignment with goals

8. Describe the innovative project: - Provide the following information

The response should provide a clear and concise description of the project and its major components. The following questions will address specific outcomes and measures of success.

a. The current state or problem to be solved; and

Though we know "sit-n-get" is not the most effective pedagogy, it still dominates the structure of adult professional development. In order to meet the needs of diverse student populations, who are part of the digitally inclined Generation Z, we need to rethink how we professionally develop our teachers in an attempt to impact instruction. Year after year, teachers sit through PD workshops, but time and again, we don't see instructional transformations as a result of this work. Additionally, the number of technology-native Millennials entering the job market increases yearly. The profile of teachers is changing. It is time to do things differently. According to The Center for Public Education's 2013 report entitled "Teaching the Teachers": - The duration of professional development must be significant and ongoing to allow time for teachers to learn a new strategy and grapple with the implementation problem. - There must be support for a teacher during the implementation stage that addresses the specific challenges of changing classroom practice. - Teachers' initial exposure to a concept should not be passive, but rather should engage teachers through varied approaches so they can participate actively in making sense of a

new practice. - Modeling has been found to be a highly effective way to introduce a new concept and help teachers understand a new practice. (p. 3, retrieved from <http://www.centerforpubliceducation.org/Main-Menu/Staffingstudents/Teaching-the-Teachers-Effective-Professional-Development-in-an-Era-of-High-Stakes-Accountability/Teaching-the-Teachers-Full-Report.pdf>) We have a problem with effective professional development for teachers in our country, and this project aims at overcoming that challenge.

b. The proposed innovation and how it relates to solving the problem or improving on the current state.

Utilizing the interactive features of mobile apps, with an emphasis on gamification, & tapping into the new ways people consume digital content (smart phones, tablets, desktop touchscreens), we will bring interactive, collaborative, & sustained PD to teachers, literally in their pockets. This supports learning anytime, anywhere! Breaking content into smaller chunks, & pairing it with opportunities to practice & discuss with teams, what once was an 8-hr day-long session can now be a weeks-long process punctuated by feedback, peer support, social networking, practice implementation, & more. Spreading that eight-hours of content over weeks, including time for collaborative implementation and reflection, teachers will implement the totality of PD content, rather than forgetting the bulk in a few days. According to The Center for Public Education's report, "In nine different experimental research studies of teacher professional development, all found that programs of greater duration were positively associated with teacher change and improvements in student learning" (p.14). The framework of this app will cater to this idea of "duration"- keeping transformative topics in the forefront of teachers' minds for weeks at a time. Here's how that will work: the app will house various PD pathways for teachers to select. When users select one, the app will open into sets of activities to complete (reading, reflecting, watching videos, practicing strategies in classrooms, visiting classrooms, providing feedback) before a face-to-face meeting. At that point, the next section of the pathway will unlock. In this way, teachers will work in community, progressively, to deepen their practice. When it comes to internalizing new ideas, "coached teachers [transfer] the newly learned teaching practices, but teachers who only [have] the workshop quickly [lose] interest in the skill and [do] not continue to use it in their classrooms" (p.16). By focusing on emerging theories of gamification, this project will establish collaborative teacher work-groups & partnerships, promoting the coaching relationships between colleagues necessary for sustained success. After all, engaging learners intrinsically in the learning process, rather than with extrinsic motivators, is the goal of every school. Awarding badges for academic accomplishments, as one example, is a method to gamify education. Global Kids, Inc. notes that badges "support learners to give language to and value what they are learning, by offering names for their new competencies and providing a venue that recognizes their importance." Though badging may at first seem extrinsic, the act of giving language and value to new tasks is actually intrinsic. (Retrieved from <http://www.edutopia.org/blog/beyond-badges-why-gamify-matthew-farber>) "Professional development sessions which aim to make teachers aware of a concept have been shown to be more successful when they allow teachers to learn the concept in varied, active ways" (p.16). By combining the app's interactive learning features with built-in opportunities for practice in classrooms, this project will encapsulate best-practices from a design perspective. In short, this app will provide sustained, structured PD for teachers in a format accessible anytime, anywhere. Advancing through the interface will require teachers to complete particular tasks, which include face-to-face collaborations, classroom visits & constructive feedback with partners, as well as community building & celebration of success. In the article "Beyond Badges: Why Gamify," Matthew Farber notes that, "[i]n addition to achieving flow, game players also seek to have fun. Dr. Kim observes that Bartle's Player Types Model has continual merit because 'different people enjoy different types of fun.' Fun, it turns out, is serious business." (Retrieved from <http://www.edutopia.org/blog/beyond-badges-why-gamify-matthew-farber>)

9. Select which (up to four) of the goals your project will address. For each of the selected goals, please provide the requested information to demonstrate your innovative project. - (Check all that apply)

a. Student achievement

i. List the desired outcomes.

Examples: fewer students retained at 3rd grade, increase in graduation rate, increased proficiency rate in a content area, etc.

We seek to achieve increased student achievement and decreased student discipline referrals through teacher professional development that aims to transform practice. Specifically, we aim to: * Increase student performance on district-wide end-of-unit assessments by 10% * Increase authentic teacher participation in the TBT process to at least 80% by aligning PD efforts to instructional data. * Reduce the failing grades rate by 5% each year. * Increase student attendance for ALL students by 0.5% and by 1% for students with disabilities. * Reduce discipline referrals by 10% each year. By pairing teacher education on key topics (such as student culture, relationship building, interventions, and more) with concrete implementation strategies, time to practice, and peer feedback, this project seeks to bridge the gap between theory and practice. The project also aligns with our Ohio Improvement Process School Improvement Plan. For example, in meeting the needs of diverse learners in single classrooms, teachers need to provide differentiated instruction which goes beyond modifying worksheets, abridging reading assignments, or assigning fewer math problems. The mobile app's slow-release model mirrors differentiated instruction while making it easier for teachers to connect new learning with classroom practice by implementing things one-at-a-time. In building more productive relationships with parents/guardians/families, as another example, teachers need prompting and strategies for initiating contact not centered on reports of student misconduct. The mobile app's slow-release model makes it easier to share approaches in a manner that facilitates trying to conduct new kinds of conversations. Whatever the need, by targeting a number of strategies for improving student engagement and achievement via this app's slow-release model (with built in feedback and peer support), we can bridge the gap that too often exists between PD and practice.

ii. What assumptions must be true for this outcome to be realized?

Examples: early diagnosis and intervention are needed to support all children learning to read on grade level; project-based learning results in higher levels of student engagement and learning, etc.

The following assumptions must be true for this approach to be actualized: 1. That the model of consuming information via cross-platform, device-agnostic interfaces has been shown to keep people engaged due to portability, convenience, and the structure of digital content (interactive features, gamification, video, etc.). 2. That learning is easier to internalize when presented in manageable chunks, with time between chunks for processing, practice, feedback, and review. 3. That working with a smaller community of colleagues (grade-level teams, departments, PLC's, etc.) promotes more accountability and implementation. 4. That gamification theories provide insight in how to motivate learners.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

These assumptions are supported by literature. 1. A 2014 study by ComScore showed that, in the US, smart phones and tablets represent

60% of all digital media consumption (<http://www.comscore.com/Insights/Presentations-and-Whitepapers/2014/The-US-Mobile-App-Report>). A 2015 report by the Newspaper Association of America shows huge gains in the number of people interacting with digital newspapers, half of which are accessed by mobile devices (<http://www.naa.org/Trends-and-Numbers/Newspaper-Websites/Newspaper-Web-Audience.aspx>). Mobile devices are the clear winner with regards to how people increasingly desire to interface with and consume content. 2. "Two theoretical explanations, psychological constructivism and information processing, promote learning as a constructive process that can be aided by strategies such as activating prior knowledge, chunking, elaborating, and invoking a schema" (Swiderski S. Transforming Principles into Practice: Using Cognitive Active Learning Strategies in the High School Classroom. Clearing House [serial online]. November 2011;84(6):239-243. Available from: Academic Search Premier, Ipswich, MA. Accessed November 6, 2015.) The slow-release method characterizing this app's approach follows this model. 3. "Small group learning also includes communities of practice. These are understood to be special, informal networks of individuals who share interest in a common problem, issue, vision, or goal ... It is a means by which a group can pursue a learning project ... Communities of practice may exist on or off the job and may focus on work-related or personally related issues. ... Adults who pursue learning efforts to meet their own social needs will find communities of practice an effective venue by which to meet their learning needs and social needs at the same time" (Rothwell, William J. Adult learning basics. Alexandria, Va: ASTD Press, 2008.) PLC's operate under the assumption that the key to improved learning for students is continuous, job embedded learning for educators. (DuFour, DuFour, Eaker and Many (2010)). The app facilitates small group interactions as way to reinforce content learning. 4. "Recently, game based learning has also been proposed for adult education. Gaming is becoming a new form of interactive content, worthy of exploration for learning purposes. Universities are also looking for a new positioning in the changing setting of lifelong learning. Universities need to develop innovative forms of learning in order to provide concepts for lifelong learning to their prime customers, students. Modern technology needs employees proficient in effective communication, teamwork, project management and other soft skills such as responsibility, creativity, micro-entrepreneurship, corporate culture, etc. Game-base learning is an approach to tackle the above issues." (Pivec, M., Dziabenko, O., & Schinnerl, I. 2003, July. Aspects of game-based learning. In 3rd International Conference on Knowledge Management, Graz, Austria. pp. 216-225). According to Ferriter and Provenzano, "innovation happens when minds come together to share ideas. Traditionally, that sharing required people to be in the same place at the same time. Today, sharing ideas can happen anytime, anywhere. Whether they are poking through Twitter streams on smartphones before the morning bell rings, reading blog entries on iPads while sitting in waiting rooms, or extending conversations started at unconferences on laptops while unwinding after a long day of work, digitally connected teachers are tapping into what Clay Shirky and Dan Pink call 'the great spare time revolution'" (p. 19, Kappan, 2013, November). This app seeks to capitalize on precisely this concept - slow-releasing content in short bursts and then punctuating that with teacher-partnerships and small-groups for implementation and support.

iv. List the specific indicators that you will use to measure progress toward your desired outcome.

These should be measurable changes, not merely the accomplishment of tasks. Example: Teachers will each implement one new project using new collaborative instructional skills, (indicates a change in the classroom) NOT; teachers will be trained in collaborative instruction (which may or may not result in change).

Teachers will implement new instructional strategies based on content from the PD app. These efforts, along with feedback and follow up, will be documented with assigned partners and small teams. Specifically, teachers will: * Log evidence of implementation progress into the interface provided by the app. * Include references to new approaches/strategies on regularly reported TBT forms, including documentary evidence. * Provide evidence of new strategy/approach implementation at least once monthly. Additionally, district leadership will analyze samples of student work quarterly, documenting evidence of deep implementation as exhibited by student products.

v. List and describe pertinent data points that you will use to measure student achievement, providing baseline data to be used for future comparison.

Pertinent data points for measuring data include: Informal walkthrough data (not part of OTES evaluations). * Look-for items will be developed based on the specific content of the various PD pathways. Teachers will be expected to demonstrate attempts have been made to incorporate new learning into actual practice. District-wide end-of-unit assessments. * Instructional efforts will be aligned to improving student performance. In addition to state report card information, which only comes out annually, we will monitor effectiveness regularly through end-of-unit assessments, which are administered uniformly within course grade bands and across classrooms. Analysis of authentic TBT participation. * District leaders will use a TBT checklist for evaluating minutes as a way to evaluate their instructional effectiveness, particularly as pertains to PD initiatives. Failing grades report. * Insofar as PD efforts that target instruction do so with the goal of increasing student performance, we should see a decrease in failing grades. Student attendance rates. * By improving teacher/student relationships via PD pathways, students will be more motivated to attend school. Discipline referrals. * By improving teacher/student relationships, deepening teacher understanding of student culture, and addressing classroom management strategies, we should see a decrease in the number of discipline referrals. Staff/Student culture survey results. * Annual survey results should show increased satisfaction over time for both students and teachers. Manifestation of instructional efforts as exhibited in student work samples (rubric score for analysis and data collection). * With regards to instructional strategies with specifically embedded, measurable outcomes, these outcomes will be measured quarterly at District Leadership Team meetings.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

The framework upon which the app is built will allow for content customization. This is not about purchasing pre-existing, cookie-cutter PD solutions. Instead, the PD pathways can be created, and revised, as needed. If we discover, for example, that we have not provided the right content, it would be easy to revise the course mid-stream (something not so easy to do during a day-long PD). The content could be adjusted to make it more relevant, or to include more of the activity types that teachers find meaningful and/or the data shows as impactful. Additionally, the underlying framework could be applied in a totally different manner, should the approach to PD prove unsuccessful. Our goals could potentially be met by using the framework for slightly different means, such as providing deep community participating/partnership pathways, or interactive and responsive progress monitoring tools for students, teachers, parents/families, and more. Such a change would be a simple matter of re-imagining the content. The framework remains. If the overall use of an app is proven a failed hypothesis, the content will exist on the web, and the framework could be reformulated as an online course, with the same features and customizable details as described above

■ b. Spending reductions in the 5 year forecast

i. List the desired outcomes.

Examples: lowered facility cost as a result of transition to more efficient systems of heating and lighting, etc.; or cost savings due to transition from

textbook to digital resources for teaching.

ii. What assumptions must be true for this outcome to be realized?

Example: transition to "green energy" solutions produce financial efficiencies, etc.; or available digital resources are equivalent to or better than previously purchased textbooks.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

iv. List the specific indicators that you will use to monitor progress toward your desired outcome.

These should be specific dollar savings amounts. THESE MUST MATCH THE COST SAVINGS AS PROJECTED IN THE FINANCIAL IMPACT TABLE (FIT).

v. List and describe pertinent data points that you will use to measure spending reductions, providing baseline data to be used for future comparison.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

c. Utilization of a greater share of resources in the classroom

i. List the desired outcomes.

Example: change the ratio of leadership time spent in response to discipline issues to the time available for curricular leadership.

This proposal will increase the amount of professional resources that impact the classroom through its radical reformulation of teacher PD. By ensuring, from a structural standpoint, that PD initiatives are continually implemented and supported through professional community, feedback, and reflection, this app leads to the utilization of a greater share of professional development resources in the classroom. By removing PD from traditionally defined "sit-n-get" sessions, those actual calendar days will be re-purposed for increased efficacy. For example, teachers will utilize that time to: * Collaborate with teams * Engage teacher-based-teams protocols * Develop student intervention plans * Analyze student data * Plan lessons interdisciplinarily * Increase communication with parents/families/community members Additionally, by reducing the number of discipline referrals, administrators will not only have more time to spend in classrooms and on instructional leadership, but their leadership will also be focused by the content of the PD pathways. So, if a particular cohort of teachers is focusing on academic interventions for struggling students, the administrator will be able to focus his or her work with teachers on that target. This increases the ability for administrators and teachers to collaborate around a specifically defined focus. Finally, another result of decreased discipline referrals is an increase in instructional time in classrooms and improved teacher-student culture.

ii. What assumptions must be true for this outcome to be realized?

Examples: improvements to school and classroom climate will result in fewer disciplinary instances allowing leadership to devote more time to curricular oversight.

The following assumptions must be true for this outcome to be realized: 1. Teachers will engage the PD content outside the scope of traditionally defined PD days. 2. Repurposed PD days can be re-imagined for the purposes of creative collaboration and planning. 3. Teachers will be accountable for their collaboration time on these days. 4. Administrators will use time saved from discipline referrals to act as instructional leaders. 5. Decreased discipline referrals lead to increased instructional time and improved teacher-student culture.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

Some of these assumptions have been tested, and others are supported by the literature: 1. In a speech to the RSA entitled "Drive: The surprising truth about what motivates us" (featuring content from his book by the same name), Daniel Pink explains that "there are three factors that the science shows lead to the better performance, not to mention personal satisfaction: autonomy, mastery and purpose. Autonomy is our desire to be self directed, to direct our own lives. Now in many ways traditional notions of management run afoul of that. Management is great if you want compliance, but if you want engagement, which is what we want in the workforce today as people are doing more complicated sophisticated things, self-direction is better. ... Mastery is our urge to get better at stuff; we like to get better at stuff. This is why people play musical instruments on the weekend. You have all these people who are acting in ways that seem irrational economically; they play musical instruments on weekends - why? It's not going to get them a mate, it's not going to make them any money. Why are they doing it? Because it's fun, because you get better at it and that's satisfying. ... What you see more and more is a rise of what you might call the purpose motive as if more and more organisations want to have some kind of a transcendent purpose: partly because it makes coming to work better; partly that's because that's the way to get better talent." (Retrieved from <https://www.thersa.org/globalassets/pdfs/blogs/rsa-lecture-dan-pink-transcript.pdf>) By refocusing the delivery system of PD for teachers, our app based approach aligns with research about motivating people - allowing them to be more self-directed, to experience the satisfaction of accomplishment. Teachers will have the ability to exert choices in various aspects of this project - from selecting PD pathways, joining teams, deciding when to engage content, and deciding how to implement it. 2. "People need autonomy over task (what they do), time (when they do it), team (who they do it with), and technique (how they do it)." (p. 222) ... "Mastery is a mindset: It requires the capacity to see your abilities not as finite, but as infinitely improvable." (p. 223. Pink, D. 2009. Drive: The surprising truth about what motivates us. New York, NY: Riverhead Books.) This concept supports a growth mindset vs a fixed mindset. By re-purposing time previously spent on "sit-n-get" PD, teachers will gain more autonomy over task and time. This will lead not only to more mastery, but also more opportunities for teachers to spend time creating things that impact students in their classrooms. 3. "The opposite of autonomy is control. And since they sit at different poles of the behavioral compass, they point us toward different destinations. Control leads to

compliance; autonomy leads to engagement. And this distinction leads to the second element of Type I behavior: mastery - the desire to get better and better at something that matters" (p. 108, Pink, D. 2009. Drive: The surprising truth about what motivates us. New York, NY: Riverhead Books.) Part of changing how we do business, and part of changing the culture of a school, is trust. While we have plenty of data-points in place to ensure that we move forward with implementation, we also need to show teaching professionals that we trust them to use this provided time for the activities they have reported that they wish they had more ability to engage. 4. Administrators have self-reported that they are overburdened with discipline referrals, and that they wish they had more time to work with teachers and in classrooms. 5. Concerns about student discipline and school culture have been a part of our Ohio Improvement Goals since at least 2013. This is an ongoing concern, and this app is designed to support this goal.

iv. Please provide the most recent instructional spending percentage (from the annual Ohio School Report Card) and discuss any impact you anticipate as a result of this project.

Note: this is the preferred indicator for this goal.

According to the most recent state report card data, we spend 67.5% on classroom instruction. This project will maximize the impact of instructional dollars. Right now, we are seeing minimal impact from the PD time we spend on classroom instruction. By repurposing time previously dedicated to "sit-n-get" PD, and by reimagining PD as described previously through the app interface, we expect our instructional spending to be more impactful, increasing the efficiency of each dollar spent. In addition, the project will impact the spending of instructional resource dollars currently earmarked for specific products, such as Plato for credit recovery solutions. If student achievement increases, and if the failure rate decreases, we have less of a need for off-the-shelf credit recovery products, as just one potential example.

v. List any additional indicators that you will use to monitor progress toward your desired outcome. Provide baseline data if available.

These should be specific outcomes, not just the accomplishment of tasks. Example: fewer instances of playground fighting.

The following indicators will measure progress: * Teacher progress measured through the PD app. * Increased informal walkthroughs by administrators. * Improved TBT protocols as quantified at district level by evaluative checklist. * Increased frequency of positive communication with parents/families/communities via teacher call logs. * Evidence of collaborative planning submitted after re-purposed PD days. * Feedback from group leaders on blended learning time.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

We strongly believe, based on research provided above, that our assumptions will prove true - as we believe that providing teaching professionals with autonomy, mastery, and purpose will be intrinsically motivating and rewarding. However, in the event that all of these ideas prove false, then teachers would be compelled to engage all the PD content during the days dedicated, losing their requested opportunities to collaborate and create with one another. However, the existence of the app framework would allow us to differentiate to different groups of teachers based on engagement. Those responding positively could continue along their pathway (including the benefit of collaborative time), and those who do not engage could be returned to the more traditional model (which could inspire them to change their minds).

d. Implementing a shared services delivery model

i. List the desired outcomes.

Examples: increase in quality and quantity of employment applications to districts; greater efficiency in delivery of transportation services, etc.

ii. What assumptions must be true for this outcome to be realized?

Example: neighboring districts have overlapping needs in administrative areas that can be combined to create efficiencies.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, data analysis etc), or how these are well-supported by the literature.

iv. List the specific indicators that you will use to monitor progress toward your desired outcomes.

These should be measurable changes, not the accomplishment of tasks.

Example: consolidation of transportation services between two districts.

v. List and describe pertinent data points that you will use to evaluate the success of your efforts, providing baseline data to be used for future comparison.

Example: change in the number of school buses or miles travelled.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

10. Which of the following best describes the proposed project? - (Select one)

a. New - Never before implemented

b. Existing - Never implemented in your community school or school district but proven successful in other educational environments

c. Replication - Expansion or new implementation of a previous Straight A Project

d. Mixed Concept - Incorporates new and existing elements

e. Established - Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

C) BUDGET AND SUSTAINABILITY

11. Financial Information: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 12-19.

a. Enter a project budget in CCIP (by clicking the link below)

[Enter Budget](#)

b. If applicable, upload the Consortium Budget Worksheet (by clicking the Upload Documents link below)

c. Upload the Financial Impact Table (by clicking the Upload Documents link below)

[Upload Documents](#)

The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab of the workbook. Applicants must submit one Financial Impact Table with each application. For consortium applications, please add additional sheets instead of submitting separate Financial Impact Tables.

389,500.00 12. What is the amount of this grant request?

13. Provide a brief narrative explanation of the overall budget.

Responses should provide a rationale and evidence for each of the budget items and associated costs outlined in the project budget. In no case should the total projected expenses in the budget narrative exceed the total project costs in the budget grid.

Area / Narrative Explanation / Cost Planning In this phase, we prioritize our features requests and map out the details of the interface. This phase includes discussion around the interface between the app and the backend management system. \$1,000.00 Design and Discovery In this phase, we work out details of various workflows, including data framework and collection. We discuss the design elements, and work out all the remaining technical specs. As a result of this work, we will have everything mapped out so we understand exactly how features interface with various price points. \$1,500.00 Development Phase 1 In this phase, the basic framework is coded. This work will not include all the eventual features, but it will serve as a basic test of the coding - particularly for the backend management system's ability to update and customize content for the PD pathways. \$125,000.00 Development Phase 2 In this phase, the backend management system is developed more fully, as we add various features - such as data reporting and the ability to add interfaces to the app's PD pathways. \$62,000.00 Development Phase 3 In this phase, the frontend app features are developed more fully, as we add various features - such as gamification elements, social networking, etc. \$40,000.00 Development Phase 4 In this phase, we will start loading actual PD content and testing it with some early adopters. These use cases will identify additional bugs or interface issues that need to be addressed, and it will provide real-time data to be examined in the backend. At this point, we can re-assess what we still need, and start building in more features to create a robust user experience. \$20,000.00 Development Phase 5 This is the final phase of technological development, where we ensure that the end project is release ready, and where we are provided with necessary technical training to run the system on our own. At the end of this phase, we will have a feature-rich, bug-free, user-friendly PD app. \$10,000.00 Final Fixes Phase 6 After the launch of the project, this phase represents scheduled follow-up after many users have interacted with the site. A lessons learned meeting will determine if any final fixes are necessary before calling the release complete. The price indicates the cost of the final fixes, if there are any, and not the lessons learned meeting. \$5,000.00 Content and Implementation This represents estimated costs for developing several pathways' worth of initial PD content, as well as any costs for implementation support. \$100,500.00 Governance / Administration Grant allowance (Salary and Fringe Benefits) \$18,000.00 Indirect Grant allowance \$6,500.00

14. Please provide an estimate of the total costs associated with maintaining this program through each of the five years following the initial grant implementation year (sustainability costs). This is the sum of expenditures from Section A of the Financial Impact Table.

0.00 a. Sustainability Year 1

0.00 b. Sustainability Year 2

0.00 c. Sustainability Year 3

0.00 d. Sustainability Year 4

0.00 e. Sustainability Year 5

15. Please provide a narrative explanation of sustainability costs.

Sustainability costs include any ongoing spending related to the grant project after June 30, 2017. Examples of sustainability costs include annual professional development, staffing costs, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in this narrative section should be consistent and verified by the financial documentation submitted and explained in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain why.

In creating the initial content for this PD app, the intent is not to rely on external providers in perpetuity for providing these learning experiences. Instead, our initial offerings will provide models for how this new learning interface works. One of our PD pathways will guide teacher leaders through a tutorial for using the backend technology to create their own PD pathways. After this knowledge transfer takes place, we will be in a position to maintain this concept for the foreseeable future. In this way, our vision is to create a program that sustains itself by recognizing teacher talent and authorizing our own leaders to develop meaningful content from knowledge of our school's culture and vision. There are zero sustainability costs. In fact, we have the opportunity to save money in the future. Imagine partnering with other schools districts to share

engagement in a PD pathway. We could broaden our collaborative pool, gain exposure to more ideas from other professionals, and perhaps even save other districts resources for focusing on instruction. As outlined by the literature cited above (notably the work by Daniel Pink on motivation), people are motivated by mastery, and by believing they have a sense of purpose - that their work has an impact on their world in a productive way. Tapping into the resources of our teacher leaders and our institutional expertise is a way not only to create a financially self-sustaining program, but one that sustains itself through motivating adult learners and professionals to achieve at high levels. With respect to server space, issues with technology, hardware, etc., our school will not have any costs associated here, due to the agreement with have with CUES and TAG about the long-term scalability of the project. We will always have access to use the app for our teachers in the ways described here, in perpetuity, free of charge. CUES and TAG, however, would be free to create PD pathways that may be provided to other districts as part of their service catalogue. As such, they would shoulder the costs associated with maintenance of the technology. This is part of the service they provide: managing the app development with the tech vendor and then managing the app service as part of their catalogue, but keeping the service always free to us.

100 16. What percentage of these costs will be met through cost savings achieved through implementation of the program?

Total cost savings from section B of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table. If the calculated amount is greater than 100, enter 100 here.

17. Please explain how these cost savings will be derived from the program.

Applicants who selected spending reductions in the five-year forecast as a goal must identify those expected savings in questions 16 and 17. All spending reductions must be verifiable, permanent, and credible. Explanation of savings must be specific as to staff counts; salary/benefits; equipment costs, etc.

Our goal is to permanently transform the nature of our teacher PD through a strategy that costs us nothing to sustain while focusing the impact of the instructional dollars we do spend. Once we use the grant dollars to create our PD app, our sustainability costs will be \$0.00, so we entered 100% for #16. However computed, the total will be \$0.00. (100% of \$0.00 = \$0.00) Because we have partnered with CUES and TAG on the development of this technology, that partnership will allow them to repopulate the app framework with fresh materials to be marketed to other districts throughout Ohio. As such, we will maintain access to that content for the life of the app. CUES and TAG will also be responsible for the technical upkeep of the product, which means we do not need to shoulder those costs, either. This means we have no sustainability costs, and as such we do not need to actualize savings elsewhere to cover them. But, more importantly, we will continuously focus the impact of our instructional spending through pioneering the implementation of this new form of PD.

0 18. What percentage of sustainability costs will be met through reallocation of savings from elsewhere in the general budget?

*Total reallocation from section C of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table
Note: the responses to questions 16 and 18 must total 100%*

19. Please explain the source of these reallocated funds.

Reallocation of funds implies that a reduction has been made elsewhere in the budget. Straight A encourages projects to determine up front what can be replaced in order to ensure the life of the innovative project.

As explained above, we have no sustainability costs. This project has been designed to sustain itself long-term with no costs on our end. Future content development will be covered within the scope of our pre-existing responsibilities. Also, by partnering with CUES and TAG, we understand the state or other districts in Ohio could benefit from the existence of this interactive framework for delivering professional development. For example, perhaps a new initiative will come from the state, and the state will need resources to promote implementation. Perhaps, through partnering with CUES and TAG, Ohio could save money delivering training statewide through use of this PD app. We view this app as a real game-changer for authentic engagement in professional development concepts, and we think the agreement with CUES and TAG which saves us from having sustainability costs really could have a larger impact around Ohio.

D) IMPLEMENTATION

20. Please provide a brief description of the team or individuals responsible for the implementation of this project, including other consortium members or partners.

This response should include a list of qualifications for the applicant and others associated with the grant. Please list key personnel only. If the application is for a consortium or a partnership, the lead should provide information on its ability to manage the grant in an effective and efficient manner. Include the partner/consortium members' qualifications, skills and experience with innovative project implementation and projects of similar scope.

Enter Implementation Key Personnel information by clicking the link below:

[Add Implementation - Key Personnel](#)

For Questions 21-23 please describe each phase of your project including its timeline, and scope of work.

A complete response to these questions will demonstrate awareness of the context in which the project will be implemented and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be apparent, including coordination and communication in and amongst members of the consortium or partnership (if applicable). Not every specific action step need be included, but the outline of the major steps should demonstrate a thoughtful plan for achieving the goals of the project. The timeline should reflect significant and important milestones in an appropriate time frame.

21. Planning

a. Date Range June 2015 - December 2015

b. Scope of activities - include all specific completion benchmarks.

Ohio Improvement Plan Prior to Summer 2015 Our OIP plan identified areas of focus that this app proposal aims to address. Teachers Association Negotiations Summer 2015 Working with our teachers' association, we got approval for an online learning concept by providing some collaboration in exchange for professional development days. Initial concept stemmed from ISTE conference attendance. District-wide PD committee October, 2015 We formulated a district-wide PD committee to explore the staff needs/wants regarding professional development. Survey of staff November, 2015 We surveyed certificated, classified, and exempt staff regarding PD. Outline concept November, 2015 We developed an outline concept for gamified PD opportunities, and began collaborating with CUES/TAG on developing the concept more fully.

22. Implementation (grant funded start-up activities)

a. Date Range Jan 2016 - December 2016

b. Scope of activities - include all specific completion benchmarks

Planning Selecting a developer and discussion around the interface between the app and the backend management system. January, 2016 Design and Discovery Writing out the specific requirements document detailing all technical work relative to phases and timeline. February, 2016 Development Phase 1 Coding the basic framework February - March, 2016 Development Phase 2 Developing the backend management system. March-April, 2016 Development Phase 3 Developing the frontend app features more fully; adding various features - such as gamification elements, social networking, etc. April-May, 2016 Development Phase 4 Loading actual PD content and adding additional features. May-June, 2016 Development Phase 5 Ensuring the end project is release ready. June-July, 2016 Content and Implementation Developing several pathways' worth of initial PD content, as well as any costs for implementation support. January, 2016 - December, 2016 User Feedback Data Collection Collecting initial user feedback data for necessary adjustments moving forward. November, 2016 Final Fixes Phase 6 A lessons learned meeting to determine if any final fixes are necessary before calling the release complete. December, 2016

23. Programmatic Sustainability (years following implementation, including institutionalization of program, evaluation and communication of program outcomes)

a. Date Range Aug 2016 - July 2022

b. Scope of activities - include all specific completion benchmarks

Monthly (through July, 2022) * Belonging to the Hamilton County Technology Coordinators Group, there is a monthly opportunity to share information between local districts. Quarterly (through July, 2022) * Review of Data at DLT Meetings: * Analysis of authentic TBT participation. * District-wide end-of-unit assessments. * Failing grades report * Discipline Referrals * Student Attendance Rates * Principal informal walkthrough data (not part of OTES evaluations). * Manifestation of instructional efforts as exhibited in student work samples (rubric score for analysis and data collection) Annually (through July, 2022) * Staff/Student culture survey results Feb 2018 - June 2018 As a creator and steward of the GamifiED: Pocket PD for Teachers grant, we intend to apply as a presenter for these annual technology conferences to share our findings with other educators across Ohio and Internationally. * OTEC (Ohio Technology Education Conference) - Feb 2018 * ISTE (International Society for Technology in Education) - June 2018 School Year 2018-2019 * As a community engagement outreach, we intend to develop training programs for our parents that can help extend the learning process at home. (For example: How to read to your child.) School Year 2020-2021 * As we institutionalize this approach with our teachers, we intend to extend the use of the app to engage students. (For example: School culture, values, processes, and procedures. What does it mean to be a "Warrior"?)

E) SUBSTANTIAL IMPACT AND LASTING VALUE

24. Describe the expected changes to the instructional and/or organizational practices in your institution.

The response should illustrate the critical instructional and/or organizational changes that will result from implementation of the grant and the impact of these changes. These changes can include permanent changes to current district processes, new processes that will be incorporated or the removal of redundant processes. The response may also outline the expected change in behaviors of individuals (changes to classroom practice, collaboration across district boundaries, changes to a typical work day for specific staff members, etc.). The expected changes should be realistic and significant in moving the institution forward.

Please enter your response below:

We live in a time of constant change. Our student body is evolving rapidly, and so are their needs. As the next generations of learners demand more differentiation, more hands-on learning, more interactivity, more authentic use of technology, and so forth, we need a new model of professional development - one that can flex with these changing currents in a highly adaptable, highly engaging manner. Rather than sitting teachers at a table to listen all day (when that's the opposite of what we expect them to do with their own students), this app is about taking professional development to a new level. It's about rigor, collaboration, critical and creative thinking - all structured around the kind of interface and activity we want teachers to try in their classrooms. This app will be designed to change the school's collaborative and instructional culture - from the level of teachers working together to create dynamic lessons and strategies for reaching their students, to the nuts-and-bolts of impacting day-to-day interactions. More specifically, we will document an increase in the following: * PBL * Literacy across the curriculum * Differentiation * Integration of Technology * ELL Strategies * Growth Mindset * School Culture * Data-driven decision making * Team leaders will report on impact of blended learning sessions Our proposed initial PD pathways cover these topics, and teachers will choose their favorites. By allowing for teacher's to have choices, we create an environment where everyone has both someone with whom to collaborate, and someone from whom they can hear about totally different concepts (building anticipation for the next round of PD when teachers select new topics). But most importantly, we will be able to document an increase in implementation based on the app's slow-release model, including teacher partnerships and small teams. Additionally, we can use these pathways as a way to change the manner by which our school interacts with and partners with parents/guardians/families/community members. By opening up more points of engagement, using interfaces already familiar to families, we increase the likelihood of them interacting with our content.

25. Please provide the name and contact information for the person and/or organization who will oversee the evaluation of this project.

Projects may be evaluated either internally or externally. However, evaluation must be ongoing throughout the entire period of sustainability and have the capacity to provide the Ohio Department of Education with clear metrics related to each selected goal.

Please enter your response below:

Lead Primary Contact Rhonda Hobbs, Director of Technology Winton Woods City Schools 8 Enfield Street Cincinnati, OH 45218 513-619-2350 hobbs.rhonda@wintonwoods.org Partner Contact Paul Smith Center for Urban Educational Services 11083 Hamilton Avenue Cincinnati, Ohio 45231 (513) 674-4214 paul.smith@hcesc.org Renita Heideman Technology Assistance Group 11083 Hamilton Avenue Cincinnati, Ohio 45231 (513) 674-4312 renita.heideman@hcesc.org

26. Describe the overall plan for evaluation, including plans for data collection, underlying research rationale, measurement timelines and methods of analysis.

This plan should include the methodology for measuring all of the project outcomes. Applicants should make sure to outline quantitative approaches to assess progress and measure the overall impact of the project proposal. The response should provide a clear outline of the methods, process, timelines and data requirements for the final analysis of the project's progress, success or shortfall. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio. Note: A complete and comprehensive version of the evaluation plan must be submitted to ODE by all selected projects.

We believe strongly that any evaluation plan should elevate participation above the level of compliance into an analysis of student performance, with the goal of constant improvement. To that end, the data points we have selected as our regular benchmarks are designed to give us continual insights into the degree to which our efforts are effective. As mentioned earlier, we have scheduled regularly occurring data collection points as follows: Quarterly * Review of Data at DLT Meetings: * Analysis of authentic TBT participation. * District-wide end-of-unit assessments. * Failing grades report * Discipline Referrals * Student Attendance Rates * Principal informal walkthrough data (not part of OTEs evaluations). * Manifestation of instructional efforts as exhibited in student work samples (rubric score for analysis and data collection) Annually * Staff/Student culture survey results The quarterly meetings of the District Leadership Team will provide a comprehensive review of data relevant to our progress. If we find, for example, that student performance is languishing, or that teachers are not implementing new strategies with fidelity, we will be able to revise our plans quarterly. Such revisions may include changes to the PD content, alterations to the face-to-face and coaching/partnering concepts, or clarifying expectations with teachers. As time progresses, we should be able to chart growth in our measured benchmarks to determine our overall impact. And, at the end of each year, we can check the pulse of how our teachers respond to the PD (and how the students have noticed changes to their instruction). Our overall approach to this follows the PDSA cycle as outlined by the Deming Institute: Plan, Do, Study, Act (Retrieved from <https://www.deming.org/theman/theories/pdsacycle>). The Deming Cycle is the continuous improvement process as implemented by our DLT, focused on those data points outlined above. This cyclical approach is designed to maximize our impact in being responsive to our data. We will also be modeling the kind of behavior we expect of our teachers. In a 2005 article with ASCD, "Research Matters / How Student Progress Monitoring Improves Instruction," Nancy Safer and Steve Fleischman write how "[r]esearch has demonstrated that when teachers use student progress monitoring, students learn more, teacher decision making improves, and students become more aware of their own performance. A significant body of research conducted over the past 30 years has shown this method to be a reliable and valid predictor of subsequent performance on a variety of outcome measures, and thus useful for a wide range of instructional decisions" (Retrieved from <http://www.ascd.org/publications/educational-leadership/feb05/vol62/num05/How-Student-Progress-Monitoring-Improves-Instruction.aspx>). The lessons learned from can be shared across the state (and the nation, or even the world!) in a variety of ways. For example, we plan to apply to present in 2018 at both the OTEC and ISTE conferences. Also as mentioned above, we participate in a monthly meeting of Hamilton County Technology Coordinators, where we share regular updates. As educational service providers, CUES and TAG will be able to replicate our efforts by offering access to this approach to other schools. As we learn how to improve our execution of this concept, that improved execution can be scaled to other schools - either through collaboration with us, or through working with CUES/TAG.

27. Please describe the likelihood that this project, if successful, can be scaled-up, expanded and/or replicated. Include a description of potential replications both within the district or collaborative group, as well as an estimation of the probability that this solution will prove useful to others. Discuss the possibility of publications, etc., to make others aware of what has been learned in this project.

The response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other districts across the state can take advantage of the learnings from this proposed innovative project. If there is a plan to increase the scale and scope of the project within the district or consortium, it should be noted here.

By contracting with the Center for Urban Educational Support (CUES) and the Technology Assistance Group (TAG), our idea is to grant CUES and TAG rights to the app architecture, as a strategy for offering PD to other schools across the state. Here is what that might mean: if ODE has particular initiatives it needs to advance across the state, this app could provide a means for accomplishing those goals. (For example, imagine a PD pathway about SLO's, or TBT's.) Also, this is a way for CUES and TAG to offer sustained PD to districts in a manner that can save money compared to the old way of doing things (such as paying a presenter to offer PD for a day of "sit-n-get"). As mentioned previously, multiple districts can join and share their intellectual journeys via these pathways. Right now, for example, districts everywhere are thinking about the topic of a "Growth Mindset." Imagine a book study guided by the PD app, and then (perhaps more importantly) a follow-up program designed to impact classrooms based on key concepts learned, complete with face-to-face communities, mentorship opportunities, constructive feedback, collaboration, and more. The scalability of this project comes with its ability to transform the face of PD across the state, providing more impactful use of instructional dollars by giving teachers more collaborative time, and systematically designing more implementation opportunities into teachers' regular work-days.

By virtue of applying for the Straight A Fund, all applicants agree to participate in the overall evaluation of the Straight A Fund for the duration of the evaluation time frame. The Governing Board of the Straight A Fund reserves the right to conduct an evaluation of the project and request additional information in the form of data, surveys, interviews, focus groups and other related data on behalf of the General Assembly, Governor and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents

contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances (available in the document library section of the CCIP).

I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances (available in the document library section of the CCIP). Anthony G. Smith Superintendent Winton Woods City School District

Sections ▶

Consortium Contacts

No consortium contacts added yet. Please add a new consortium contact using the form below.

Partnerships

Winton Woods City (044081) - Hamilton County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Paul	Smith	513-674-4214	paul.smith@hcesc.org	Center for Urban Educational Services		11083 Hamilton Avenue, , Cincinnati, OH, 45231	
Renita	Heideman	513-674-4312	renita.heideman@hcesc.org	Technology Assistance Group		11083 Hamilton Avenue, , Cincinnati, OH, 45231	

Implementation Team

Winton Woods City (044081) - Hamilton County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections ▶

Implementation Team

First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Education	% FTE	Delete Contact
Renita	Heideman	Director, Technology Assistance Group	Manage technical aspects of app backend technology; consultant on app development and implementation.	Director of Technology; Instructional Technology Supervisor at large district	Has overseen the development of apps at HCESC; curriculum work for over 30 years.	MEd (+15) in secondary education, with an emphasis on computer education; supervisor license	10	
Rhonda	Hobbs	Director of Technology	Oversee development of app features and PD content; serve as liaison between school district and CUES/TAG.	Director of Technology, 20 years in education and leadership.	As Director of Technology for Winton Woods City Schools, I frequently bring new programs to the district from initial development through full implementation. It is a regular part of my position. As a Network Technician for the Hamilton County Cooperative Association, I was charged with supporting school districts across Hamilton and Clermont counties with their educational technology needs. As a Director of Management Information Systems for a law firm, Myers Krause and Stevens, I was charged with implementing solutions driving business needs.	Bachelor of Arts - English	20	
Paul	Smith	Director, Center for Urban Education	Manage any requested PD content development; consultant on app development and implementation.	Over 32 years career in education and leadership.	Technology coordinator, district level administrator, over 30 years creating PD at local, state, and national level; providing training in cognitive coaching.	EdS in Educational Leadership	10	