

SUBMISSION INSTRUCTIONS

Applicants must respond to each question/item in each section of the application. Incomplete applications will not be considered.



Electronic Application Process

Applicants are **required** to complete and submit the application, including all required attachments to:

MDE-SSOS@michigan.gov

The application and all required attachments must be submitted before 5:00 p.m. on **May 21, 2010** to be considered for the first list to be posted on the website. Applications will be received after May 21 on an ongoing basis and will be reviewed in the order in which they are received.

Applicants must respond to each question/item in each section of the application. Incomplete applications will not be considered.

Please make sure you complete the application as early as possible so that we may help you correct any problems associated with technical difficulties. Technical support will be available Monday – Friday, throughout the application period, from 9:00 a.m. – 4:00 p.m.

All information included in the application package must be accurate. All information that is submitted is subject to verification. All applications are subject to public inspection and/or photocopying.

Contact Information

All questions related to the preferred provider application process should be directed to:

Mark Coscarella
Interim Supervisor
Office of Education Improvement & Innovation

OR

Anne Hansen or Bill Witt
Consultants
Office of Education Improvement & Innovation

Telephone: (517) 373-8480 or (517) 335-4733

Email: MDE-SSOS@michigan.gov

EXTERNAL PROVIDERS: BACKGROUND & APPROVAL PROCESS

Under the Final Requirements for School Improvements Grants, as defined under the Elementary and Secondary Education Act of 1965, as amended, Title I, Part A. Section 1003(g) and the American Recovery and Reinvestment Act as amended in January 2010, one of the criteria that the MDE (SEA) must consider when an LEA applies for a SIG grant is the extent to which the LEA has taken action to “recruit, screen, and select external providers...”. To assist LEA’s in this process, the MDE is requesting information/applications from entities wishing to be considered for placement on a preferred provider list that will be made available to LEA’s on the MDE website. If an LEA selects a provider that is not on the list, the provider will have to go through the application review process before engaging in the turnaround intervention at the LEA. Applications will be reviewed on their merits and not on a competitive basis. Please note that the application and accompanying attachments will be accessible online to LEA’s seeking to contract for educational services.

Preferred external providers will be required to participate in a state-run training program that specifies performance expectations and familiarizes providers with state legislation and regulations. External providers will be monitored and evaluated regularly and those who are not getting results will be removed from the preferred provider list.

All decisions made by the MDE are final. There is no appeal process.

Please note that being placed on the Preferred Provider List does not guarantee that a provider will be selected by an LEA to provide services.

Two or more qualified reviewers will rate the application using the scoring rubric developed by the Michigan Department of Education (MDE).

Applications will only be **reviewed** if:

1. All portions of the application are complete;
2. All application materials, including attachments, are submitted electronically prior to the due date;

Applications will only be **approved** if:

1. The above conditions are met for review;
2. The total application score meets a minimum of 70 points

Exemplar	Total Points Possible
1. Description of comprehensive improvement services	25
2. Use of scientific educational research	15
3. Job embedded professional development	15
4. Experience with state and federal requirements	15
5. Sustainability Plan	15
6. Staff Qualifications	15
Total Points Possible	100
Minimum Points Required for Approval	70

Note: Applicants may apply to become preferred providers in all or some of the program delivery areas listed in Section B. If applicant does not wish to become a provider in a program area, that should be noted on the application.

If an applicant is applying to be a preferred provider in less than the five areas listed, they must have a review score not less than the following in each area for which they apply:

- Section 1 15 points
- Section 2 10 points
- Section 3 10 points
- Section 4 10 points
- Section 5 10 points
- Section 6 10 points Section 6 must be completed by all applicants.

APPLICATION OVERVIEW

The Application is divided into four sections.

Section A contains basic provider information.

Section B requests information related to six exemplars (program delivery information and staff qualifications). Responses in Section B must be in narrative form. You may include figures (e.g., tables, charts, graphs) to support your narrative, but such items will be counted toward applicable page/word limits.

Section C contains the Assurances. Please read each statement carefully. By submitting your application, you certify your agreement with all statements therein.

Section D Attachments

SECTION A: BASIC PROVIDER INFORMATION

Please enter the requested information in the spaces provided. Be sure to read all notes, as they provide important information.

Instructions: Complete each section in full.

1. Federal EIN, Tax ID or Social Security Number		2. Legal Name of Entity									
[REDACTED]		Oakland Schools 63000									
3. Name of Entity as you would like it to appear on the Approved List											
Oakland Schools											
4. Entity Type:	5. Check the category that best describes your entity:										
<input checked="" type="checkbox"/> For-profit <input type="checkbox"/> Non-profit	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; padding: 5px;"><input type="checkbox"/> Business</td> <td style="width: 33%; padding: 5px;"><input type="checkbox"/> Institution of Higher Education</td> </tr> <tr> <td style="padding: 5px;"><input type="checkbox"/> Community-Based Organization</td> <td style="padding: 5px;"><input type="checkbox"/> School District</td> </tr> <tr> <td style="padding: 5px;"><input checked="" type="checkbox"/> Educational Service Agency (e.g., RESA or ISD)</td> <td style="padding: 5px;"><input type="checkbox"/> Other (specify): _____</td> </tr> </table>					<input type="checkbox"/> Business	<input type="checkbox"/> Institution of Higher Education	<input type="checkbox"/> Community-Based Organization	<input type="checkbox"/> School District	<input checked="" type="checkbox"/> Educational Service Agency (e.g., RESA or ISD)	<input type="checkbox"/> Other (specify): _____
<input type="checkbox"/> Business	<input type="checkbox"/> Institution of Higher Education										
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<input checked="" type="checkbox"/> Educational Service Agency (e.g., RESA or ISD)	<input type="checkbox"/> Other (specify): _____										
6. Applicant Contact Information											
Name of Contact Larry Thomas, Director, School Quality Department		Phone 248-209-2297		Fax 248-209-2024							
Street Address 2111 Pontiac Lake Road		City Waterford		State MI	Zip 48328						
E-Mail larry.thomas@oakland.k12.mi.us		Website www.oakland.k12.mi.us									
7. Local Contact Information (if different than information listed above)											
Name of Contact		Phone		Fax							
Street Address		City		State	Zip						
E-Mail		Website									
8. Service Area											
List the intermediate school district and each individual district in which you agree to provide services. Enter "Statewide" ONLY if you agree to provide services to any district in the State of Michigan.											
<input checked="" type="checkbox"/> Statewide											
Intermediate School District(s):			Name(s) of District(s):								

9. Conflict of Interest Disclosure

Are you or any member of your organization currently employed in any capacity by any public school district or public school academy (charter school) in Michigan, or do you serve in a decision making capacity for any public school district or public school academy in Michigan (i.e. school board member)?

Yes

No

What school district are you employed by or serve: _____

In what capacity are you employed or do you serve (position title): _____

Schools or school districts are encouraged to apply to become preferred providers. However, the school or school district may not become a preferred provider in its own district. This restriction does not apply to Intermediate School Districts or Regional Educational Service Authorities.

IMPORTANT NOTE: Once approved, providers must operate within the information identified in this application.

Changes in application information may be requested in writing to MDE. The request must include the rationale for the changes. All changes must receive written approval from MDE prior to implementation and will be determined on a case-by-case basis. This includes, but is not limited to, information changes in the following categories:

- Change in service area
- Change in services to be offered
- Change in method of offering services

SECTION B: PROGRAM DELIVERY AND STAFF QUALIFICATION NARRATIVES

Instructions: Section B responses must be in narrative form. Provide data/documentation of previous achievements where applicable. All responses must comply with stated page limits. Figures such as tables, charts and graphs can be included in the narrative, but such information will be counted toward page limits. Text and figures beyond the stated page limit will not be considered and should not be submitted with the application. All references must be cited.

Exemplar 1: Description of Comprehensive Improvement Services (25 points possible)

Describe how comprehensive improvement services that result in dramatic, documented and sustainable improvement in underperforming urban secondary schools will be delivered to LEA's that contract for your services. Comprehensive services include, but are not limited to the following:

- Support systems to ensure student and teacher success and sustain improvement
- Content and delivery systems and mechanisms proven to result in dramatic and sustained improvement linked to student achievement
- Job embedded professional development at leadership, teacher and support levels to increase internal capacity for improvement and sustainability linked to student achievement
- Comprehensive short cycle and summative assessment systems to measure performance and goal attainment linked to the building school improvement plan.

Exemplar 1 Narrative Limit: 4 pages (insert narrative here)

For the past five years Oakland Schools (OS) has had experience working with low performing schools, including low performing urban secondary schools, through an initiative called Targeted Services (TS). The purpose of TS has been to improve student, staff and school performance by improving the instructional, organizational, and leadership practices that are proven effective for all students. TS works closely with the schools' Local Education Agencies (LEAs) to identify the needs of each partnering school and to develop a plan of support. The services provided are customized to the needs of staff and students in the context of their school and district. In order for the collaboration to be successful, the TS team has developed systems to support the work using problem solving methodologies that incorporate the "lever(s) of change" identified in school improvement research.

TS Systems of Support - The TS team has carefully built systems to support their work with LEAs. The major components of the support system are a multi-disciplinary team of OS consultants, a partnership agreement, a building level service plan, coaching, program evaluation, and communications.

- 1) OS Team - A multi-disciplinary team of OS consultants oversees OS programs and services provided to the partnering LEAs and schools.
- 2) Partnership Agreement - The LEA support team (members of the TS team) collaborates with a LEA leadership team to develop a partnership agreement that articulates district priorities, school-level areas of need, and the types of services to be provided by OS to the partnering schools.
- 3) School Service Plan - A school-level service plan is then co-created with school leadership based on the following:
 - a) Needs - Student, staff and system needs as identified primarily through the school's comprehensive needs assessment.
 - b) Goals - School improvement goals, objectives, and strategies as identified in the school's improvement plan, and other priorities or targets that are articulated by the LEA. The school-level service plan articulates the targets for staff and system development that will be the focus of OS services.
 - c) Priorities - District and local school priorities are articulated in the partnership agreement.
 - d) Coaching Plan- Where coaching is provided, a coaching plan is established between the OS coach and the "coachees" (staff who will be receiving coaching services) to articulate the purpose of the coaching and establish expectations for the working relationship. These plans guide the day-to-day coaching with teachers and school leaders and are reviewed regularly with "coachees" to monitor progress.
- 4) Program Evaluation - A program evaluation is conducted annually to determine progress made and to plan for the next year. The evaluation includes an examination of state assessment data, local assessment data (where available), feedback from staff on the quality and effectiveness of OS services, and input from coaches on changes observed in staff and system practices.
- 5) Communications - The service plan is reviewed monthly with staff to monitor the

services delivered and the progress made toward achieving the targets. Additionally, the district support team meets regularly with district leadership to monitor overall service delivery and progress of schools. The TS team meets monthly with the coaches contracted by OS to work with the schools.

Problem-Solving Model - In order to provide comprehensive improvement services that result in dramatic and sustainable improvement in our partnering LEAs, OS and LEA stakeholders need to begin with a shared understanding of the school's strengths and needs, and come to a common vision of what change is needed to improve student achievement. OS employs a research-based problem-solving model to guide this process. This process involves the following components: developing a relationship with the LEA (Stoiber & Kratochwill, 2002), problem identification, problem clarification, problem analysis, intervention planning and design, and implementation and progress monitoring (Fuchs & Fuchs).

1) **Problem Identification, Clarification, and Analysis** - The problem-solving model includes a review of all available data including state assessment data, local assessment data, as well as other data analyzed as part of the school's comprehensive needs assessment. Literacy and math gap data is analyzed for subgroups including English Language Learners, Students with Disabilities, Economic Disadvantages, and racial/ethnic groups. Based on this review, the OS team and the LEA identify areas of strength and need, prioritize the area(s) of need within the levers of change, and select the specific target(s) staff and system development that will result in improved student achievement.

2) **Intervention Planning and Design** - Based on a shared understanding of the school's needs and goals for student achievement, as well as the strategies and initiatives that are priorities for school improvement, targets for staff and system development are established. Specialized support systems and job-embedded professional development are provided to support achievement of the targets.

a) **Levers of Change** -- OS has identified four "levers of change" that are used as a filter to prioritize the needs of partnering schools/LEAs and determine the types and intensity of services OS will provide. These "levers" include the following: content, instruction, assessment, and leadership. Improvement in these areas has been found to have a positive impact on student achievement. Historically, our high priority schools/LEAs have evidenced need in these areas. As we work through the problem-solving process, the OS team and LEA staff collaborate to identify specific organizational and instructional systems and practices within some or all of these areas that will be targeted for improvement. These targets are aligned with the best practices articulated in Michigan's School Improvement Framework and the NCA/AdvancEd Quality Indicators and describe the specific goals for staff and system development that OS will support.

b) **Targets for Staff and System Development** - The question is posed, "What will the educators need to know more about or do differently in order to improve student achievement?" To assist in determining such, baseline data are collected to describe the school's current state with regard to each target. These data are then used to define the outcomes and deliverables that are expected as a result of the services provided by Oakland Schools. Metrics are established to monitor progress toward

achieving the targets.

c) Specialized Support Systems - The Targeted Services Team uses a series of questions to help determine schools plans. "What intensive, on-site consultation, coaching, and collaboration will be required to support achievement of the targets? What specialized, if any, support system for implementation of prioritized building initiatives will be necessary due to unforeseen eccentricities? Will the specialized support system require district resource reflection, reallocation, and/or asset mapping?" These questions guide the selection and design of the support services and resources OS will provide.

d) Job-Embedded Professional Development - "How can the LEA and the TS team best co-construct job-embedded professional development and coaching around content, assessment, instruction? How can the LEA and the TS team best encourage participation in regional professional development? How does the LEA and TS team ensure that the appropriate professional development is conducted and there be continuing follow up?" Critical for making a plan that is 'doable.'

3) Implementation and Progress Monitoring - Once the service plan has been designed, implementation is monitored on an ongoing basis to assess progress of students, staff, and the system as a whole toward achieving established goals. Adjustments are made to the plan, as needed. The following components:

a) Student-Level:

i) Comprehensive Assessment System - Both short cycle and summative assessments are used to monitor the academic progress of all students and targeted student groups. In LEAs/schools where a system of assessment is not yet fully developed or in place, establishing such a system is likely to become a "target". OS provides the resources and tools necessary to develop common formative and summative assessments to effectively evaluate student achievement. Job-embedded professional development is provided to build capacity of staff to design the assessments and to use the results to adjust instruction to better meet students needs.

ii) Progress Monitoring - Support for progress monitoring is provided to teachers and/or building teams in regard to data review, analysis, and subsequent intervention planning around student level data. Literacy and math gaps are reviewed for all subgroups. Both summative assessments and short-cycle assessments are reviewed and analyzed. The building team is supported in the identification of individual students with the greatest need and delivering intensive instructional support to close achievement gaps. Effective literacy instruction within all content areas is a primary focus of intervention planning. Types of activities to promote progress monitoring may include: monitoring the performance data of all students, i.e., pre and post data, collecting ongoing student data, meeting regularly to analyze and reflect on student data, meeting regularly, i.e., weekly or every two weeks to review progress monitoring data and redesign instruction, planning pre-teaching, teaching, and re-teaching of classroom instruction, and/or reassess subgroups to determine growth.

b) Staff-Level:

i) Job-Embedded Professional Development - Job-embedded professional development is provided using the Joyce and Showers (1980, 2002) model of professional development which includes: awareness, conceptual understanding,

application of new skills in a safe setting, and application of new skills in a real life setting.

ii) Coaching - Coaching is used to support staff in the application of new skills in their work setting. The overall goal is to move toward internally sustained peer-coaching. The coaching model is based on the Four Cs (Wellman & Lipton, 2006). Coaching may involve: one-on-one collaboration, problem solving, and reflection around content, instruction, and/or assessment, in-class modeling, demonstration, coaching with feedback, reflection on instructional practice, and use of specific protocols. Coaching plans are developed with coachees and reviewed regularly to monitor progress and adjust, as needed. The coaching plans "feed" into the school level service plan.

c) School-Level - The site-based team delivers services articulated in the service plan. Meetings with the School Improvement Team and district leadership are conducted to monitor implementation of the plan. Consultation and coaching with building staff may include the following: formative student assessment data analysis, feedback/reflection on implementation of interventions and strategies with integrity, reflection on staff and student growth, and ongoing progress monitoring toward prioritized target areas.

Exemplar 2: Use of Scientific Educational Research
(15 points possible)

Describe how scientific educational research and evidence based practices will be used as the basis for all content and delivery systems and services provided to the LEA.

- The applicant should provide detailed data that supports successful performance in utilizing research and evidence-based practices in the delivery of systems and services, especially as applied to secondary school settings.
- Cite and reference available research studies (as appropriate) and **provide data** that indicate the practices used have a positive impact on the academic achievement of students in the subjects and grade levels in which you intend to provide services.

Exemplar 2 Narrative Limit: 3 pages (insert narrative here)

Research/Evidence Based:

The Targeted Services (TS) team at Oakland Schools (OS) has made use of scientifically based research a priority in the work with high priority schools, both elementary and secondary. The use of scientifically based research will continue to be a top priority in working with the identified schools in the "lowest 5%". While there are many research avenues to pursue, TS has focused primarily on the research around the instruction and instructional core, assessment, sustainable professional development, and leadership.

Instruction and the Instructional Core - Richard F. Elmore from the Harvard Graduate School of Education, states, "There are only three ways to improve student learning at scale: The first is to increase the level of knowledge and skill that the teacher brings to the instructional process. The second is to increase the level and complexity of the content that students are asked to learn. And the third is to change the role of the student in the instructional process. You can raise the level of the content that students are taught. You can increase the skill and knowledge that teachers bring to the teaching of that content. You can increase the level of students' active learning of that content. That's it. ...Everything that's not in the instructional core can only affect student learning and performance by, in somehow way, influencing what goes on inside the core (City, Elmore, Fiarman, Teitel, 2009)." This is the underlying principle used by the TS team to design our professional learning opportunities for building administrators, school-based teams, teachers and support staff.

Assessment - Within the instructional core, districts and schools can improve student achievement by implementing highly effective assessment practices. "Used with skill, assessment can motivate the unmotivated, restore the desire to learn, and encourage students to keep learning, and it can actually create - not simply measure - increased achievement (Stiggins, Arter, Chappuis, & Chappuis, 2006, p.3)." Assessments can provide substantial opportunities to gather formative and summative data about students, teachers, schools and school districts. Thus, it is imperative for leadership and teacher teams to collaborate around the development and reflection on the results of assessments of student learning in order to promote and support changes in classroom instruction and to ensure all students are learning.

Ehrenburg, Brewer, Gamoran, and Williams, 2001, report that the impact of assessments for learning (formative assessment practices) on student achievement is four to five times greater than reducing class size. Frequent, short assessments over periods of time reveal a more accurate and timely picture of student learning compared to a mid-chapter and end of chapter test. These brief, focused and regular assessments allow educators to make accurate inferences about student progress enabling teachers to make "just in time" adjustments to instruction.

Sustained Professional Development - In addition to the focus on core instruction and assessment, sustained professional development is key to the work of TS. TS views professional development from a variety of lenses.

1) High Quality Professional Development - By design, high quality professional development of teachers should increase content knowledge and skills needed for teaching and place them in the role of learners. Loucks-Horsely, Hewson, Love, and Stiles (1998) created a research-based professional learning design framework for teachers of mathematics that has been recently revised. This design requires the use of context, critical issues, and use of appropriate strategies.

a) Context - The context of the professional learning is critical to sustained and teacher learning.

b) Critical Issues - Critical issues to be faced such as time, equity, professional culture, leadership, sustainability, and public support need to be considered through all stages of the staff learning process.

c) Strategies - Strategies for providing professional learning should include: aligning and implementing curriculum, examining teaching and learning, immersion in content, coaching and mentoring, and collaboration with colleagues.

2) Focused Professional Development - Extensive, coherent professional learning focused on instructional materials to develop content knowledge and pedagogical knowledge within the teaching of particular units of study appears to be more effective than a one-shot approach. Teachers who participated to the greatest extent in this type of professional development showed the greatest increase in developing and implementing "investigative classroom practices and investigative classroom culture, growth in their pedagogical preparedness, and use of reform-oriented teaching practices.

3) Best Practices Professional Development - An example of a research study conducted around the effects of various kinds of professional learning of teachers of mathematics was reported out by Garet and colleagues (2001). They examined a variety of professional learning characteristics identified as "best practices" and their effects on teacher knowledge and skills for changes in classroom teaching. They found significant effect on all outcomes and identified three mediating factors, which were content knowledge, active learning opportunities, and coherence of professional learning with the daily work of teachers. Therefore, active learning opportunities that are embedded in the context of a teacher's work environment and focused on the content knowledge needed for teaching provides experiences for teachers that have the greatest influence on teacher capability for improved instructional practice. (Goertz, Floden, and O' Day, 1995)

Leadership - The leadership services provided by Oakland Schools are grounded in the research of Doug Reeves, Robert Marzano, Tony Wagner, Richard Elmore and Peter Senge. What is evident in the research is that strong instructional leadership is essential

to turning around underperforming schools—yet the many challenges faced by these schools often distract leaders from the most important educational issues that must be addressed in order to “turn schools around”. Doug Reeves (2009) identifies the following four keys for leaders that both research and practicality support: teaching, leadership, time, and feedback.

While teaching is the “first and most important element of progress... leadership matters” (Reeves, 2009). Teachers operating as “islands of excellence” cannot sustain improvement over time. Effective leaders identify, document, and replicate great teaching practices. They provide teachers the time they need to implement effective instructional and assessment practices in an atmosphere of collaboration, experimentation, and learning. The fourth essential, feedback, can be one of the most powerful tools for learning (for both students and adults) only if it is accurate, timely, and effective (Marzano, 2002 & 2007; Reeves, 2009).

These four keys to effective leadership serve to focus the leadership services provided by Oakland Schools. Within each of these areas, specific leadership practices are identified as “targets” for leadership and system development based on an assessment of current leadership practices in place in the school. These practices are selected from those that have been found to have a significant impact on student achievement (Marzano, Waters, and McNulty, 2005). They are also closely aligned with the leadership standards, benchmarks, and key characteristics articulated in the Michigan School improvement Framework.

Evidence of Success:

Oakland Schools has been able to document both student and teacher growth in partnering schools. Evaluation of our professional development in mathematics has showed statistically significant differences in pedagogical knowledge growth between participating teacher and a control group. In addition, the Science and Math Program Improvement - (SAMPI) observations identified statistically significant changes in instruction including teacher confidence in teaching the content substantive student-student interaction, appropriate abstraction and improvement in classroom climate that supports student ideas.

Student growth also increased in secondary urban mathematics classrooms in our TS model. Utilizing quarterly assessments of student achievement math students in our TS project significantly out performed a comparison group.

Oakland Schools has also had success in the area of reading working with urban secondary students. Using a research based approach to reading instruction we have been successful in raising the student achievement in reading by two years in a six week program. The program has average years of growth between 3.0 and 4.5 in various schools throughout the country.

Due to space limitations of this application we can provide data per request.

Exemplar 3: *Job Embedded Professional Development*
(15 points possible)

Describe how a job-embedded professional development plan will be put in place to support principals, school leadership teams, teachers, and support staff.

- The applicant should provide detailed data that supports successful performance in developing job-embedded professional development plans for:
 - principals
 - school leadership teams
 - teachers
 - support staff

Exemplar 3 Narrative Limit: 2 pages (insert narrative here).

Professional development services for partnering LEAs/schools are articulated in the schools service plan and directly support the targets established for staff and system development. Services might include one or more of the following: regional workshops/seminars; site-based professional development; coaching; and professional resources. These services are incorporated into the day-to-day activities of teachers and leaders and delivered on-site, during the work day, to the extent feasible. Data are collected on the types of services delivered, the quantity and quality of the services, the alignment of services to school improvement plans, and the degree to which schools achieve, or make progress toward, the established targets. Data from staff in 2008-09 indicated that the OS services provided directly supported the SIPs (88%) and helped staff improve the quality of instruction (77%). Coaching reports indicated that 60% of the "#1" school-level targets were achieved or schools "progressed as planned".

Working Toward a Common Vision -- The TS team vision of job-embedded professional development includes teachers and leadership teams engaging in collaborative discussions to develop common formative assessments and analyze the results in order to plan instruction and design interventions for students in need. Common criteria for defining quality work must also be established. Teachers teaching the same courses use rubrics to ensure consistent grading/scoring of student work. Assessment followed by the use of frequent descriptive feedback provides students with specific insights regarding their strengths and areas for improvement. Through this process, teachers and leaders better understand students' needs, helping them better understand their own needs. It is through this instructional cycle that job-embedded professional development can be designed with precision and fidelity.

1) Content, Instruction, and Assessment: TS contracted math content coaches have provided job-embedded professional development to teachers in using student data in planning, executing targeted lessons, and reviewing the results. They operate with the belief that assessment for learning, or formative assessment, occurs when teams of teachers and/or school improvement leaders collaborate to build common assessments based on identified expectations, administer them, examine student results, and then strategically design future instruction to better meet student needs. Types of formative assessments might include, but are not limited to, short pre-assessments, quizzes, middle of unit checks, exit tickets, student journal entries, student solutions, questions and misconceptions, etc. Summative assessments can also be used in formative ways if teachers use them to inform future goals around instruction and assessment, review missed concepts, or intentionally design lessons that raise students' misconceptions. Examples of job-embedded professional development activities OS provides to partnering schools are provided below.

a) Modified Lesson Study (MLS) -- MLS is a job-embedded supportive structure and process that allows teachers to upgrade the level of instructional practices if there is enough skill and expertise in the circle of professionals. Teachers must attend to a deep level of detail when planning a lesson (Thinking through a Lesson Protocol, Margaret Smith), have sound knowledge of the content, have pedagogical repertoires in which to build upon and engage in professional levels of dialogue. Given the needed

level of expertise to support this process, making sure an instructional coach is part of this structure and process is a necessary action step. (Lucy West, 2007).

In MLS, a group of professionals collaboratively plan a lesson or series of lessons based on common goals or questions. The process utilizes available curriculum materials to build strategic and specified lessons appropriate for students. The study protocol provides a common framework for designing the lesson. It involves the public teaching of the planned lesson by the planning team. It requires focused observation by a planning team using an observation protocol to gather evidence or data. Following the lesson is a formal debriefing of the lesson using an agreed upon protocol with the aid of a coach or skilled facilitator. MLS is an iterative process in which the lesson is refined, re-taught and debriefed a second time. It can be used on a regular basis over several years with teachers at all grade levels and in all content areas. The TS team has implemented MLS in three urban secondary schools this year. In each school, teachers engaged in collaborative dialogue about the content students were learning. They collaboratively refined the lessons to increase the engagement and learning of students. Finally, they retaught the lessons more effectively, as measured by formative assessment data collected during the lessons.

b) Web-Based Curriculum Tool: OS is supporting partnering LEAs/schools in the use of a web-based curriculum tool that allows teachers and leaders to locate and store the district's core curriculum for universal availability and collaboration. The tool, Atlas Rubicon, is a customizable application designed to facilitate collaboration among teachers across grade levels and content areas. Atlas is a single destination for educators to locate the most current up-to-date curriculum and find and/or store educational resources, lesson plans, and other instructional materials. In addition, a portion of the tool is devoted to online professional development that is specific to the LEA's curriculum, instruction, and assessment model. Atlas Rubicon has teamed with ASCD to provide targeted professional development that is truly "job-embedded". Two of our partnering districts began training teacher leaders in the use of Atlas this year. During the training, TS content coaches provided job-embedded professional development to deepen the teachers' understanding of content and to support the identification of research-based instructional and assessment practices and resources to be loaded into the tool.

2) Leadership Development: Professional services in the area of leadership are provided by OS consultants and contracted coaches with experience in high priority and/or urban schools. Job-embedded professional development is provided by the contracted coaches for all school leaders—the principal, or "formal" leader of the school, as well as "informal" leaders such as teacher leaders, school improvement/leadership teams, & department/grade-level teams. They provide direct support in job-specific activities related to established targets for staff and system development. These targets directly support implementation of the school's improvement plan.

OS aligns the services provided by leadership coaches with the coaching model employed by MSU's Coaches Institute and the content delivered through the Principals Fellowship. All of our leadership coaches have been certified through MSU's program to provide coaching in high priority schools. Leadership coaches and their coachees identify critical leadership skills to be developed and incorporate these skills into the coaching plan & school service plan as "targets" for leadership development.

**Exemplar 4: Experience with State and Federal Requirements
(15 points possible)**

Describe your experience with State and Federal Requirements, especially as it relates to the following:

- Aligning model(s) to be implemented with the School Improvement Framework
- The Michigan Comprehensive Needs Assessment
- Individual School/District Improvement Plans, North Central Association (NCA)
 - Response demonstrates alignment of the above mentioned elements, AKA “One Common Voice - One Plan.”
- Understanding of Title 1 (differences between Targeted Assistance and School-wide)
- State assessments — Michigan Educational Assessment Program (MEAP) and the Michigan Merit Exam (MME)
- Michigan Grade Level Content Expectations (GLCEs)
- Michigan High School Content Expectations (HSCEs)
- Michigan Merit Curriculum
- Michigan Curriculum Framework
- Section 504 of the Individuals with Disabilities Education Act (IDEA)

Exemplar 4 Narrative Limit: 2 pages (insert narrative here)

Oakland Schools (OS) has over 40 years of experience leading and servicing Local Educational Agencies (LEA) with state and federal requirements and helping them to align to the continuous school improvement framework designed to improve student learning. OS' s multidisciplinary consultant team have chaired and or participated in statewide initiatives related to school improvement, assessment, curriculum/instruction, and special populations. The Targeted Services (TS) team has leveraged this experience with two of its members devoted to this speciality.

School Improvement - School Improvement Plan (SIP) work is viewed as the umbrella and foundation of work in 28 local districts and 16 Public School Academies that OS services. OS has a long history with school improvement in Michigan. OS staff were instrumental in the design and content of the original and current state School Improvement Framework. The agency is listed as a technical support for all schools in Oakland County and has worked extensively across the county in high schools, middle schools and elementary schools. The schools in Oakland County represent a spectrum of some of the the highest performing schools to some of the most challenging in the state. The county has established the Learning Achievement Coalition - Oakland (LAC-0) which is focused on closing gaps in learning for all students in the county. Early results are demonstrating increase acheivement scores for sub-groups in math and reading. This exetnsive background and experience in school improvement work has allowed the TS team to hone critical skills needed to work in whatever context a school may find themselves, while assuring schools meet and/or exceed state and federal requirements. Just over the past five years, the OS school improvement team has worked with more than 40 schools to develop comprehensive processes and protocols that align with state and federal requirements while maximizing effective systems to transform stagnant achievement to improved student outcomes. Technical assistance and support have been provided to Title I schools in developing plans and programs that incoroporate the required ten components of a targeted assistance or schoolwide program and improve the academic performance of eligible students.

Curriculum /Instruction - OS consultants have authored, chaired, and participated with MDE in the development, implementation, and monitoring of the Grade Level Content Expectations, the High School Content Expectations, the Michigan Merit Curriculum, the Michigan Curriculum Framework, and early work on the state common core standards. OS curriculum and instruction consultants consists of all core content area, general instruction, instructional leadership, early childhood and special education consultants. OS focuses on good core instruction pedigogy as the foundation of the work. When core instruction is not successful, OS has the resources to support LEAs with meeting student learning needs within a spectrum of general education to students with IEP' s as well as Section 504 students.

Assessment - The first step the OS school improvement team uses is data gathering which is synonymous to the state school improvement system. The OS

assessment and evaluation department and school improvement consultants work in an integrated manner to assure that data gathering and data use is done first and foremost to help determine need. Assessment consultants work with the state level assessment program (e.g., MEAP), provide extensive understanding of the state assessment program, statistical analysis, data reporting, and program evaluation. OS school improvement consultants work closely with the LEA assessment consultants to integrate assessment data with school improvement processes in order to determine customized school needs for improvement. On a smaller scale the TS team has worked closely with locally identified schools to use their comprehensive needs assessment data and SIP to create school service plans. The school service plans are designed to be roadmaps to improving student achievement.

Exemplar 5: Sustainability Plan

(15 points possible)

Describe how a sustainability plan will be put in place for the building to become self-sufficient at the end of the 3-year grant period.

- The applicant should demonstrate significant knowledge and experience in developing sustainability plans.

Exemplar 5 Narrative Limit: 2 pages (insert narrative here)

The Targeted Services (TS) unit at Oakland Schools (OS) has made sustainability a priority in its work with high priority schools over the past five years. Sustainability will continue to be a top priority in working with schools in the bottom 5% of achievement levels. The principle on which we base our efforts toward sustainability is that stakeholder commitment is paramount to long term sustained change. Therefore, we have built a number of components into our approach with schools to realize this principle in our work.

Contracting - Target Services has always initiated its work with a Local Education Agency (LEA) by establishing a thorough planning process intended to lead toward a mutually constructed agreement between OS and the LEA. The agreement is derived from a carefully planned and executed needs assessment. The needs assessment involves collecting information from multiple sources within the LEA and at times from external sources. The information is intended to help shape the strategy employed to produce improvement in student achievement levels by indicating which levers might be manipulated to create the greatest change; curriculum, instruction, assessment or leadership. Based on the results of the needs assessment we work closely with the LEA to coconstruct a plan for improvement. That plan becomes the basis of the contract between OS and the LEA. It spells out the expectations for all parties involved as well as the goals that will be pursued.

Assessing Impact - The process developed by Joellen Killion at the National Staff Development Council is used as a basis of our planning with the LEA. The process is built on a theory of change that assumes a number of things we believe are critical in the change process. First, it assumes that any effective work with staff will be developed with evaluation as an ongoing and significant part of the work. In our work with low performing schools a logic model is built based on the goals constructed with the LEA. The logic model allows us to identify a reasonable and rational pathway toward our goal that includes short term and long-term outcomes. By keeping our eye on these outcomes and consistently measuring them a foundation for reaching our long term goals and sustaining the work is built.

The process also assumes you must capture the hearts as well as the minds of the staff to establish real change. Therefore, we build into any work with staff the idea that in order to change knowledge, skills and behaviors you must also change beliefs and aspirations. Attitudes and aspirations become the basis for the short-term outcomes. The professional development done with staff, for example, has been carefully constructed to include these elements.

Communication - Sustaining a project over time requires a strong communication plan. It is critical that messages be consistent with the goals of the work and occur on a regular basis to assure staff that the project is regarded as critical and essential. The communication plan is also important to sustain commitment. We have made it an important aspect of our work with priority schools and will continue to do that in our work with the lowest 5% of schools in achievement. The TS Team has a variety of ways it maintains communication within our organization, within the

LEA and across the organizations. It is not an afterthought but a critical component of the planning. If we want stakeholder commitment they must be involved at each stage of the process from needs assessment through implementation and evaluation. And, the communication must be across all levels of the organizations.

Both a series of face to face meetings and technology are used to help us achieve effective communication. In our work with LEAs in this project we will continue to use the communication network already established through Targeted Services. This system provides linkages between OS and the LEA from the superintendent level through classroom teachers. We will also utilize new technology to assist in connecting everyone involved in the project, Atlas Rubicon software. This software will allow all those involved in the project to easily communicate using the curriculum and assessment system in the district as the centerpiece of that communication.

Ongoing Measurement of Progress - The TS Team establishes with the LEA (including all stakeholders within the LEA) clear measurable, short-term and long-term targets. These targets are articulated in the partnership agreement/contract. Progress toward these targets is measured on a schedule with results shared with all stakeholders. This process will be replicated with the lowest 5% of schools.

Developing Capacity - TS has been moving toward a system of working with low performing schools that relies less on outside coaches or consultants and instead utilizes LEA staff. By identifying LEA staff and investing our resources in developing their instructional and leadership skills we have experienced a variety of positive outcomes. It has allowed us to shift resources from external change agents who eventually leave the system to LEA staff members who continue on in the system. Secondly, it increases commitment to the project as LEA staff recognizes the work as their own rather than what is being "done to them." Finally, it builds an important degree of trust between OS and the LEA.

Small Wins - Changing complex systems does not happen quickly. In order to sustain commitment toward the change it is important to celebrate the small victories that occur along the way. This principle, which has been built into the way TS operates with LEAs, will continue in our work with the lowest 5% of schools. It requires taking the time to honor staff work when short-term outcomes have been met. Adhering to this principle takes time and effort and may on the surface divert resources from meeting the long-term outcomes. However, research and practice have born out its importance. In order to sustain a change process, stakeholders must have a deep level of commitment. Celebrating the success is one more way the goals of the change process are kept in the forefront in the operation.

Exemplar 6: Staff Qualifications

(15 points possible)

Provide names and a brief summary of qualifications for the primary staff who will be involved in providing services to LEA's. Provide criteria for selection of additional staff that are projected to be working with LEA's. Include vitae of primary staff.

- Staff qualifications and vitae should match with areas that the applicant wishes to serve. Staff should have extensive experience in implementation of all applicable areas.

Exemplar 6 Narrative Limit: 1 page plus vitae for personnel (insert narrative and vitae here)

The following Oakland Schools staff will be involved as part of the Service Provider Team. This team has a wealth of practical and academic experience with schools that are striving to transform and meet the needs of their students. The comprehensive team has demonstrated expertise and specialization of developing comprehensive services for schools.

Mike Yocum, Ph.D., Curriculum Specialist
Kathy Barker, Special Education Specialist
Larry Thomas, Leadership Specialist
Ernest Bauer, Ph.D. Assessment Specialist
Joan Firestone, Ph.D. Early Literacy Specialist
Scott Felkey, School Improvement Specialist
Jan Callis, School Improvement/Title I Specialist
Carrie Zielenski, Math Specialist
Bill Devers, Ph.D. Literacy Specialist
Laura Schiller, Ph.D. Literacy Specialist
Kristine Gullen, Ph.D. high School Specialist
Lara MacQuarrie, Special Education Specialist

In addition to this team, new staff will be added based upon a thorough review of qualifications and experience. These additional staff will be selected based upon the particular needs of the schools involved. Those needs will be based upon multiple data sources including, but not limited to, demographic perception, process, and achievement data. Primary focus will be given to leadership, systems work, curriculum, assessment, and instruction, use of innovative practices with technology and extended learning opportunities.

Attached are the required vitas for each of the primary staff.

SECTION C: ASSURANCES

The applicant entity:

1. will follow all applicable legislation and guidance governing the Section 1003(g) school improvement grants.
2. will follow all applicable Federal, state, and local health, safety, employment, and civil rights laws at all times.
3. will comply with the MDE Standards for Monitoring Section 1003(g) School Improvement Grants Preferred External Education Services Providers.
4. agrees to make all documents available to the MDE or LEA for inspection/monitoring purposes, and participate in site visits at the request of the MDE, the district, or facilitators/monitors for the SIG grant.
5. agrees to notify MDE and applicable district(s), in writing, of any change in the contact information provided in this application within ten business days.
6. ensures that it will provide written notification to MDE, when external preferred provider services will no longer be provided, thirty days prior to termination of services.
7. assures that they have accurately and completely described services they will provide to the LEA.
8. assures they will comply with SEA and LEA requirements and procedures.

SECTION D: ATTACHMENTS

- **Licensure:** Applicants must attach a copy of their business license or formal documentation of legal status with respect to conducting business in Michigan (e.g., certificate of incorporation, proof of 501(c)(3) tax-exempt status). Schools, school districts, and ISDs/RESAs may substitute documents that include address/contact information and the appropriate building or district code as found in the Educational Entity Master (EEM).
- **Insurance:** Applicants must provide a proof of their liability insurance or a quote from an insurance agency that reflects the intent to obtain general and/or professional liability insurance coverage.

LICENSURE AND INSURANCE DOCUMENTS ARE ON FILE WITH MDE

Curriculum Vitae

Personal Data:

Ernest A. Bauer
12780 Rattalee Lake Road
Davisburg, Michigan 48350

Work: 248 209-2162
Home: 248 634-2817
Fax: 248 209-2024
Email: Ernie.Bauer@oakland.k12.mi.us

Earned Degrees:

Ph.D. Kansas State University, 1974, Educational Psychology: Research and Experimental Design and Counselor Education and a minor in the Psychology of Learning
M.S. Kansas State Teachers College (now Emporia State University), 1971, Psychology
B.A. University of Kansas, 1970, Psychology

Work Experience:

Director, Research, Evaluation & Assessment, Oakland Schools, Waterford, Michigan, August, 2008 - Present.
Consultant, Research, Evaluation & Assessment, Oakland Schools, Waterford, Michigan, August 1974 - 2008.
Teaching Associate, College of Education, University of South Carolina (undergraduate educational psychology), Summer, 1974.
Supervisor, Management Information Section, Office of Research, South Carolina State Department of Education, 1973-74.
Instructor, Kansas State University (graduate level statistics and research methods courses), Summer, 1973.
Graduate Teaching Assistant, Kansas State University (consulted on dissertation research/assisted with graduate statistics courses), 1971-73.
Graduate Teaching Assistant, Kansas State Teachers College (undergraduate ed. psych.), 1970-71.

Technical Skills:

Statistical Package for the Social Sciences (SPSS)
Bubble Publishing (optical scannable forms software)
Excel and PowerPoint

Other Educational Experiences:

Situational Leadership II (The Ken Blanchard Companies) by Carman Nemecek and Calla Crafts, August 1-3, 2005.
Assessing Impact: Evaluating Staff Development Training by Joellen Killion, March 2004.
Cooperative System Fellows Program, National Center for Education Statistics, November 1995, Washington, D.C.

Control Theory/Reality Therapy Basic Training by Katy Curtiss and Company, September 1995, Clarkston, Michigan.

Trainer of Trainers Institute on Classroom Assessment, by Richard Stiggins, May 1991, Waterford, Michigan.

Seminar on the Rasch Model in Practical Measurement Situations, by Benjamin Wright, University of Chicago, 1986.

Proposal Writing Workshop. Oakland Schools, 1986.

Introduction to Measurement with Rasch Models, by B. Wright, et. al., AERA Pre-Session, 1978, Toronto, Ontario.

CSE Evaluation Workshop II: Needs Assessment. Columbia, South Carolina, 1974.

Statewide Advisory Committee Service

TAC (Technical Advisory Committee) for the Office of Educational Assessment and Accountability (OEAA - MDE), 2004 – present.

TAC (Technical Advisory Committee) for MI-ACCESS (the alternate assessment for Special Education students in Michigan), 2001- 2004.

STAC (Standing Technical Advisory Council) for the Michigan Test for Teacher Certification, 1992-1995, and 2003-present.

Science Standard Setting Committee for the MEAP High School Test, August 1998.

Reading Standard Setting Committee for the MEAP High School Proficiency Test, 1996.

Professional Affiliations:

American Educational Research Association

Michigan Educational Research Association (past board member, & 2006- current)

Michigan School Testing Conference Executive Planning Committee (1992-present)

National Association of Test Directors (Treasurer, 1987-89, Secretary, 1989-90, Vice President, 1990-91 and President, 1991-92)

National Council on Measurement in Education

Other Interests: Small-scale farming, active in Waterford Central United Methodist Church.

MEAP/HST Improvement Workshop Clients (outside Oakland County):

Intermediate School Districts:

Allegan, Alpena-Montmorency-Alcona, Bay-Arenac, Charlevoix-Emmet, Clare-Gladwin, Clinton, Cheboygan-Otsego-Presque Isle, COOR, Delta-Schoolcraft, Dickinson-Iron, Eaton, Genesee, Ingham, Iosco, Jackson, Kent, Marquette-Alger, Mecosta-Osceola, Monroe, Muskegon, Saginaw, Shiawassee, St. Joseph, Traverse Bay Area, Tuscola, Van Buren, Washtenaw, Wexford-Missaukee

Professional Organizations:

Leadership Oakland, MI Association of School Administrators, MI Association of Secondary School Principals, MI Educational Research Association, MI Institute for Educational Management, MI School Testing Conference, Northern Lower Michigan Leadership Teaching and Learning Consortium, Southeast Michigan Census Council, Upper Peninsula Middle School Conference, Northern Michigan University

Research Experiences, Publications, and Paper Presentations:

- Bauer, E. and Gullen, J. *MME, ACT, WorkKeys, PLAN & EXPLORE: Understanding the relationships among the tests and using the results.* ACT EXPLORE/PLAN Summit, Mount Pleasant, April 29, 2010.
- Bauer, E. and Roeber, E. *Technical Standards for Locally Developed Assessments.* Michigan School Testing Conference, Ann Arbor, Feb. 24, 2010.
- Gullen, J. and Bauer, E. *Locally Developed Assessment: What Do the Results Mean?* Michigan School Testing Conference, Ann Arbor, Feb. 24, 2010.
- Bauer, E. and Gullen, J. *A Framework for Considering Interim Assessments.* Michigan School Testing Conference, Ann Arbor, Feb. 23, 2010.
- Bauer, E. and Treder, D. *Great Questions and an Occasional Interesting Answer.* Michigan School Testing Conference, Ann Arbor, Feb. 23, 2010.
- Bauer, E. and Treder, D. *Achievement Chasms,* Michigan School Testing Conference, Ann Arbor, Feb. 25, 2009.
- Treder, D. and Bauer, E. *Perspectives on Student Achievement Data,* Michigan School Testing Conference, Ann Arbor, Feb. 25, 2009.
- Gosen, D., Schiller, L. and Bauer, E. *Linking Assessment to Instruction: ELA & Math,* Michigan Educational Research Association Conference, Frankenmuth, MI, Nov. 24, 2008.
- Bauer, E. and Treder, D. *Extreme Analysis: MEAP/MME Edition,* Michigan School Testing Conference, Ann Arbor, Feb. 27, 2008.
- Bauer, E. and Schiller, L. *MME ELA Data Analysis to Inform Practice,* Michigan School Testing Conference (pre-session), Ann Arbor, Feb. 25, 2008.
- Treder, D. and Bauer, E. *Banging on the MME,* Michigan Educational Research Association Conference, Frankenmuth, MI, Dec. 13, 2007.
- Bauer, E. *Oakland County MEAP Achievement for Racial/Ethnic Groups,* Oakland County Summit Call to Action on Closing the Achievement Gaps, Oakland Community College, Orchard Ridge, Farmington Hills, March 16, 2007.
- Bauer, E. and Gullen, J. *Developing a Balanced Assessment Program,* Michigan School Testing Conference, Ann Arbor, Feb. 28, 2007.
- Bauer, E. and Treder, D. *MEAP, meet Norm,* Michigan School Testing Conference, Ann Arbor, Feb. 27, 2007.
- Bauer, E., Treder, D. and Maynard, M. *Lessons Learned,* Michigan School Testing Conference, Ann Arbor, Feb. 27, 2007.
- Bauer, E. *Keynote Address,* Data Analysis Systems Workshop, Michigan Association of Curriculum Directors, Ann Arbor, Dec. 13, 2006.
- Treder, D. and Bauer, E. *AYP & Ed YES! Grades – What’s Going On?* Michigan Educational Research Association Conference, Frankenmuth, MI, Nov. 21, 2006.
- Bauer, E. and Treder, D. *Do Your Common District-Wide Assessments Work?* Michigan School Testing Conference, Ann Arbor, MI, Feb. 28, 2006.
- Glowaz, L. and Bauer, E. *Harnessing the Wow Factor: Software for Assessing Student Achievement and Analyzing Assessment Results,* Michigan School Testing Conference, Ann Arbor, MI, March 1, 2006.
- Reckase, Mark D., and Bauer, Ernie. *Examining the Validity and Reliability of District-wide Assessments: A Second Course,* Michigan School Testing Conference presession, Ann Arbor, MI, Feb. 27, 2006.
- Bauer, E. and Yocum, M. *What’s all this database/data warehouse stuff about anyway?* Michigan Educational Research Association, Mt. Pleasant, MI, June 17, 2005.

- Bauer, E. and Treder, D. *Appropriately Asking Achievement Assessment Questions (What MEAP Means and What It Doesn't Mean)*, Michigan School Testing Conference, Ann Arbor, MI, March 1, 2005.
- Reckase, Mark D., and Bauer, Ernie. *Test Results and What They Mean*, Michigan School Testing Conference Pre-conference Workshop, Ann Arbor, MI, February 28, 2005.
- Bauer, E. *What is a data warehouse?* MASCD/MIEM conference on Data Analysis Systems, Ann Arbor, January 14, 2005.
- Bauer, E. and Mills, V. *How to Move from the new MEAP Reports to Strategies to Improve Teaching and Learning*, Michigan School Testing Conference, Ann Arbor, MI, March 2-3, 2004.
- Bauer, E. and Treder, D. *MEAP Sliced, Diced, Julliened, Frenched and Pureed*, Michigan School Testing Conference, Ann Arbor, MI, March 2-3, 2004.
- Reckase, Mark D., and Bauer, Ernie. *Test Results and What They Mean*, Michigan School Testing Conference Pre-conference Workshop, Ann Arbor, MI, March 1, 2004.
- Bauer, E.A. *Designing an Achievement Management System*, Michigan Educational Research Association, Cadillac, MI, June 18-19, 2003.
- Blaha, W.J., Martini, A.Z., Pasquarella, J.M., Hastings, H.R and Bauer, E.A., *A Guide To The No Child Left Behind Act of 2001 in Michigan*, Lorman Education Services, Dearborn, MI, May 29, 2003
- Bauer, E. and Treder, D. *The Devils in the Details: Statistical Concerns about Education YES!*, Michigan School Testing Conference, Ann Arbor, MI, March 4-5, 2003.
- Bauer, E., Frost, F., & Treder, D. *Value-Added Assessment*. Michigan Educational Research Association Summer Conference, Cadillac, MI, June 2002.
- Bauer, E. *What You Should Know About MEAP Results*. Leadership Oakland, Waterford, MI, March 2002.
- Bauer, E., Rudolph, J., & Treder, D. *Believe It Or Not: Amazing Analyses Answer Questions You Probably Never Asked*. Michigan School Testing Conference, Ann Arbor, MI, March 2002.
- Bauer, E., Brozovich, R., & Whitlege, J. *What Should Educators Using Tests Know About Tests?* Michigan School Testing Conference, Ann Arbor, MI, March 2002.
- Bauer, E. *Avoiding Misuse of Achievement Test Results*. In **Doing The Right Thing: A Compendium of Assessment Resources for Local Districts**. (Marge Mastie, Editor) Michigan Association of Intermediate School Administrators, Washtenaw Intermediate School District, March 2001. <http://www.wash.k12.mi.us/instruct/assess/resources.htm>
- Keane, W., Hedgepeth, A., Bauer, E., et al. Panel discussion on the nature and impact of the investigation of MEAP irregularities. Michigan Educational Research Association Conference, Frankenmuth, MI, November 2001.
- Shiffler, N., Thomas, L., Church, B. *How Three School Districts Met the Requirement for Mandated Testing in Grades 1-5 and Use Assessments that Improve Teaching & Learning!* Bauer, E. Chair. Michigan School Testing Conference, March 2001.
- Schram, C., MacPherson, D., Bauer, E. *Assessment: Where in the World Are We Going? -- In Michigan*. (General Session) Michigan School Testing Conference, Ann Arbor, MI, March 2000.
- Bauer, E. *A Longitudinal Study of the Effectiveness of Reading Recovery*. Michigan Reading Association Conference, March 2000.
- Bauer, E. and Yocum, M. *Results from the Model MEAP Social Studies Assessments*. Michigan School Testing Conference, Ann Arbor, MI, March 1999.
- Bauer, E. *Finding Truth in 45 Minutes Flat*. Michigan School Testing Conference, Ann Arbor, MI, March 1999.

- Bauer, E. *How Did Students Really Do On The MEAP/HSPT?* (General Session) Michigan School Testing Conference, Ann Arbor, MI, February 1998.
- Bauer, E. *Using HSPT Results.* Michigan Association of Secondary School Principals Conference, Grand Rapids, MI, December 1997.
- Bauer, E. *MEAP: What It Means and What It Doesn't Mean.* Southeast Michigan Census Council, Lunch & Learn Series, Southfield, MI, November 1997.
- Bauer, E. *Improve Your MEAP Scores.* Upper Peninsula Middle School Conference, Marquette, MI, October 1997.
- Bauer, E. *Oakland Perspective on Understanding MEAP Results.* Guest on Neil Monroe Show, Comcast Television, Southfield, MI, Sept 15, 1997.
- Bauer, E. *Improving Student Performance--Understanding Classroom Assessment.* 3rd Annual Summer Institute, Northern Lower Michigan Leadership Teaching & Learning Consortium, Petoskey, MI, August 1997.
- Skandalaris, L., and Bauer, E. *Sustained Effects - An Analysis of 1996 Michigan Educational Assessment Program Performance of 1994 Reading Recovery Students.* North American (Reading Recovery) Leadership Academy, San Diego, CA, August 1997.
- Bauer, E. *Are The High School Proficiency Tests Valid?* Michigan Educational Research Association (MERA) Summer Conference, Cadillac, MI, July 1997.
- Bauer, E. Expert witness before The House Education Committee Hearing on the Michigan High School Proficiency Test, Sharon Gire, Chair, Macomb ISD, Clinton Township, MI, May 9, 1997.
- Bauer, E. *Comparing Districts' MEAP Results.* Guest on David Newman's Live with David Newman, WXYT Radio, Pontiac, MI, January 31, 1997.
- Bauer, E. *Improve Your MEAP/HSPT Scores.* Michigan Institute for Educational Management (MIEM) 11th Annual School Improvement Conference, Grand Rapids, MI, March 1997.
- Bauer, E. *High School Proficiency Test Status of First Year Results.* Guest on Dr. Phyllis Clemens Noda's The Education Connection WPON Radio, Pontiac, MI, October 8, 1996.
- Bauer, E. and Blackburn, G. *Using Assessment to Direct Teaching and Learning.* Michigan Assessment Team, Science Assessment Symposium, Lansing MI, October 1996.
- Bauer, E. and Blackburn, G. *Improving MEAP Scores: A Systematic Approach.* Middle Cities Education Association Fall Task Force Roundup, Lansing MI, September 1996.
- Bauer, E. *MEAP Results: Another Perspective.* Presentation to State Board of Education, Lansing, MI, August 1996.
- Bauer, E. *Understanding & Using MEAP Results.* Summer Administrative Academy, Crystal Mountain Resort, Allegan County ISD and Van Buren County ISD, June 1996
- Bauer, E. and Blackburn, G. *Improve Your MEAP Scores: Get Them Up Now!* Statewide School Improvement Facilitators Conference, June, 1996, Traverse City, Michigan, and Michigan School Testing Conference, Ann Arbor, MI, February 1996.
- Bauer, E. *Aggregating Data Without Shooting Yourself in the Foot.* 9th Annual School Improvement Conference, Lansing, MI, March, 1995.
- Bauer, E. *Are Gender Gaps Built into MEAP Tests?* Michigan School Testing Conference, Ann Arbor, MI, February 1995.
- Stander, A. and Bauer, E. *Evaluating the Effectiveness of a Peer-Tutored, Computer-Centered, Process Writing Program.* Michigan Educational Research Association, Novi, MI, January 1995.
- Bauer, E. *Just the Facts, Ma'am: Tables and Graphs in PA25 Annual Reports.* Michigan School Testing Conferences, Ann Arbor, MI, February 1993 and 1994.

- Brozovich, R. and Bauer, E. *Review of the Prout-Strohmer Personality Inventory*. In Kramer and Conoley (Ed.), **The Eleventh Mental Measurements Yearbook**, The Buros Institute of Mental Measurements, Lincoln, NE, 1992.
- Bauer, E. *Review of the Search Institute Profiles of Student Life*. In Kramer and Conoley (Ed.), **The Eleventh Mental Measurements Yearbook**, 1992, Lincoln, NE: The Buros Institute of Mental Measurements. Lincoln, NE, 1992.
- Bauer, E., Whetton, C., Sainsbury, M., Hopkins, S., Bradley, D and Greig, A. *The National Assessment of Seven-Year-Olds in England* (Organizer/Moderator). Symposium at National Council on Measurement in Education Conference, San Francisco, CA, April 1992,
- Bauer, E. *NATD Survey of Testing Practices and Issues*, **Educational Measurement: Issues and Practice**, 11(1), Spring, 1992.
- Bauer, E. *Data Can Be Your Friend*. 6th Annual School Improvement Conference, Lansing, MI, March 1992.
- Bauer, E. Expert witness on pitfalls in the use of test scores to infer quality of education programs. Pine Lake Manor Property Transfer Hearing before the State Board of Education, Lansing, MI, February 1992.
- Bauer, E. *National Assessment in England: A Midwesterner's View from the Thames*. Michigan School Testing Conference, Ann Arbor, MI, February 1992.
- Bauer, E. and Schwartz, S. *MEAP Reading Meets the CAT-E*. Michigan School Testing Conference, Ann Arbor, MI, February 1992.
- Bauer, E. *The Appropriate Aggregation of Data for School Improvement*. Michigan School Testing Conference, Ann Arbor, MI, February 1992.
- Bauer, E. *The National Assessment of Seven-Year-Olds in England*. Macomb County Curriculum Council, Warren, MI, December, 1991; Oakland County Curriculum Council, Bloomfield Hills, MI, January, 1992; and Michigan Educational Research Association Conference, Novi, MI, January 1992.
- Schwartz, S. and Bauer, E. *An In-depth Analysis of the Relationship Between the MEAP Reading Test and the CAT-E*. National Reading Conference, Palm Springs, CA, December 1991.
- Bauer, E. and Wolmut, P. editors, **1991 Symposia**, National Association of Test Directors, Waterford, MI, 1991.
- Bauer, E. *Aggregating Data for School Improvement*. **Secondary Education Today**, 32(2), Winter, 1991.
- Bauer, E. and Schwartz, S. *Classroom Assessment: Alternative Methods for Measuring Instructional Effectiveness*. Michigan Association of Intermediate School Administrators, Traverse City, MI, June 1991.
- Bauer, E. *Multi-dimensional Assessment: Strategies for Schools*. Council for Instructional Leadership: Metropolitan Detroit Bureau of School Studies, Inc., Waterford, MI, March 1991.
- Bauer, E. and Roeber, E. *How to Select the Best Schools: Picking Schools and Cantaloupe 906*. Michigan School Testing Conference, Ann Arbor, MI, February 1991.
- Bauer, E., Rigney, S., and Shiffler, N. *Aggregation Techniques for the Improvement of Schools: Do's and Don'ts*. Michigan Educational Research Association Conference, Novi, MI, January 1991.
- Bauer, E. and Schwartz, S. *Revised MEAP Reading Meets the CAT-E*. Michigan Educational Research Association Conference, Novi, MI, January 1991.
- Bauer, E., Hussey, M., Mumaw, A. and DuPuis, M. *Tracking MEAP Scores*. National Computer Systems User's Group Seminar, Novi, MI, November 1990.
- Bauer, E. and Weber, C. *School Accountability*. Oakland County Superintendents Eighth Annual Conference, Port Huron, MI, March 1990.
- Bauer, E. *Zen and Practical Measurement Concepts*. Michigan School Testing Conference,

- Ann Arbor, MI, February 1990.
- Bauer, E. and Mahalak, C. *Highmeadow Common Campus Evaluation: A Restructured Learning Environment*. Michigan Educational Research Association Conference, Novi, MI, 1990.
- Bauer, E. *Results of the NATD Survey of Testing Issues and Practice*. National Association of Test Directors Annual Business Meeting, San Francisco, CA, March 1989.
- Bauer, E. *Indicators of Quality or was That Just Quantity?* Michigan School Testing Conference, Ann Arbor, MI, March 1989.
- Bauer, E. *Testing! Testing! 1 2 3*. Michigan School Testing Conference, Ann Arbor, MI, March, 1989.
- Bauer, E. *Living the Good Life*. **The Mother Earth News Spring Gardening Special**, February 1989.
- Bauer, E. and Ponder, M. *Conducting a Large Scale Telephone Survey*. Michigan Educational Research Association Conference, Lansing, MI, January 1989.
- Bauer, E. *Trends in Michigan School Testing Programs*. CTB User's Conference, Ann Arbor, MI, February 1988.
- Waidley, J. W., Vanderjagt, L. and Bauer, E. *Play It Again Sam—With Feeling*. Michigan School Testing Conference, Ann Arbor, MI, February 1987.
- Wright, B., Green, R., Lewis, S., Phillips, S., Wisniewski, D. and Bauer, E. *Current Practice and Implementation of the Rasch Model: A Panel Discussion*. Michigan Educational Research Association Conference, Ann Arbor, MI, January 1986.
- Bauer, E. **The Use of Test Scores in the Evaluation of School Districts**. Occasional Papers, Vol. VII, No. 3, Oakland Schools: Waterford, MI, 1985.
- Bauer, E. *Making Test Scores Make Sense*. Michigan School Public Relations Association Conference, Bellaire, MI, October 1985.
- Bauer, E. *The Great Pencil Panic of 1984*. **Educational Measurement: Issues and Practice**. Vol. 4, No. 1, Spring, 1985.
- Bauer, E. *Testing in a Database Environment*. Michigan Educational Research Association Conference, January, 1985, and Michigan School Testing Conference, Ann Arbor, MI, February, 1985.
- Bauer, E. *The Inter-Relation of Student Data and Test Scores*. Michigan Association for Educational Data Systems Conference, Bellaire, MI, October 1984.
- Bauer, E. *Using Testing Information in a Comprehensive Database Environment*. Michigan School Testing Conference, Ann Arbor, MI, March 1982.
- Bauer, E., Slawski, E. and Veitch, W. *How Minimal is Minimal?* National Council on Measurement in Education Conference, San Francisco, CA, April 1979.
- Bauer, E. and Slawski, E. *A Comparison of State and District Assessment Programs*. Part of a symposium: *The Application of the Rasch Model in On-going State and District Testing Programs* (Fred Forster, Organizer), American Educational Research Association Conference, San Francisco, CA, April 1979.
- Bauer, E. and Slawski, E. *Reducing Testing Time While Preserving Test Information: A Ten Item Fourth Grade MEAP Reading Test*. American Educational Research Association Conference, Toronto, Ontario, April 1978.
- Bauer, E. and Slawski, E. *Rasch Analysis of the 1977 Grade 4 MEAP Reading Test*. Michigan Educational Research Association Conference, Detroit, MI, March 1978.
- Bauer, E. and Slawski, E. *Measurement and Test Development with the Rasch Model*. Pre-session for the Michigan Educational Research Association Conference, Detroit, MI, March 1978.
- Bauer, E., Meade, E. and Slawski, E. *The Language of Testing*. Michigan School Testing Conference, Ann Arbor, MI, February 1978.

- Bauer, E. *The CTBS/SFTAA Univariate Anticipated Achievement Score Analysis*. Michigan Educational Research Association Conference, Southfield, MI, March 1977.
- Bauer, E. and Shrage, J. *Testing: What is Its Purpose?* Michigan Association for Educational Data Systems Conference, Midland, MI, October 1976.
- Bauer, E., Pavlish, A., Slawski, E., and Veitch, W. *Program Evaluation Simulation*. Michigan Educational Research Association Conference, Midland, MI, March 1975.
- Bauer, E. and Pollack, R. *The Design of a Comprehensive Testing Program*. Michigan School Testing Conference, Ann Arbor, MI, February 1975.
- Bauer, E., Link, A. and Felker, J. *Public and Private School Enrollment Projections 1973-74 through 1982-83*. Office of Research Report Series, South Carolina State Department of Education, Columbia, SC, 1974.
- Bauer, E. **The Effects of Race and Sex Upon Interpersonal Physical Distancing**. Unpublished Doctoral Dissertation, Kansas State University, Manhattan, KS, March 1974.
- Bauer, E. and Link, A. *Alcohol and Drugs: Their Use and Abuse by South Carolina Public School Students*. Office of Research Report Series, Vol. 1, No. 8, State Department of Education, Columbia, SC, 1973.
- Bauer, E. *Personal Space: A Study of Blacks and Whites*. **Sociometry**. 36(3):402-408, 1973.
- Bauer, E. and O'Conner, W. *Distancing in Normals and Institutionalized Schizophrenics and Non-Schizophrenics*. Osawatomie State Hospital unpublished, Osawatomie, KS, 1969.

Michael Yocum
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Royal Oak, MI 48067
248-547-4523

EDUCATION

Ph.D., Curriculum, Teaching and Educational Policy, Michigan State University, East Lansing, MI
Masters, Social Studies Education, Michigan State University, East Lansing, MI
Bachelors, James Madison College, Michigan State University, East Lansing, MI

WORK HISTORY

- 1988 - Present Director, Learning Services, Oakland Schools, Waterford, Mi. Responsible for a 45 person department that delivers educational products, professional development and consultation to 28 local districts in Oakland County, Michigan
- 1992 - Present Adjunct professor, Department of Teacher Education, Oakland University, Rochester, MI. Teach secondary social studies methods courses each Fall semester.
- 1995 - 1998 Adjunct professor, Teacher Education, Wayne State University, Detroit, MI.
- 1992-1995 Study Group Director for the Professional Development Schools in Flint, MI, Michigan Partnership for New Education
- 1991 - 1993 Adjunct Professor, Department of Education, University of Michigan, Flint
- 1980-1986 Social Studies Teacher, Hackett High School, Kalamazoo, MI
- 1978 – 1980 Social Studies Teacher, St. Stephens High School, Saginaw, MI

CREDENTIALS

Michigan Secondary Permanent teaching certificate. with endorsement in social sciences and history

OTHER PROFESSIONAL ACTIVITIES

- 2008 -2010 Board Member of the Michigan Assessment Consortium
- 2008 – present Member of the Michigan Association for Intermediate School Districts Instructional Committee
- 2005 -2009 Member of the Michigan State Board of Education Special Education Advisory Board
- 2007 Chair of the Elementary Social Studies Content Expectations Writing Team for the Michigan Curriculum Framework
- 1990 - 1997 Executive Director of the Michigan Council for the Social Studies

- 1993 - 1998 Chairperson of the Michigan Task Force for Social Studies Curriculum
- 1993 -1997 Project Director of the Michigan Social Studies Education Project
- 1993 - 1997 Co-Director of the Michigan Curriculum Framework Project
- 1995 - 1999 Content Advisory Committee for the Social Studies MEAP Assessment
- 1991 Co-developer of the Frameworks: Rethinking Curriculum for the 21st Century Project: Phase I, Educational Extension Service of the Michigan Partnership for New Education
- 1991-94 Co-director of the Frameworks:Rethinking Curriculum for the 21st Century Project, Phase II-Social Studies, Educational Extension Service, Michigan Partnership for New Education
- 1990-92 Advisory Committee to the President's Initiative Fund Project, Prototypical Curricula and Assessments for Thinking in K-12 Social Studies, University of Michigan
- 1988 – Present Director of numerous state and federal grant programs
- 1988 – Present Presentations annually at state and national professional association meetings
- 1988 – Present Consulted with numerous local and regional agencies on curriculum, instruction and assessment projects

Publications

Alleman, J., Joyce, W., Little, T., and Yocum, M., "A Study of National and Global Mindedness in Social Studies Teacher Education Students: Preliminary Findings." *Educational Review*, Vol. 11, Spring, 1988, pp. 1-19.

Yocum, M., "A Basic Bibliography on Canada for Social Studies Educators." *Michigan Social Studies Journal*, Vol. 2 (2), Spring, 1988, pp. 133-135.

Yocum, M., Alleman, J., Little, T. and Joyce, W., "Political Orientation of Preservice Social Studies Teachers." *Teacher Education and Practice*, Vol. 5(2), Winter/Spring, 1989, pp. 51-59.

Yocum, M., "Planning for Critical Teaching." *Michigan Social Studies Journal*, Vol. 2(1), Fall, 1987, pp. 19-22.

Joyce, W., Yocum, M., and Henderson J., "The Windsor/Oakland/Michigan State University Curriculum Development Project: First Report." The Canadian Studies Centre, Michigan State University, Winter, 1991.

Yocum, M., "Political Messages in Middle School Social Studies Textbooks on Canada." Canadian Studies Centre, Michigan State University, Winter, 1991.

Yocum, M., *An Investigation of the Effects of a Global Education Program on the Attitudes of High School Students.* unpublished dissertation, Michigan State University, 1988.

Harris, D., Brophy, J., Yocum, M., and Parker, W., *Frameworks: Rethinking Curriculum for the 21st Century, Social Studies.* Educational Extension Service of the Michigan Partnership for New Education, East Lansing, Michigan, September 1992.

Harris, D., and Yocum, M., *Minds On Powerful Social Studies*. (video), Educational Extension Service of the Michigan Partnership for New Education, East Lansing, Michigan, 1992

Yocum, Michael J. "The Need for State Assessment," *Michigan Council for the Social Studies Journal*, Vol. 9 (1), Spring, 1997, pp. 9-11.

Harris, David and Michael Yocum. *Powerful and Authentic Social Studies (PASS) : A Professional Development Program for Teachers*, Washington D.C.: National Council for the Social Studies, 2000.

Awards

Crystal Apple Award for Excellence in Education. Michigan State University College of Education, 2000

University Council for Educational Administration Excellence in Education Award, The University of Michigan School of Education, 2008

Mary S. Coleman Civic Education Award, Center for Civic Education Through Law, 2003

Memberships

National Council of the Social Studies, 1980-present

Michigan Council of the Social Studies, 1986-present

National Social Studies Supervisors Association

Association of Supervision and Curriculum Development, 1983-present

Michigan Association of Supervision and Curriculum Development, 1986 -present

Michigan Staff Development Council

VITA

Laura Schiller
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Education

- 2000 Ph.D. Program
University of Michigan, Education Studies: Literacy,
Language, and Culture
- 1990-1999 Graduate Study
Oakland University, Wayne State University, Western
Michigan University, Marygrove College, Loyola
Marymount University, Grandvalley State University
- 1975 M.A. Wayne State University
- 1970 B.A. University of Michigan

Honors, Awards, and Grants

- 2001 Michigan Schoolmasters' Club Scholarship to recognize
outstanding promise in classroom teaching. School of Education
Awards Committee, University of Michigan
- 2000 TATE, Technology Assisted Teacher Education**, developed by
Laura Schiller and Anne Ruggles Gere
Smithsonian Computer World Award for Innovative Use of
Technology
- 2000 Rackham Non-Traditional Fellowship, University of Michigan
- 2000 Spencer Planning Grant
*Collaborative Reculturing: a District-University Partnership to
Close the Achievement Gap.* A Major Research Grant Proposal
submitted to the Spencer Foundation by Southfield Public Schools
and the University of Michigan.
Two of the six literacy related research projects are listed below.
Academic Reading Team
Principal Investigators: Elizabeth Moje and Laura Schiller
Action Research Team in Early Literacy: Local Benchmarks
Principal Investigators: Elizabeth Sulzby and Laura Schiller
- 1999-2001 Selected: Galileo Leader for the Galileo Project on
systemic reform funded by the Kellogg Foundation
- 1997-1998 Making American Literatures, National Endowment for the
Humanities
- 1995-2000 Selected: Bureau of Education and Research (BER) to present
national seminars on reading and writing
- 1995-1997 Oakland Writing Project: selected as co-director
- 1999-2001
- 1995 National Board Certified Teacher, Early Adolescence
English/language arts

1994 Selected: Middle School Grade Level Task Force Member,
Michigan English Language Arts Framework (MELAF)

Professional Experience

Co-director, Oakland Regional Literacy Training Center, 2002-

Responsibilities include staff development for elementary and secondary teachers linked to statewide initiatives across four counties.

Director, Oakland Writing Project, 2002-

An affiliate of the National Writing Project, the Oakland Writing Project (OWP) is a collaboration between the University of Michigan, Adrian College, and Oakland Schools. Responsibilities include coordination of teacher development, grant writing in partnership with UM, and furthering the aims of the project at local, state, and national levels.

Literacy Consultant, Oakland Intermediate School District, January, 2002-

Director of the Oakland Writing Project, curriculum design and staff development for the twenty-eight school districts comprising Oakland County.

Southfield-Lathrup High School, August, 2001-January, 2002.

Small schools English teacher.

PreK-12 Literacy & Learning Consultant, Southfield Public Schools, 1998-2001.

Lead the district literacy initiative. Design and facilitate staff development, notably Action Research Teams for Early Literacy, Secondary Literacy, and Special Needs Readers. Systemic work with elementary buildings to improve student achievement in reading and writing. Staff development designed for departments, teams, and grade levels across the district, prek-12. Content area reading, early literacy, alignment of practice, and curriculum work. Authored Southfield Public Schools Guiding Principles and Practices for Literacy, a guide to research-based practices in literacy.

Co-director of Making American Literatures 1997-1998.

National Endowment for the Humanities 2 year grant-University of Michigan, Kennesaw State, UC Berkeley with Anne Ruggles Gere. Studied, presented, published, co-planned professional development.

Co-director of Oakland Writing Project, 1995-1997; 1999-2001

Co-planned and facilitated summer institutes. Led follow-up professional development opportunities. Published in newsletter, ELAN, and presented at related workshops and conferences.

National Presenter for the Bureau of Education and Research, 1996-2000

Designed and presented seminars for classroom teachers, administrators, curriculum specialists, and support staff.

Increasing the Success of Your Sixth Grade Students: Instructional Strategies That Work. Creating More Powerful Writers and Readers.

Writing and Reading Strategies That Work: Helping All Learners from the Reluctant to the Highly Capable (Grades 3-8).

National Board Certified Teacher, Early Adolescence/English/language arts, 1995

First National Board cohort. Set a benchmark for the National Board. Honored at the White House by President Clinton. Honored by the State of Michigan for excellence in teaching.

MELAF Demonstration Site participant, 1994-1997

Selected to model standards in the classroom. Hosted visitors in classroom to observe standards in action. Participated with a Southfield team in long-term standards staff development along with three other select districts. Simultaneously, facilitated K-12 district staff development linked to standards work.

Middle School Grade Level Task Force Member of Michigan English Language Arts Framework (MELAF), 1994

Selected by the State of Michigan to help write new integrated state standards for middle grades. Shared student work, classroom vignettes, and anecdotal evidence as ways to contribute to the work of the task force.

Oakland/Macomb National Writing Project Consultant, Teacher/Consultant-Young Writers Camp, Director-Oakland Young Writers Camp, 1992-1995

Held a number of positions related to the Oakland Writing Project. Facilitated staff development as a teacher consultant for Pontiac, Flint, Ypsilanti, Saline, and Southfield. Selected to teach the Young Writers Camp. The following year assumed the position of Director of the Young Writers Camp.

Middle School Teacher, Birney Middle School, Southfield, Michigan, 1989-1998

Taught sixth grade English/language arts and social studies. Received the Founder's Day Award from the Parent/Teacher/Student Association, PTSA. Collaborated in cross-age projects with elementary, high school, and university partners. Recognized for authentic practice that connected students with the real world, such as Freedom House in Detroit, and for involving parents in the middle school classroom. Served as Department Chair. Served as North Central Accreditation committee chair.

Director of Schiller Reading Clinic, 1977-1988

Founded the clinic while on family leave from Southfield Schools. Employed three certified teachers. Tutored students from public and parochial schools.

Elementary Teacher, Leonhard School, Southfield, Michigan, 1971-1977

Hired immediately upon completing student teaching in the same building. Chaired Tenure Committee. Wrote and directed school programs. Taught grades K, 2, 3, and 4.

Recent Papers and Presentations

Russell, S. L. & Schiller, L. (2009). *Text analysis, critical thinking with exposition, and the use of genre to improve the academic literacy performance of seventh-grade struggling readers: One district's summer literacy initiative*. Paper presented at the 59th annual meeting of the National Reading Conference; Albuquerque, NM.

Schiller, L., Gosen, D. and E. Bauer. *Linking Assessment to Instruction: English Language Arts and Mathematics*. **Michigan Educational Research Association all Conference**. Frankenmuth. November 24, 2008

Schiller, L., Petersen, M. et al., *Shifts of Power: Taking Control of Writing on Demand*. **National Council of Teachers of English**, San Antonio. November, 2008.

Schiller, L. *Meeting the Needs of ELLs While Addressing ELA HighSchool Content Expectations*. **Invited presentation for the Michigan Department of Education. "These Kids Are OURS: An English Language Learner Conference."** East Lansing. May 9, 2008.

- Schiller, L. *Accessing Academic Vocabulary*. **Invited presentation for Targeted Schools Coaches Network**. Oakland County. April, 2008.
- Schiller, L. and E. Bauer. *Michigan Merit Exam English Language Arts Data Analysis to Inform Practice*. **Michigan School Testing Conference**. Ann Arbor. February 25, 2008.
- Schiller, L. *From Preparing for Writing Tests to Assessing and Teaching Writing: Reframing Teaching, Testing, and Accountability*. **National Writing Project Annual Meeting**. New York. November, 2007.
- Schiller, L. "A Journey in Education." **Keynote for Kappa Delta Pi International Honor Society**. University of Michigan, Shorling Auditorium, School of Education. October 21, 2007.
- Schiller, L. "Science Apprenticeship: Reading, Writing, and Talking Our Way into Scientific Literacy." **Featured Speaker National Science Teachers Association Regional Conference**. Cobo Hall, Detroit. October 18, 2007.
- Schiller, L. with Laura Roop and Rebecca Sipe. *Policy Update: Getting the Bigger Picture*. Three views of the current national and state political scene that effect the teaching of English/language arts at all levels in Michigan. **Michigan Council of Teachers of English: Bright Ideas Spring Conference**. East Lansing. April 14, 2007.

Publications

- Rex, L. A., & Schiller, L. (2009). *Using Discourse Analysis to Improve Classroom Interaction*. New York: Routledge.
- Rex, L., Brown, D. W., Denstaedt, L., Haniford, L., & Schiller, L. (2005). Understanding and exercising one's own grammar: Four applications of linguistic and discourse knowledge, *English Teaching: Practice and Critique*, 4(3):<http://education.waikato.ac.nz/research/journal/view.php?view=true&id=10&p=1>
- Schiller, L. (2001). Making American Literatures in Middle School. In A.R. Gere and Peter Shaheen (Ed.) *Making American Literatures in High School and College*. NCTE. 104-114.
- Schiller, L., Emerson, K., Leary, H., Davis, C., Patterson, T., Williams, T., Altman, E. (2001). Standards-Based Reform in Literacy: Whose Story Is It? *Michigan Reading Journal*, 33(2), 27-35.
- Schiller, L. (2000). Politics, Pedagogy, and Professional Development in Michigan. In A. A. Glatthorn, Jean Fontana (Ed.), *Coping with Standards, Tests, and Accountability: Voices from the Classroom* (pp. 95-107). Washington, D.C.: National Education Association.
- Schiller, L. (1999). Making American Literatures in Middle School. *English Journal*, 89(2), 98-104.
- Schiller, L. (1997). Memoir: Responding to Genre and Craft of Language. *Literacy Consortium*, 30(1), 32-42.
- Schiller, L., Ruggles Gere, A., Rosaen, C. (1996). Teachers Yesterday, Today, and Tomorrow: Learners Forever. *English Journal*, 85(5), 40-44.
- Casteel, J., Roop, L. J., Schiller, L. (1996). "No Such Thing as an Expert": Learning to Live with Standards in the Classroom. *Language Arts*, 73(1), 30-35.
- Schiller, L. (1996). Coming to America: Community from Diversity.

Language Arts, 73(1), 46-51. Roop, L. J., Schiller, L. (1995). Teachers and Students Collaborating as "Makers". *On Common Ground: Yale New Haven Teachers Institute*, 5(Fall), 24-25.

Courses Taught

Rex, L. & Schiller, L. Teaching of English, Education 440. Fall, 2005.

Sulzby, E. & Schiller, L. Consultation and Collaboration for Inclusive /Literacy Education. Education 696. Spring/Summer, 2005

LARRY THOMAS
4195 Meadowlane Dr.
Bloomfield Hills, MI. 48304

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PROFESSIONAL EXPERIENCE

Oakland Schools, Waterford, MI. 2001-Present
Director, School Quality

Responsibilities included: Developing a department that provides professional development, consulting services and resources to the twenty eight school districts in Oakland County and its 190,000 students in the areas of instructional leadership, school culture/climate, school improvement and instruction.

Rochester Community Schools, Rochester MI. 1985 -2001
Director of Assessment (1995-2001)

Responsibilities included: Lead the district assessment program toward alignment with curriculum to inform instruction and measure learning.

Elementary Principal (1993-1995)

Responsibilities included: Being the instructional leader and manager of the elementary school.

Assistant Principal (1992-1993)

Responsibilities included: Instructional leadership and management of a middle school with the building principal.

Teacher Leader (1989-1992)

- Provide professional development, coaching and consulting for teachers in all elementary buildings
- Facilitate networks of teachers in early childhood grades
- Collaborate with parents and provide training on developmentally appropriate practices
- Develop district resources with peers to support student learning
- Review and develop district curriculum

Teacher (1980 -1992)

- Pre-school – Second Grade in Rochester and Detroit

FORMAL EDUCATION

M.A.	Early Childhood Education	Wayne State University
B.S.	Elementary Education	Wayne State University

Kristine I. Gullen. Ph.D

*Being an educator is not just what I do, it's who I am.
I know the risks of change, the rewards of growth,
and the magic of the classroom.
There is wonder in watching a child learn.
I pursue excellence in academics and learn lessons about life
from my students and colleagues each day.*

Education

Wayne State University - 2000

Doctor of Philosophy in Education

Cognate: Reading & Statistics

Committee members: Francis LaPlante-Sosnowsky Ed. D.; Gerald Oglan Ph.D.; Donald Marcotte, Ph.D.; and Marshall Zumberg, Ph.D.

Oakland University - 1995

Masters in Education- Special Education

Teacher Consultant Certification

Emphasis in Reading/Learning Disabilities

Advisors: Jerry Freeman, Ph.D. and Carol Swift, Ph.D.

Central Michigan University - 1985

Bachelors in Education

Experience

High School Consultant (2006 - present)

Oakland Schools

Waterford, Michigan

This position affords me a rare opportunity to work with 28 districts in Oakland County and interface with many other educators throughout the state. I have provided presentations for groups as large as 600, or as few as a handful, and most any size in between. With so many buildings, staffs, programs, and cultures all unique in how they approach issues, it has given me a wealth of perspective. I have been fortunate to work with and facilitate some of the most resourceful and innovative educators – finding those unique solutions to the problems we face everyday.

A sampling of my job is to:

...facilitate and share the most current information on the Common Core Standards, ACT, PLAN and EXPLORE, College and Career Readiness Standards, MME, high school graduation requirements, AYP, NCLB, Grading, Instructional Engagement, Differentiated Instruction, Pyramid of Intervention, Response to Intervention, Personal Curriculum and Data Analysis; create and model interactive processes for administrators, teachers, parents and students to interact with this information in order to prioritize strengths and challenges of content and determine the types of strategies are most effective for student learning.

...lead administrative learning teams, support district leadership, and assist in the creation of policies and procedures on time-sensitive issues that impact districts within the ever-changing world of education (graduation requirements, personal curriculum, grading, ESEA etc...).

...explore ways to strengthen student learning through strategies that focus on engagement, motivation, relationship, culture and climate.

...anticipate district needs, as the Class of 2011 enters their Senior year.

Assessment Consultant (2001 - 2006)

Wayne County Regional Educational Service Agency (Wayne RESA)
Wayne, Michigan

Adjunct Faculty (1998 to 2006)

Wayne State University
Detroit, Michigan

Taught courses titled: Differentiated Assessment and Instructional Strategies, Classroom Assessment Literacy, Exceptional Children in the Regular Classroom, Reading in the Content Areas and Low Incident Disabilities. Prepared evaluations, observations of teachers, support for Dissertations and Masters projects.

VITA

Kathy Barker

Administrative Experience

July, 2009 - Present

Director of Special Education, Oakland (Schools) Intermediate School District

- Leadership provided to 46 districts for provision and monitoring of all aspects of special education programs and services
- Leadership and management of Oakland Schools personnel supporting services and training to constituent school districts

August 1, 2006-July 1009

Associate Director of Special Education, Oakland Schools

- Supervision and leadership for compliance and finance staff
- Redesign through strategic planning for Dept. of Sp. Ed.

November, 2005-July,2006

Acting Supervisor, OSE/EIS Quality Assurance

- Supervision and leadership provided to staff of 46; inclusive of Civil Service personnel, employees supported by grant funds and contractors
- Member of OSE/EIS Leadership/Administrative Team; provides leadership to field as well as internal parties

November, 2003-November 2005

Coordinator, OSE/EIS Quality Assurance

- Responsible for the oversight of the operation of monitoring of all Michigan Local School Districts and Intermediate School Districts (800+)
- Supervised up to 12 contracted monitors and 2 MDE staff
- Led design of new monitoring model
- Collaborated with internal and external related departments

August, 1999-July, 2005

Director of Aquinas School for Conductive Education/Professor of Special Education

- Responsible for operation of laboratory school that provides education for students with motor impairments and acts as learning laboratory for Aquinas College students; provide coordination and instruction of classes for LD and POHI Major students.
- Supervised three staff and all student workers

1996-July, 1999

Director of Special Education/Grand Rapids Public Schools

- Responsible for programs & services for 5600 students
- Supervised up to 26 administrators
- Collaborated with 20 Intermediate Local Districts in providing center based programs for students with disabilities

1993-1996

Director/Ken-O-Sha Diagnostic Center and Pre-school

- Supervised 100+ staff

- Served 20 local school districts
- Principal of Early Childhood Center housing disabled, readiness & child care program students

1989 - 1993

Special Education Supervisor

- Responsible for programs within local district: Autism, Pre-Primary Impaired, Emotionally Impaired, Infant/Parent, Resource, POHI, VI, SMI & SXI
- Provided Early Childhood Training
- Coordinated referrals, diagnostics & placement of children diagnosed with disabilities

1988-89

Principal, Wellerwood School Autistic Program

- Supervised office staff and 21 teaching and support staff
- Oversaw programming for approximately 90 students
- Decentralized Intermediate Program/Established local classrooms
- Provided inservice and training to local district staff

Education

EDUCATION DEGREES:

MA, With Honors, Educational Psychology, MICHIGAN STATE UNIVERSITY, 1983

BA, Magna Cum Laude, Special and Regular Education, NORTHERN ARIZONA UNIVERSITY, 1977

ADMINISTRATIVE APPROVALS: (college course based credentials)

- Special Education Director
- Special Education Supervisor
- Principal: Elementary
- Central Office certificate

Joan K. Lessen-Firestone Ph.D.

Employment History

OAKLAND SCHOOLS ISD
Director of Early Childhood, 2000 – Present

OAKLAND SCHOOLS ISD
Early Childhood Consultant, 1986 – 2000

MERCY COLLEGE OF DETROIT
Director and Associate Professor of Child Development Program, 1982 – 1986

MERCY COLLEGE OF DETROIT
Director and Assistant Professor of Child Development Program, 1977-1982

WAYNE STATE UNIVERSITY
Assistant Professor of Department of Psychology, 1976 - 1977

Education

1970 B.A. With distinction University of Michigan
Major: Psychology

1974 M.A. Wayne State University
Major: Developmental Psychology

1976 Ph.D. Wayne State University
Major: Developmental Psychology
Minor: Clinical Psychology

ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (AEYC) ORGANIZATIONAL LEADERSHIP POSITIONS

Michigan AEYC Governing Board	1985 – 2000
Midwest AEYC Governing Board	1990 – 1996
National AEYC Governing Board	2005 – 2009

Joan K. Lessen-Firestone Ph.D.

OTHER ORGANIZATIONAL LEADERSHIP POSITIONS

Michigan Early Childhood Education Consortium – Former President and Secretary

Michigan North Central Association (NCA) Committee – Early Childhood Representative

Michigan Association of Intermediate School Administrators- Early Childhood Committee

Oakland County Human Services Collaborative Council – Chair, Project Great Start Oakland

Oakland County Michigan School Readiness Program Advisory Committee – Chair

The Roeper School – Chair, Education Committee and Member, Board of Directors

Alliance for Jewish Education, Federation of Metropolitan Detroit – Steering Committee Member

ADVISORY COMMITTEE SERVICE TO THE MICHIGAN DEPARTMENT OF EDUCATION

Co-Author and Michigan Master Trainer, Michigan Literacy Progress Profile, PreK – 3rd grade

Standards of Quality for Prekindergarten (literacy section chair)

Standards of Quality for Programs for four year olds

Assessment for Young Children (Chair)

Standards of Quality and Curriculum for Young Children (Curriculum & Assessment Sections Chair)

Standards of Quality and Curriculum for Infants and Toddler

Early Literacy Task Force

Revision Committee, Grade Level Content Expectations for English Language Arts (K-2 facilitator)

OTHER ACCOMPLISHMENTS

Director, Oakland Regional Literacy Training Center

Author, “Building Childrens’ Brains” paper commissioned by the Michigan Ready to Succeed Forum and basis for a CD of the same name that has been distributed to thousands of people In Michigan website and been the basis of mandatory staff development for all state of Michigan employees working with children.

Columnist, K-2 School Supervisor, Scholastic Early Childhood Today, 1009 -1995

Participant on United Way of Southeastern Michigan steering committee responsible for Development of Early Childhood Hub Provider Training Program.

Joan K. Lessen-Firestone Ph.D.



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Math Consultant
Oakland Schools
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248.209.2155

Math Consultant, Oakland Schools

Work with Oakland County school districts in visioning and implementing district and school improvement plans; develop curriculum for and teach graduate level math institutes to K-8 teachers to deepen content knowledge needed for teaching; develop and provide professional development around mathematics curriculum, instruction, assessment, and leadership for various sized K-12 groups in schools, district and county; work closely with district math coordinators to develop and deliver on site pd for their teachers; train, support and oversee a cadre of math coaches focusing on the instructional core and implementation of action items identified in school-based improvement plans in our lowest performing schools.

2005–Present

Instructional Math Coach, Oakland Schools

Skilled in using the SAMPI Assessment Model to evaluate instructional practice; Coached classroom teachers in our county’s lowest performing districts, instructing and supporting classroom practice and teacher reflection in content, pedagogy and assessment.

2004–2005

Adjunct professor of mathematics, Madonna University

Instructed pre-service teachers around content and pedagogy, Michigan’s Grade Level Content Expectations, Principles and Standards of School Mathematics, and professional journal articles focused on math instruction.

2003-2004

Classroom teacher, Gr. 1 – 6

Taught in General Education and Alternative Classrooms for the Academically Talented Students. Worked in small and large teams of teachers to collaborate efforts for developing and implementing an integrated curriculum; assessments and grading systems, student-led conferencing, product fairs, math workshop model, book clubs, musical programs, field trips and community service projects.

1989 - 2004

Author

Published lead article for professional journal, [Gifted Education Communicator](#), (Vol.34, No.2)

Credentials and Professional Training:

- Math minor with MI state endorsement to teach K-5 all subjects, K-8 Math and History. 1988 and 2003
- MS degree in Educational Leadership and Administration, Madonna University. 1992
- Graduate level studies for “Developing Mathematical Ideas” at Mount Holy Oak College, Massachusetts. Two, two-week graduate level courses for developing algebraic ideas and facilitation. Summer 2006 and 2007
- Graduate level study: “Coaching, A Matter of Influence”. Education Development Center. Boston, MA. 2008
- “Understanding by Design”, ASCD: planning curriculum through assessment. 2002 and 2004
- Report Card Committee Member: Livonia Public School District. 2001 – 2004
- Presented at national (NAGC), state (MCTM) and local (DACTM) conferences.

WILLIAM J. DEVERS, III Ph.D.

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EDUCATION:

Doctor of Philosophy, 1994, Oakland University
Major: Reading and Language Arts
Minor: Psychology and Instructional Technology

Master of Arts, 1976, Eastern Michigan University
Major: Educational Leadership

Bachelor of Science, 1972, Eastern Michigan University
Major: Education
Minor: Planned Program, Geography, Social Science

Gesell Institute, 1983, Gesell Developmental Testing Certification

Covey Leadership Training, 1995, Facilitator Certification.

PROFESSIONAL EXPERIENCE:

2000 to present K-12 ENGLISH LANGUAGE ARTS CONSULTANT, Learning Services
Oakland Schools, Waterford, Michigan.

1998 to 2000 DISTRIBUTED LEARNING CONSULTANT, New Media
Oakland Schools, Waterford, Michigan.

1996 to 1998 PRINCIPAL, Hornung Elementary,
Brighton Area Schools, Brighton, Michigan.

1994 to 1996 ASSISTANT PRINCIPAL, Oak Valley Middle School
Huron Valley Schools, Highland, Michigan.

1990 - Present SPECIAL GUEST LECTURER, Reading and Language Arts Department
Oakland University, Rochester, Michigan
RDG 333 Language Arts in the Elementary Classroom
RDG 414 Reading Appraisal in Elementary Classroom
RDG 561 Phonics in Proper Perspective
RDG 578 Non-Fiction: Reading and Writing
RDG 632 Diagnosis of Reading Disabilities
RDG 633 Correction of Reading Disabilities

1973 - 1994 TEACHER, Spring Mills Elementary School,
Huron Valley Schools, Highland, Michigan.
Teacher of 1st, 2nd, 3rd, 4th, and 5th grades.

PUBLICATIONS

Devers III, W.J. (1994). Writing and computers: The effects of word processing on student attitudes toward writing, student attitudes toward computers, and student writing quality. Doctoral Dissertation. Rochester, MI: Oakland University.

Devers III, W. J. & Ciplewski, J.F. (1993). A book of books: a bibliography of books for the elementary classroom. New York: Scholastic

Devers III, W. J. Ed. (1991). We love literature. New York: Scholastic

Devers III, W. J. (1989). Writing + computers = fun. Waterford, MI: Oakland Schools

LOCAL CONFERENCE PRESENTATIONS

Great Expectations, Grade Expectations (2004), MDE, Michigan State University K – 12 Outreach.

Exploring the Components of Comprehensive Reading Interventions (2002), Oakland Schools LD Symposium

Virtual Learning and Oakland Schools (1999), MAEDS.

Meet the Authors through Videoconferencing (1999). Michigan Association of Computer Users and Learners.

Technology in Today's Schools: Teaching and Learning with Technology (1991). Michigan Association of School Administrators.

Literature and Reading: A Novels Approach (1990). Oakland University's First Whole Language Conference.

The Michigan Definition of Reading, Keynote Address (1990). Michigan Department of Education.

Literature and Reading: A Novels Approach (1990). Michigan Reading Association.

Writing with the Masters (1986). Michigan Reading Association.

Word Processing in the Second Grade (1984). Michigan Reading Association.

CONSULTING AND SCHOOL SERVICES

Seven Habits of Highly Effective People (1998). Huron Valley Quality of Work Life Program.

Literature and Reading: A Novels Approach (1992). Swartz Creek Teacher Inservice.

Reading, Writing and Microcomputers (1992). South Redford Teacher Inservice.

What's Whole in Whole Language (1992). Lapeer Schools Teacher Inservice.

Writing and Microprocessing: A Secondary Perspective (1992). Anchor Bay High School
Teacher Inservice

Technology and Telecommunications (1991). American Telephone and Telegraph videotape
produced for National Public Broadcasting Service.

Trainer of Trainers Microcomputer Workshops (1991). Huron Valley Schools Professional
Staff Development Project.

Literature and Reading in the Language Arts (1991). Rochester Schools Teacher Inservice.

Microcomputers and the Writing Process (1990). Lapeer Schools Writing Project.

DISTRICT RELATED PROFESSIONAL ACTIVITIES

Chairperson, Brighton Elementary Technology Team

Member of Brighton Area Schools Language Arts Committee

Member of State MEAP Reading Assessment Writing Team

Chairperson, Huron Valley Middle School Information Technology Network

Member of the Huron Valley School to Work Steering Committee

Chairperson, Huron Valley Middle School Information Technology Committee

Member of Huron Valley Reading Professional Development Team

Member of the State of Michigan Literature Review Committee

Member of Huron Valley Technology Planning Task Force

Member of Huron Valley Instructional Technology Committee

The State of Reading: Reading Professional Development

Oakland County Writing Fellow

Co-Chairperson Reading Planning Committee,

Member of Huron Valley Writing Competency Team

Member of Huron Valley K-12 Math Articulation Committee

COMMUNITY ACTIVITIES

President, Michigan Reading Association, 2002 - 2005

President, Huron Valley Equestrian Committee, 1997 - 1999

Head Coach U-7, Huron Valley Soccer Club, 1993 - 1996

Coach, Huron Valley Soccer Club, 1985 - 1988

Member of Highland Township Zoning Board of Appeal, 1980 - 1983

Vice-President of West Oakland YMCA Board of Directors, 1978 - 1984

PROFESSIONAL AFFILIATIONS

International Reading Association

National Reading Council

Michigan Reading Association

Oakland County Reading Council

Scott Felkey

Summary of qualifications

School Improvement Consultant

2004 – Present

Has extensive experience facilitating and collaborating with schools and districts with the development and implementation of the school improvement process. Assists districts with data analysis to inform school improvement efforts. Assists MDE as a member of the Office of School Improvement and Innovation advisory member. Assist in the development of school improvement tools for possible use in all districts or schools in Michigan.

Principal, Elm Road Elementary School

2000 - 2004 Penn-Harris-Madison Schools Mishawaka, IN

Managed all aspects of a K-5 building. Established measurable school performance goals. Raised student performance in reading and mathematics by 30% in 4 years. Facilitated professional development activities that resulted in increased student performance. Created a positive school climate where frequent monitoring of student performance guided instruction.

Assistant to the Principal, Prairie Vista Elementary School

1999 - 2000 Penn-Harris Madison Schools Mishawaka, IN

Assisted Principal of National Blue Ribbon School in Granger, Indiana with daily operations including student discipline, staff development, and staff evaluation process.

Career Development Options Plan Coordinator

Facilitated professional development activities for the Penn-Harris-Madison School district with a model of teachers teaching teachers in a variety of best practice activities. Managed an extensive data- base tracking professional development activities for 500 teachers.

Everyday Mathematics Specialist, Penn-Harris-Madison Schools

Coordinated the teacher support for K-5 teachers in the implementation of the University of Chicago's Everyday Mathematics program. Facilitated the development of multiple assessment measures to be utilized with the program to monitor student achievement and mastery.

School-wide Enrichment Specialist, Elm Road Elementary

1996-1999 Penn-Harris Madison Schools Mishawaka, IN

Managed the implementation of Gifted and Talented programs within the context of an economically diverse community. Served as a teacher chairperson of the school improvement team. Established relationships with the broader school community to facilitate enhanced student learning.

Intermediate Teacher/Unit Leader, Prairie Vista Elementary

1989-1996 Penn-Harris -Madison Schools Mishawaka, IN

Built grade level teams in a newly constructed elementary building. Instrumental in establishing a community of inclusive practices with special education students. Served upon school-based committee bringing a blue ribbon status to the school.

Fourth Grade Teacher, Moran Elementary Schools

1984-1989 Penn-Harris-Madison Schools Mishawaka, IN

Worked closely with intermediate colleagues developing excellent teaching strategies.

Education**Administrative Certification**

1995 - 1997 Indiana University South Bend, Indiana

Leadership Collaborative, Cohort I

1986 - 1988 Indiana University South Bend, Indiana

Master of Science in Elementary Education

Special Education Certification

1981-1983 Indiana University South Bend, Indiana

Bachelor of Science in Elementary Education

1979-1981 The Ohio State University Lima, Ohio

Professional Activities

- 2006 Healthy Family Board Member
- 2006 Indiana Association of School Principals
- 2006 Penn-Harris-Madison Strategic Planning Committee
- 2005 Elementary Professional Development Committee
- 2004 Certified Trainer for Dr. Ruby Payne's study of "Poverty"
- 2002 APQC process Dr. Gerald Anderson training "Focused Instruction"
- 2001 National Staff Development Leadership Academy Graduate
- 1997 School Leadership Collaborative Cohort I Graduate

References

Dr. Vickie L. Markavitch, Superintendent
Oakland County Intermediate School District
2111 Pontiac Lake Road,
Waterford, MI 48328-2736
248.209.2123

Nancy Nimtz, Assistant Superintendent
Penn-Harris-Madison School Corporation
55900 Bittersweet Road
Mishawaka, IN 46545
574.259.7941

Dr. Carole Schmidt, Superintendent
St. Joseph Schools

2214 S. State Street
St. Joseph, MI 49085
269.926.3100

Lynn Johnson, Principal
Walt Disney Elementary School
4015 Filbert Road
Mishawaka, IN 46545
574.259.2486