

# **Edutunes.com, Inc.**

## **Business Plan**

### **12/2/15**

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## **Executive Summary**

### **Mission Statement:**

Edutunes uses highly effective educational songs and research-based strategies to accelerate learning. While a quality education is priceless, Edutunes makes it simple, fun, and affordable for parents, teachers, and children world-wide.

### **Company Information:**

Edutunes was originally founded as a sole proprietorship in February, 1999, in San Diego, CA. The company became a Sub-Chapter S Corporation on July 28, 2003, in Honolulu, Hawaii. Jennifer Fixman Kramer is the founder and sole employee of the business. I work out of my home, at 91-170 Wailohia Place, Ewa Beach, HI 96706.

### **Growth Highlights:**

Edutunes grew out of my love for teaching. I started writing songs during my first year of teaching in 1997, because they were a research-proven method for helping students to learn more, remember more, and love learning. When the state standards in California were drafted in 1998, I wrote a song to teach each standard. Other teachers became interested in my work, so I conducted a pilot study of 80 teachers and 1500 students in San Diego, California, to learn how to make the songs truly effective in the classroom.

Over the next 16 years, I used money from my teaching salary and profits from the business to develop products and learn about the market. A local “growth spurt” occurred following an article in a local newspaper entitled, “This Is Your Child’s Brain on Music.” Sales have ranged from approximately \$20,000-\$75,000 per year since Edutunes began.

In the past, my goal has always been to grow as a teacher. I wanted to become an expert before focusing on marketing. Now, I am ready to bring Edutunes to the world.

I currently own a registered trademark for the name “Edutunes.” I own 100% of rights to over 300 educational tunes, along with about 30 videos, about 100 books, and other related products. I own 50% of rights to an additional 46 songs.

### **Products and Services:**

I currently sell 13 hard-copy and digital music CD-book sets, along with related materials, for a total of 100+ products. I have licensed materials to companies like Pearson Learning, Macmillan/McGraw-Hill, and NASA. I have also teamed with other teacher-authors to create products for TeachersPayTeachers.com. Finally, I have given speeches about research-based, effective teaching strategies across the country for the Bureau of Education and Research.

### **Financial Information:**

While people have expressed interest in working with me as publishers and/or financiers, I always knew that I wanted to wait until I really understood the process of teaching children before focusing on Edutunes. I am now open to working with others and using financial support to bring Edutunes to a new level.

### **Future Plans:**

I am interested in creating an application that will work on computers, tablets, and mobile devices, in three phases. First, I'd like to create an application that teaches children to read in English. It would use songs as a primary teaching tool, along with games, reading practice opportunities, and assessments. For phase 2, I will use a simple plan to adapt the application for second-language learners world-wide. For phase 3, I will use a similar format to create apps that focus on other subject areas, such as math and science.

## **Company Description**

### **Nature of Business; Marketplace Needs:**

Currently, Edutunes uses research-based strategies to empower learners. Products include musical CD-book sets, Common Core State Standards posters, theme-based units, games, practice pages, and assessments. Teachers, parents, and children have expressed excitement for these teaching tools. They access them through my website ([www.edutunes.com](http://www.edutunes.com)); about 200 additional online stores including “Teachers Pay Teachers” (<https://www.teacherspayteachers.com/Store/Miss-Jenny-And-Edutunes>); and through catalogs and stores across the U.S.

Edutunes meets or can meet the needs of several markets:

#### **1. The U.S. Teacher Market/Native English Speaking Students:**

Edutunes currently has a small following in this market. Over the last 14 years, I have spoken for the Bureau of Education and Research to colleagues across the country. In the last six months, I have teamed with two of the most successful teacher-authors on 12 products in order to increase my reach and connections in this industry.

#### **2. The U.S. Home Market/Native English Speaking Families:**

Edutunes has touched upon this market. Local recognition in the newspaper along with local news TV spots have resulted in a large boost in sales among local families.

YouTube has also been a surprising promotional vehicle. I placed eight song samples on YouTube for the purpose of promoting products. I began monetizing them after about 250,000 views and have reached over 1,000,000 organic views. While YouTube is generally not a vehicle for great income potential, it can be an excellent tool for promotions and name recognition.

I have used Google Adwords to promote the Edutunes site in the past. I would like to use this tool along with other public relations and marketing strategies to further penetrate the home market.

#### **3. The U.S. English Language Learners Market (School and Home):**

I originally created Edutunes at a school by the border of California and Mexico, where I wanted to teach English to a large proportion of second-language learners. The pilot study included teachers and children in this district. These teachers continue to use the materials for second language learners. Other teachers across the country may use the materials to teach second language learners as well, but I feel I could do more to penetrate this market.

My next step is to create separate videos featuring introductions in second language learners' native languages. Teachers will be more likely to recommend them for use at home if parents understand how they work. I am currently exploring best options for creating YouTube channels focused on second language learners and selling through stores that market to second language learners as well. These videos will also serve as preliminary work toward creating apps in other languages.

#### **4. English Language Learners Outside the U.S.:**

Outside the United States, I have licensed songs to several companies, including Pearson Canada, Pearson Brazil, and Wizard Schools in Brazil. I am interested in doing more to appeal to the world English language learning market. Videos, with introductions in people's native languages, could appeal to tutors and their students, as well as to a large population of people who have Internet access but cannot afford private tutors. The app that I am interested in creating can appeal to all these groups on a greater level.

My expertise in education along with the power of these songs gives Edutunes a competitive advantage. I have worked for 18 years as a teacher to understand best practices in teaching and learning. The pilot study of my initial phonics songs with a group of 80 teachers and 1500 students in San Diego, CA, helped me to determine how to make songs as effective as possible. I have used feedback from teachers across the country through my Bureau of Education and Research speeches to continually improve. This is why publishers and fellow teacher-authors have been eager to work with me in accelerating learning among their clientele. Customers generally trust my background as a teacher who has dedicated much of my life to creating life-improving materials.

Currently, I am studying to obtain a doctoral degree in Learning Design and Technology from the University of Hawaii at Manoa in order to learn how to manage a team of developers to create an effective, user-friendly application that can work on computers and mobile devices. My experiences will help me to create a product that integrates songs into all aspects of reading proficiency.

## Market Analysis

Since Edutunes appeals to several markets, each one should be analyzed separately. While at one time production costs factored into approximately half of profit potential, digital opportunities allow for excesses of 75% profits after web costs and product creation costs are considered.

### **1. The U.S. Teacher Market/Native English-Speaking Students:**

Since Edutunes has a small niche in the U.S. school market, U.S. school trends are significant for future growth. According to my market research, almost all U.S. schools are budgeting to increase their infrastructure capacity for technology including hardware, software, technical support, and professional development training for teachers. Many have already adopted or are planning to adopt 1:1 computing using tools such as Chromebooks and mobile devices (K-12 Market Research Finds Strong Ed-Tech Budgets and Optimistic Outlook for 2015. (n.d.)).

According to the Center for Educational Reform (2014), there are approximately 1.7 million elementary school teachers in America. The potential market for Edutunes products would be approximately one million of these. One percent of this group would be 10,000 customers. If each spent \$100, this would translate into \$1 million.

Schools and teachers purchase products in several ways:

- ***Direct to District Products:*** Companies who sell “direct to districts” often hire sales representatives or pay independent sales representatives approximately 20% of sales. These companies often charge about \$1500-\$2000 per classroom for reading programs. Large companies have lobbied to create barriers to market through complex, expensive processes for becoming “state-approved.” A few companies such as Pearson Learning and Houghton Mifflin/Harcourt compete for large adoptions.
- ***Teacher Supply Stores:*** Companies who focus on teachers often sell products through educational supply stores, and usually keep product prices below \$20.00. These stores prefer to purchase products from sales representatives who carry many product-lines. Sales representatives, who take approximately 10% of sales, prefer to represent companies who launch nation-wide P.R./Marketing campaigns. To that end, consumers often recognize and purchase products from branded companies. While these venues were once the main way that teachers individually purchased products for classrooms, many have experienced slow sales or have gone out of business due to increases in Internet sales.
- ***Internet Sales to Teachers:*** Several sites target teachers and schools directly on the Internet, such as “Teachers’ Notebook” and “Teachers Pay Teachers.” Teachers Pay Teachers is the largest of these. This site has 3.6 million active members, and it has paid teachers approximately \$175 million since the company was founded in April, 2006. Barriers to entry include the issue that 90,000+ teachers currently sell on the site, which boasts 1.8 million resources. Several teachers who have focused on the site since its

inception generate a large share of profits. I have worked with the #1 top-selling member and the #10 top-selling member on 12 products in the last six months in order to impact more children with educational songs, and to gain leverage in this venue.

## **2. The U.S. Home Market/Native English Speaking Families:**

According to the U.S. Census Bureau, there were about 28,000,000 Native English Speaking children in the U.S. ages 3-8 in 2014. Penetrating 1% of this population would mean selling 280,000 products. If each child's family spent \$100, this would translate into \$28 million.

## **3. The U.S. English Language Learners Market (School and Home):**

Approximately 20% of the U.S. population, or about seven million children ages 3-8, are non-native English speakers. Creating videos featuring introductions in students' native languages can help to reach this population both at school and at home. Translating directions in the multiplatform application will benefit these children as well. If schools and homes spent combined \$100 for one percent of this population, this could generate an additional \$7 million in sales. I am currently exploring possibilities for working with another teacher-seller who specializes in this market to gain additional leverage.

## **4. English Language Learners Outside the U.S.:**

Globally, there are demands for greater access, affordability, and achievement in education. As these needs are met, they will generate additional needs for quality resources.

The market size for English language learning tools in 2012 was \$63.3 billion. This is expected to grow to over \$193 billion in 2017. Much of this includes paper-and-pencil products or in-class services. The e-learning market was \$16 billion in 2012, and is expected to grow to \$69 billion dollars in 2017.

Edutunes has touched upon this market, but much more can be done. I have licensed songs to several companies, including Pearson Canada, Pearson Brazil, and Wizard Schools in Brazil. After licensing 20 of my songs, Wizard Schools recently sold to Pearson Brazil for \$750 million.

I am interested in doing more to appeal to the world English language learning market. Videos and apps, with instructions in people's native languages, could appeal to tutors and their students, and to a large population of people who have Internet access but cannot afford private tutors. Generating even .01% of expected e-learning expenditures in 2017 would mean earning \$6.9 million dollars.

## **Leading Companies**

The leading companies in the U.S. preK-12 market are currently Pearson, Houghton Mifflin Harcourt, Cengage (National Geographic/Hampton Brown/Heinle), and Imagine Learning. For the consumer market, leading publishers include Rosetta Stone, Pimsleur, and Linguaphone. The leading international publishers include Pearson,

Macmillan, CUP, OUP, Cengage, and Richmond/Santillana. These companies have extensive budgets for product creation and promotions.

## **Barriers to Entry**

I am able to conceive of products that are as high-quality and complete as large publishers' materials. The greatest barriers to entry in creating an application are high production costs, rapidly changing technologies, and the need for quality personnel. I believe technology has reached a critical point in which conceptions can become realities. A public relations/marketing campaign would be critical for getting technology to the public once product creation landmarks are reached.

## **Regulatory Restrictions**

I have not had any past issues with governmental regulatory requirements affecting my CDs, DVDs, posters, or books, which have all been printed in the U.S. I do not foresee issues with mobile apps.

## **Bibliography**

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## **Organization and Management**

Edutunes is officially a Sub-Chapter S Corporation called Edutunes.com, Inc. Jennifer Fixman Kramer owns 100% of shares, and is the sole employee of the company. I originally trademarked the name Edutunes and copyrighted many materials independently. I have updated the trademark, copyrighted additional materials, and obtained extensive legal advice, through an intellectual property attorney named David Ritchie, of Nixon Peabody, LLP. My family has also assisted with order fulfillment and customer retention in the past. Allen Chee is a licensed accountant who works with finances.

For product development, I strive to work with people who are flexible and creative, have a solid work ethic, have a record of high performance, and have a good ability to get along with others. I take personal interviews very seriously, and I have been successful in finding outstanding people to work with. My musicians, Pierre Grill, Randy Renner, and David Beldock, are loyal, hard workers. I have worked with additional graphic artists, designers, web developers, and software developers.

One reason that people work hard for me is that they see my own work ethic. I have always been a very hard worker, and I have made many personal sacrifices for this company. People who work with me know that I have financed this project using my teacher's salary. They know how much I care about what I do ... And their work reflects respect for me.

I have a solid background of hard work and success. I graduated Phi Beta Kappa with Honors in Interdisciplinary Studies from the University of Missouri-Columbia in 1995. Through the University of Missouri Conley Scholars program, I was accepted to medical school based on my high school performance. I did attend the U.M.C. School of Medicine for 1 semester, but I chose to pursue creative endeavors and a career in education instead. I received my teaching credential and Masters Degree in Multicultural Education from National University in San Diego, California. I have also played violin for 18 years, with experiences ranging from the U.M.C. Philharmonic to professional recordings with various bands. Currently, I am studying for a doctoral degree in Learning Design and Technology at the University of Hawaii at Manoa. A complete curriculum vitae, along with an evaluation from a medical school professor, is included in "Appendix 2" of this business plan.

## **Product Line**

### **Description of Products:**

Edutunes currently sells 13 music CD-book sets that are available as hard copy products or digital downloads. Many are aligned to the Common Core State Standards, which increases their value among U.S. teachers. One product, *Phonics Time*, is also available as a DVD.

- *Early Phonics* (Common Core-Aligned; 50 musical tracks)
- *Phonics Time* (Common Core-Aligned; 28 musical tracks)
- *Advanced Phonics* (Common Core-Aligned; 24 musical tracks)
- *Early Math* (Common Core-Aligned; 24 musical tracks)
- *Common Core KinderMath* (Common Core-Aligned; 30 musical tracks)
- *Common Core 1<sup>st</sup> Grade Math* (Common Core-Aligned; 38 musical tracks)
- *We Love Math* (27 musical tracks)
- *6 Traits Writing* (Common Core-Aligned; 28 musical tracks)
- *Science Songs* (36 musical tracks)
- *Health and the Human Body* (16 musical tracks)
- *Start the Day With a Smile* (23 musical tracks)
- *Make Good Choices* (38 musical tracks)
- *Make a Difference* (28 musical tracks)

In addition to these core musical products, Edutunes offers additional products including single songs, sets of songs, practice pages, assessments, and theme-based units at Teachers Pay Teachers. Many individual songs can be purchased through Amazon.com and i-tunes. Additional products are available exclusively in other stores as well.

My song-based products are different than the competition for several reasons. When I started creating educational songs eighteen years ago, very few similar materials were available. Since this time, musicians have realized that there is a market for educational songs. While others have created songs that may be similar to some aspects of mine, the intricacies of my work come from years of studying how children learn. This is why two of the top sellers on Teachers Pay Teachers, along with top publishing companies, have been interested in working with me to create truly effective materials.

### **Product Life Cycle:**

Currently, the term “Common Core” sells well in the K-3 education market. While titles may change, I’ve designed my products to be as “timeless” as possible; at some point we may no longer need “Common Core” materials—but children will always need to learn how to read, understand math, think like scientists, and develop good character traits.

**Intellectual Property:**

Edutunes is a registered trademark of Jennifer Fixman Kramer. All songs have been copyrighted. I have used clear agreements, finalized and approved by my attorney, David Ritchie, when licensing products to publishing companies or to other teacher-authors.

**Research and Development:**

I am currently focused on gathering a team to develop an application that can combine much of my work into one program, to be used on computers as well as mobile devices.

## **Marketing and Sales:**

### **Market Penetration Strategy:**

I have been successful with small levels of independent public relations and marketing attempts in the past. I would like to work with a public relations/marketing firm to increase sales. I will also work to improve blog posts, create additional YouTube videos, and improve other aspects of social media outreach to promote greater interest in Edutunes.

### **Growth Strategy:**

If I am able to create an application that is different and more effective than anything on the market, this will differentiate me from my competition. At that time, a larger-scale public relations/marketing campaign can help to boost growth. I will use strategic relationships when creating this product, along with contacts I've made in the P.R./marketing/informercial industries, once phase one of the product has been developed.

### **Channels of Distribution:**

I currently sell to products through 200 stores, mostly through catalogs. All of these stores are also online. I would like to maintain these relationships as I focus on digital distribution through online channels. I am willing to sell rights to certain songs and related products to publishers who would like to create hard-copy products; however, profit potential for online sales makes digital distribution a far more viable option for Edutunes in the future.

### **Communication Strategy:**

I have responded to customer requests within 12 hours since starting Edutunes. When conducting the original Phonics Time study, I redid the product three times to meet teachers' and students' needs.

I would like to start using social media sites such as my blog, YouTube, Pinterest, and Facebook to communicate more with followers. Maximizing exposure on social media has been an effective strategy for other teacher-authors. I will also be creating new advertising campaigns, e.g., through Google Adwords.

### **Sales Strategy:**

At this time, I am interested in generating sales online using public relations/marketing strategies. I believe that exposure through large news or talk show outlets have the potential to escalate sales dramatically.

# Funding Request

## **Contest:**

I believe that \$40,000 of funding from this contest will enable me to get started in creating this song-based application, which is my current number one business goal. This is a complex endeavor that will involve many levels of product development and testing. If I can demonstrate that I have used this money to create a dynamic, effective, differentiated product, I will be more likely to get additional funding to complete all phases of the project; to market the product; and to make a difference in more lives around the world.

## **Historic Funding Information:**

I believe it is important to highlight Edutunes' history of funding to illustrate the value I place on money. I created my first two products when a credit card offered me 3.9% interest until I paid off the balance. I took out \$12,500, destroyed the credit card, and paid 3.9% interest until the balance was paid off. Since then, I have used my teaching salary along with profits to fund all Edutunes products and promotions. I have never taken out a loan or taken money from an investor, because I knew I was not ready. I finally feel ready to bring Edutunes to the world, and I would greatly appreciate support in this endeavor.

## **Financial Projections**

Note: The following forward-looking statements were created based on market research. They are subject to risks and uncertainties.

2016: I would like to spend \$15,000 on P.R. and marketing in 2016 for two reasons: First, I am interested in increasing immediate sales. Second, I would like to find a company that will work with me on a greater level once the new application is complete. I plan to also spend \$50,000 on application development and testing. During this time, I hope to generate enough sales to cover costs for development, along with an additional \$50,000 for living expenses.

2017: I hope to complete Phase 1 of the application in 2017. I will spend approximately \$100,000 to cover further development along with a greater P.R./marketing campaign. I plan to generate enough sales to cover costs, along with an additional \$50,000 for living expenses.

2018-2020: At this time, I am interested in evaluating past P.R. and marketing efforts, and boosting them based on past effectiveness. If I spend \$1 million and focus on a goal of reaching 1% of the U.S. learners, along with even .01% of the world market for e-learning, this could mean generating \$43 million—for a profit of about \$40 million.

## **Appendix 1: Testimonials**

“Every teacher and parent of young children should have this music! Jennifer Fixman (Kramer) has put together a delightful collection of songs that are both engaging and informative. Presented in a practical and easy-to-use format, they are educationally sound and rhythmically engaging. This is music that will activate your children’s minds and facilitate their learning.”

-Bruce Campbell, Teacher and Author  
(of The Multiple Intelligences Handbook)

“I absolutely LOVE teaching with your songs. It makes learning so much more fun for the kids. They are always begging for me to play your songs. They seem to remember concepts better when music is attached to it. When music is incorporated with movement, my kids seem to remember skills so much better! I couldn’t imagine NOT having your music in my classroom. It’s been a lifesaver and I usually use it to teach every new skill that we learn.”

-Sara Connell, Kindergarten Teacher

“I listen to Phonics Time every night before I go to bed. Miss Fixman (Kramer)’s songs are teaching my son and I to learn English.”

-Toni Moreno, Parent

“Your innovative products are so delightfully easy to listen to. I teach second grade bilingual students … I have found Phonics Time to be an excellent tool to introduce the second language.”

-Estella Mora, 2<sup>nd</sup> Grade Teacher

“Wonderful ideas! The songs are fun and a great way to get first graders involved and interested!”

-Julie Ferguson, 1<sup>st</sup> Grade Teacher

“I love bringing music into my lessons to teach basic skills. Auditory learners especially need this approach. These songs are fun and easy to use.”

-Linda Hare, 2<sup>nd</sup> Grade Teacher

“I’ve spent multiple hours comparing rhythms and lyrics in various learning songs, in search of THE ideal collection of songs - that I’ve been fortunate enough to not only have found it, but to have stumbled upon music that aligns the standards profoundly. This music comes highly recommended and is undeniably worth using as a supplement to instruction!”

-Naphtali Quisenberry, Teacher/Master’s Student; CA

## **Appendix 2: Curriculum Vitae**

# Curriculum Vitae

## Personal Information

Name **Jennifer Fixman Kramer**  
Address 91-170 Wailohia Place, Ewa Beach, HI 96706  
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E-Mail missjenny@edutunes.com  
Websites [www.edutunes.com](http://www.edutunes.com), [www.teacherspayteachers.com/Store/Jennys-Class-And-Edutunes](http://www.teacherspayteachers.com/Store/Jennys-Class-And-Edutunes)



## Objective

**Secure Funding for Edutunes.com, Inc.**

## Education

### **University of Hawai'i at Manoa**

- Doctoral Program: Learning Design and Technology, 8/15 - present
- Education Cohort Program, 8/95-6/96; 4.0 GPA

### **National University**

- Completed Master of Education in Cross-Cultural Teaching on 7/1/99; 4.0 GPA
- Completed Multiple Subject Credential with CLAD (ELL) emphasis on 5/15/98; 4.0 GPA

### **University of Missouri-Columbia**

- Medical School, 7/96-1/97 (accepted as a Conley Scholar after high school; received passing grades in pass/fail system. I have included an evaluation at the end of this Curriculum Vitae.)
- Graduated 6/95 with Honors in Interdisciplinary Studies; Phi Beta Kappa; Golden Key National Honors Society; 3.85 GPA

### **University of California-Santa Cruz**

- Howard Hughes Biological Research Internship; 6/94-8/94

## Employment History

### **Elementary Teacher in Hawaii, California: GRADES K - 5; 7/97 - present**

- I have used a variety of technology-based programs including Reading Wonders, i-Ready, KidBiz, Stepping Stones Math, Starfall, Math-Whizz, and our school website.
- Trained teachers in South Bay Union School District on using hands-on science kits

## Publishing

### **Edutunes**

- I have self-published and professionally produced over 350 songs in 13 musical CD-book sets, along with one 27-song DVD and approximately 75 e-books and Powerpoint presentations; 2001-present

### **Island Heritage**

- "A Butterfly Tale" children's book; 2005

### **Licensing**

- I have licensed music to several companies, including Macmillan/McGraw-Hill, Pearson Canada, NASA, and Wizard Schools in Brazil.

## Technology

### **Websites**

- I collaborated with a graphic designer to develop my webpage, [www.edutunes.com](http://www.edutunes.com).
- I independently maintain a site with 90+ original educational products at <http://www.teacherspayteachers.com/Store/Jennys-Class-And-Edutunes>

### **Proficiencies**

- In addition to the educational sites listed above, I have extensive experience using Adobe Illustrator and PowerPoint.
- I have some experience using i-Movie, Garage Band, YouTube, Blogger, and Google +.
- I am currently enrolled in an online non-credit course on using technology in marketing.

<p><i>Research</i></p> <p><i>Professional Development</i></p> <p><i>Interests</i></p>	<p><b>Howard Hughes Biological Research Internships:</b> 5/94-5/95</p> <ul style="list-style-type: none"> <li>• University of Missouri-Columbia I studied evolution in frogs; circadian rhythms in mice</li> <li>• University of California-Santa Cruz I studied circadian rhythms in fungus, and I wrote research-based papers on our groups' findings.</li> </ul> <p><b>Medical School:</b> 7/96-1/97</p> <ul style="list-style-type: none"> <li>• During this problem-based learning program, I wrote weekly research papers about various aspects of diseases and presented them to a group.</li> </ul> <p><b>Pilot Study Coordinator:</b> 9/01-6/02</p> <ul style="list-style-type: none"> <li>• I trained 80 San Diego teachers to pilot music-based programs that I created. Their feedback helped to make the programs teacher-friendly and effective in the classroom.</li> </ul> <p><b>Seminars</b></p> <ul style="list-style-type: none"> <li>• I have attended approximately 40 professional development seminars; 7/97-present</li> <li>• I have conducted approximately 40 seminars throughout the United States through the Bureau of Education and Research, Staff Development for Educators, South Bay Union School District, and independently; 12/98-present <ul style="list-style-type: none"> <li>◦ <b>Sample Titles:</b> <ul style="list-style-type: none"> <li>“Enhancing Early Literacy Skills Through the Use of Music: Ideas that Motivate Students to Learn (K-2)”</li> <li>“Innovative Ideas to Enhance Your First Grade Program”</li> <li>“Read It! Write It! Sing It! Rhyme It: Enhancing Early Literacy Skills”</li> <li>“Integrating Science Into Your First Grade Curriculum”</li> <li>“Reading Through Music and Movement”</li> <li>“Promote Your Students’ Social and Emotional Growth”</li> <li>“Preparing Your Students for the Common Core Standards in Reading”</li> <li>“Prepare Your Students for the Common Core Standards in Math”</li> <li>“Practical Ways to Use Storytelling and Fiction Writing With Pre-Kindergarten and Kindergarten Students”</li> </ul> </li> </ul> </li> </ul> <p><b>When I'm not teaching or creating educational products, I enjoy ...</b></p> <ul style="list-style-type: none"> <li>• Surfing with my husband</li> <li>• Hiking</li> <li>• Travelling</li> <li>• Spending time with friends and family</li> </ul>
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\*\*\*Please see the following page for my University of Missouri School of Medicine evaluation.

# University of Missouri-Columbia

## Medical School Evaluation: Quarter 1

E. General Comments: Include assessment of maturity, judgment, personality, understanding of people and potential for becoming a good physician, etc.

Jenny Fixman

Jenny has been very consistent in her overall PBL performance. Her questions often triggered a debate and stimulated discussion. She was active throughout the session and contributed at least one hypothesis per session. She is able to draw analogy and follow data to their inevitable conclusion. Jenny exhibits a rich sense of context by incorporating relevant insights from multiple disciplines into her interpretation of objectives. She used pertinent information in a cognitive fashion, by evaluating, conceptualizing, and integrating it into a cross-discipline framework of knowledge. When it comes to presentation, Jenny shows a lot of creativity. She uses a wide range of didactic aids and often introduces ingenious teaching tools. Her reports are not a compilation of facts but an integrated presentation of novel information and in-context conceptualization with useful perspectives, optimal depth of coverage, and clarity. Jenny's attitude toward teamwork and her peers has always been positive and constructive. She displays high level of professionalism, commitment, and dedication, all of which are essential to the success mandate of a future physician.

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F. House Officer (To be completed by clinical departments only)

Potential as House Officer:

Outstanding ①    ②    ③    ④    ⑤ Unsatisfactory

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*Karenist Cawell*  
Name of Evaluator/Compiler