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
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
<table>
<thead>
<tr>
<th>Exemplar</th>
<th>Total Points Possible</th>
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<tbody>
<tr>
<td>1. Description of comprehensive improvement services</td>
<td>25</td>
</tr>
<tr>
<td>2. Use of scientific educational research</td>
<td>15</td>
</tr>
<tr>
<td>3. Job embedded professional development</td>
<td>15</td>
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<td>4. Experience with state and federal requirements</td>
<td>15</td>
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<td>5. Sustainability Plan</td>
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</tr>
<tr>
<td><strong>Minimum Points Required for Approval</strong></td>
<td><strong>70</strong></td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>1. Federal EIN, Tax ID or Social Security Number</th>
<th>2. Legal Name of Entity</th>
</tr>
</thead>
<tbody>
<tr>
<td>[blank]</td>
<td>Eastern Michigan Writing Project</td>
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</tbody>
</table>

**3. Name of Entity as you would like it to appear on the Approved List**

Eastern Michigan Writing Project

**4. Entity Type:**

- [ ] For-profit
- [x] Non-profit

**5. Check the category that best describes your entity:**

- [ ] Business
- [ ] Community-Based Organization
- [x] Educational Service Agency (e.g., RESA or ISD)
- [ ] Institution of Higher Education
- [ ] School District
- [ ] Other
  (specify):

**6. Applicant Contact Information**

<table>
<thead>
<tr>
<th>Name of Contact</th>
<th>Phone</th>
<th>Fax</th>
</tr>
</thead>
<tbody>
<tr>
<td>William D. Tucker</td>
<td>734-649-2169</td>
<td>734-483-9744</td>
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<tbody>
<tr>
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<td>Ypsilanti</td>
<td>MI</td>
<td>48197</td>
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</table>

<table>
<thead>
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</thead>
<tbody>
<tr>
<td><a href="mailto:wtucker@emich.edu">wtucker@emich.edu</a></td>
<td><a href="http://www.emichwp.org">http://www.emichwp.org</a></td>
</tr>
</tbody>
</table>

**7. Local Contact Information** (if different than information listed above)

<table>
<thead>
<tr>
<th>Name of Contact</th>
<th>Phone</th>
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**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.

- [ ] Statewide

**Intermediate School District(s):**

- Washtenaw, Lenawee, Wayne

**Name(s) of District(s):**

- All districts in Washtenaw and Lenawee, plus Hamtramck and western Wayne
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.
The Eastern Michigan Writing Project is a site of the National Writing Project located at Eastern Michigan University and has a proven record of embedded professional development in the teaching of writing in schools in western Wayne, Washtenaw, and Lenawee Counties. Among the schools that have directly benefited from our services in the past year are Dickinson West Elementary (Hamtramck), Fortis Academy (Ypsilanti), Britton-Macon Area School, Willow Run Middle School, Adams Middle School (Westland), Lincoln Elementary (Westland), Jefferson Barnes Elementary (Westland), and Adrian High School.

I. Mission

Schools are best served by a variety of professional development formats selected by teachers, according to their learning styles. Effective professional learning in writing pedagogy requires:

- Identifying with the role of writer
- Studying relevant research about practice
- Learning from experienced teacher consultants
- Applying an effective practice through hands-on workshop experiences
- Implementing an effective practice in the classroom
- Reflecting on the results and receiving feedback from teacher consultants
- Modifying the practice by considering the context of the classroom
- Applying multiple forms of assessment, including student portfolios, impromptu writing, case studies of student writers, collaborative assessment conferences, and student self-evaluations and reflections.

II. Program

Our Partnership Program offers choices for professional development in several formats: weeklong institutes, sequential inservice series, group study of topics and texts, and individual coaching and consulting in classrooms and summer camps. In addition, our annual Invitational Institute provides leadership training to teachers of writing throughout our service area. This institute follows the model of teacher development of the National Writing Project and has been offered at EMU for seventeen consecutive summers.

A. Invitational Institute: A 4-week selective institute for teachers of writing K-12.

"We seek teacher applicants who demonstrate their commitment to the teaching of writing and who wish to expand their knowledge. We encourage teachers from all disciplines and grade levels to apply. Some activities during the Institute include:

- Writing and responding to each other’s writing
- Reading and talking about current research in the teaching of writing
- Demonstrating to each other our own teaching practices
- Learning from other teacher consultants who continue their research in the field" (from the Application for the Invitational Institute).

B. Fall Writing Conference: Annual demonstration of effective practices in writing by EMWP teacher consultants. Teachers demonstrate practices in digital writing, writing-across-the-curriculum, genre study, family literacy, and writing-on-demand, to name a few. This fall: "Writing Beyond Expectations," September 25, 2010 in the EMU Student Center.
C. In-service Series
Each partnership plan may include an annual in-service series of approximately 10 hours addressing the topical needs of the school partner. Delivered across the school year, the interactive demonstrations of the EMWP Teacher Consultants are arranged in a coherent sequence that shifts from general dilemmas associated with process writing instruction to specific issues. Schools may choose to segment the time in a way that best serves their needs—any combination of full or half-days, after-school or staff meeting time slots. Coaching and teaching demonstrations available for additional charges.
A full range of workshop topics such as Units of Study, Writing-Across-the-Curriculum, Digital Writing, Reading/Writing Workshop, Portfolio Assessment, Collaborative Assessment Conferences, and Writing for Inquiry.

D. Professional Learning Communities
A facilitated PLC can take the form of a book study group or teacher research/inquiry group to investigate issues raised by the inservice workshop. We model the Collaborative Assessment Conference, systematic inquiry into practice-based questions, and reflection and planning through professional book study. (6 sessions; may be extended)

E. Open Institute
The Open Institute prompts teachers to explore their own writing and teaching practices as a means of improving their writing instruction. We offer a five-day summer institute for ten to fifteen teachers. Topics might include: the teacher as writer, developing a teacher research question, or writing assessment. With a minimum of ten enrolled, we can design a special topics course on literacy education for three graduate credits.

F. Writing Camp/Teaching Lab
The summer Writing Camp for students is a wonderful way to reach out to the community. It provides enrichment for students who are talented writers or who need help with writing. It also serves as an excellent staff development experience. EMWP consultants co-teach with school faculty in the morning, and then spend the afternoon in professional development work centered on the writing lessons being taught.

G. The Family Literacy Initiative
The Family Literacy Initiative offers parents and caregivers insight into the writing process so that they can encourage and help their children and teens with writing at home. Various programs are available: a workshop for parents
and caregivers who want to learn more about how to encourage their student writers in grades K – 12; a workshop that brings family members together to experience the joy of writing stories about growing up; and a third, more intensive offering, which brings family members together to write, revise, and publish stories about their communities and growing-up during four 90-minute sessions. In this third workshop, family members will participate in a Celebration of Family Writing and learn practical tips about how to continue the family writing project at home. In addition: "Preparing for College Writing," workshops for teens and parents of teens.

8. School Improvement/ NCA Consulting/ AdvanceEd Consulting
   Our professional development coordinator is an experienced NCA/ AdvanceEd program planner and can assist in planning, implementation and assessment of writing goals. EMWP is an official consultant and resource for AdvanceEd.

   We believe a combination of the above offerings will support a community of writing teachers, each developing classroom strategies through trial, feedback, reflection and support of colleagues. We practice this cycle of learning every summer in our Invitational Institute and model it in our professional development offerings.
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)

I. The professional development model of the National Writing Project (the model for our program), has been studied in numerous sister sites, showing positive effects on all traits of writing. Nine studies have been conducted in the classrooms of NWP-trained teachers. The following summary may be viewed in detail at www.nwp.org

From: Local Site Research Initiative Report, The National Writing Project (2008), University of California, Berkeley, CA

"The results, taken across sites and across years, indicate a consistent pattern favoring the NWP. For every measured attribute of writing and in every site, the improvement of students taught by NWP-participating teachers exceeded that of students whose teachers were not participants. Moreover, in 36 of the 70 contrasts (51%) the differences between NWP participants' students and comparison students were statistically significant" (3).


"In nine independent studies, in every measured attribute of writing, the improvement of students whose teachers participated in NWP professional development exceeded that of students whose teachers were not participants. The studies took place in rural, urban, and suburban areas across the country and included students with diverse economic, language, racial, and ethnic backgrounds.

Student results are strong and favorable in those aspects of writing for which the NWP is best known, such as development of ideas and organization. Students in writing project classrooms made greater gains than their peers on writing conventions as well, suggesting that NWP professional development also helps teachers improve their students' basic skills."

II. The National Writing Project surveys and follows the participants of all Invitational Institutes, which comprise 15-20 teachers of writing annually. The survey results are reflected in the responses of our 200 participants over ten years of participation in NWP:


"Of those teachers surveyed, 95 percent also gave high ratings "to the institute's contribution to their understanding of the teaching of writing and its usefulness for their own classrooms and students." In the follow-up survey, respondents were asked to explain how. A full 93 percent said the experience
had brought them up-to-date with the latest research and practice, and nearly the same percentage said they were motivated to seek more professional development. The institute had also enabled them to improve how they assessed students. In other survey findings, 86 percent said they were better able to teach more diverse students, and 85 percent said they were better able to help their students reach high standards."

III. The specific strategies we teach have been validated in the meta-analysis of eleven strategies of writing improvement in the study "Writing Next."


The study shows effect sizes from 0.25 - 0.82 for writing workshop techniques, such as strategies for “planning, revising and editing,” collaboration, goal setting, prewriting, inquiry activities, and the study of models. The highest effect size (.82) was for "Writing Strategies," which is " explicit instruction in strategies for planning, revising, and editing" (Graham and Perrin 2006), which we incorporate in our apprentice model of teaching writing. In this model teachers and students demonstrate their own strategies by referring to texts they have composed and naming composing and revising strategies, such as MAPS (Mode/Media, Audience, Purpose, Situation), loop writing, snapshots, thoughtshots, and reflective writing (self-assessment), to name a few.

These and comparable strategies have been shown to improve reading comprehension in the recent meta-analysis "Writing to Read."


"Writing instruction did in fact show a small, but consistently positive impact on reading comprehension, when measured by both norm-referenced published standardized tests and researcher designed tests. The outcomes in all studies were positive. The control conditions in most of these studies (79 per cent) was reading or reading instruction. When only these studies were considered, the average weighted effect size rose slightly, to .23 on published standardized tests and .30 on researcher-designed tests" (18).

Such self-regulating strategies, analyzed across controlled studies in the above reports, are integrated consistently in our in-service workshops.

IV. In our Writing-Across-the-Curriculum workshops we model a response-centered approach to learning through response journals, inquiry logs, and weblogs (blogs). This practice, called "extended writing" has shown strong
effects on reading comprehension in the recent meta-analysis "Writing to Read."
"Extended writing produced greater comprehension gains than simply reading
the text, reading and re-reading it, reading and discussing it, and receiving
reading instruction" (14).
Graham, S. and M. Hebert. Writing to Read: Evidence for How Writing Can Improve

V. Our disciplined approach to classroom inquiry follows the format of the
Invitational Institute, an approach developed by the National Writing Project.
We have prepared 250 teachers in this model of study, about fifteen per cent of
whom have demonstrated the model in a classroom or in-service setting outside
their districts. The model has been studied and evaluated by

"The local networks of the Writing Projects sites encourage posing problems and
asking questions rather than providing prescriptive or prepackaged answers,
offering teachers an opportunity to respond to the particular needs of their
urban, rural or suburban contexts. Involved in creating and implementing these
activities, teachers develop an appreciation of the continual challenges of
teaching and a sophisticated notion of what it means to be a professional
teacher capable of responding to the needs of diverse students in a changing
world." p. 43.

B. The Teacher Researcher Network of the National Writing Project explored the
impact of Teacher Research Groups on Schools through a comparative study
funded by the Spencer Foundation.
Mohr, M. and C. Rogers, B. Sanford, M. Nocerino, M. MacLean, and S. Clawson.
Among their findings:
1. Teacher researchers created learning communities in their schools.
2. They directed their professional growth in ways that addressed the needs
   of their students and school community.
3. They developed a perspective on the school as a whole and the need for
   collective action to improve teaching and learning within the school.
4. They developed skills in data collection, analysis, and collaborative work
   with colleagues on schoolwide issues.
5. Their research contributed to assessment if existing school programs and
   generated new programs.
6. Teacher researcher communities in different schools collaborated with each
   other to exchange information and support professional development.
VI. Our own site (Eastern Michigan Writing Project) has been studied as a model of professional knowledge development. While this was an ethnographic, rather than an evaluative study, it documents the development of professional knowledge through a summer institute and into the school year.


“This dissertation finds that teachers in this group primarily turn to their own experiences in order to
 justify their positions, and they secondarily refer to their views on learning and learners as support. In
 forwarding arguments, teachers in this group reveal their knowledge about students, teachers and
 teaching, and about the subject matter of writing. In addition, the arguments teachers forward serve the
 social purposes of creating affiliation between group members.”
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).
I. How We Structure the Offerings in Exemplar I
From Professional Learning Partner Plans [EMWP Document]:

Partnership services include the support of a Program Facilitator, usually a local educator or faculty member who is also an EMWP Teacher Consultant, working as a liaison between the school and EMWP. The Program Facilitator attends all professional development activities related to the partnership, serving as a voice of continuity and relating the work to the school’s goals. Other teacher consultants will lead the individual sessions, but possibly different consultants at each session. The Program Facilitator insures continuity among the meetings.

These school-based programs are complemented by elective university-based programs such as the Invitational Institute, the Fall Writing Conference, the Inkstains Youth Writing Camp, and a (proposed) Literature Institute.

Examples of one-, two-, and three-year plans

Year One
Choose one or more school-year options:
- In-service Series (3-5 meetings; classroom coaching extra)
- Professional Learning Community (facilitated book study or teacher research/inquiry groups, 6+ meetings)
- Family Literacy Initiative (6 interactive workshop in total)

Choose one or more summer options:
- Summer Open Institute (for CEU’s, no credit, five days)
- Writing Camp/Teaching Lab

Year Two
Choose from all of the above options plus
- Summer Special Topics class (for three graduate credits; ten days)
  On-site institute modeled after Invitational Institute

Year Three
Choose from all of the above options"
II. How We Have Served the Constituents and Stakeholders of Schools.
Prior to 2010 our professional development has addressed the stakeholders of school improvement separately. Schools have contracted to specifically support their larger initiatives with the teaching of writing. For example:

A. Principals
1. Professor Cathy Fleischer (currently co-director of EMWP)
   Supporting Teachers in Process Writing: A Workshop for Principals,” 3-
   session series for principals in Washtenaw County, Winter 1996.
2. Professor Rebecca Sipe (currently chair, EMU English Department)
   a. “Writing for Life, Writing for School, Writing for Tests.” Morning sessions
      for Ann Arbor Elementary Principals, Washtenaw Intermediate School
      "Supporting Curricular Change through Literacy Reform." April 30 and
      Ann Arbor Public School, Elementary Education Division. Ann Arbor,
      Michigan. "Literacy Leadership for Elementary Principals." April 15, April

B. School Leadership Teams
1. Sarah Lorenz, Co-director and Professional Development Co-ordinator
   a. Since 2004 the EWMP has continued its long-term relationship with
      NCA/CASI/AdvancEd. The North Central Association/AdvancEd is the
      regional accrediting body for K-12 schools in 30 states.
      Each year, we offer one or two workshops for NCA. In 2009 it was a day-
      long offering on integrating writing workshop, Six Traits, and assessment.
      NCA organizes the workshop around school leadership teams, which
      represent a range of grades and subjects. In these workshops we help
      leadership teams develop 1-3 year plans to meet their school
      improvement goals in writing.
   b. We schedule professional development sessions across the span of the
      school year or several years. We meet with school or district leadership to
      discuss their needs and resources, then tailor a plan specifically designed
      to meet those needs with a variety of professional development
      structures. The following are some examples from the past two years:
      a. In Dexter Public Schools, two of our consultants worked with the
         elementary curriculum director and writing leadership team of
         teachers for an extended strategic planning session. (2008)
         - We helped guide the team to a deeper understanding of their writing
         needs and a refinement of their improvement plan.
         - As a follow-up to this work, we facilitated a multi-session book study
for the leadership team, plus others, around literacy improvement
- One of the team members later attended our four-week Invitational Institute for further training, published an article on her classroom practice based on her inquiry during the Institute.

b. At the Detroit Open School, a K-8 magnet in Detroit Public Schools, our consultants met with a leadership team to plan a strategy for writing improvement in 2008-09,
- This planning led to series of 8 professional development sessions and demonstration lessons spread throughout the school year. Some sessions were held during inservice days, some after school, and demonstration lessons were scheduled with the help of substitutes during the school day. The work at DOS included the principal, leadership team, substitutes, paraprofessionals, K-8 teachers.

C. Teachers

1. In Hamtramck Public Schools, the Eastern Michigan Writing Project has provided a wide range of embedded services from 2008-10
   a. We have conducted a series of workshops for elementary and middle school teachers, then arranged demonstration lessons in another district so that teams could observe advanced implementation of the strategies.
   b. We have worked in cooperation with the district to facilitate ten of their teachers attending our four-week summer Invitational Institute for in-depth training. One of their teachers is involved in multiple areas of leadership in both the district and at the Eastern Michigan Writing Project. She has moved from the classroom into a coaching position to support daily implementation of the writing strategies on a school-wide basis.

2. In Adrian High School, we presented a Writing-Across-the-Curriculum workshop to the whole faculty, followed by a year of subject-specific workshops for writing in content areas facilitated by one of our teacher consultants. (2008-2009)

3. At Britton-Macon Area School, we organized a teacher inquiry group to study writing in specific disciplines (including Math, History, Art, Music and English), and received a Teacher Inquiry Communities grant from the National Writing Project, which supported month inquiry group meetings and a summer institute (2009-10).

D. Parents, Administrators, Staff

1. Kim Pavlock, Co-director for Youth and Family Programs
   a. For the past five years, we have offered the Family Literacy
Workshops to parents, administrators and staff to model the lessons typical of the writing workshop. This is a three-four workshop series in which participants write and share writing to experience the power of expression and publication.

b. This year we have begun a new collaboration with Eastern Michigan University and the Institute for the Study of Children, Families, and Communities. Through "Bright Futures," an after-school program which is funded by the Michigan Department of Education 21st Century Community Learning Centers Grant, we have presented The Family Writing Project, our four-workshop series, at four different locations in southeastern Michigan this 2009-2010 school year.
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)
The Eastern Michigan Writing Project has direct experience with the following:

I. Michigan Grade Level Content Expectations: Rebecca Sipe, then co-director and now English Department Chair, was the lead facilitator in the design of the High School Grade-Level Content Expectations for Language Arts.

II. Individual School and District Improvement Plans: Our Co-director and Professional Development Coordinator, Sarah Lorenz, is a MAISA-trained instructional coach working in high priority schools and knowledgeable about Title I designations and restrictions.

III. School Improvement Framework and Comprehensive Needs Assessment: Our Co-director and Professional Development Coordinator (Sarah Lorenz) has been trained to use and administer these tools, and One Common Voice, One Plan.

IV. NCA/AdvanceEd: Sarah Lorenz has worked with NCA/Advance Ed for the last seventeen years. We have provided extensive professional development for schools going through the NCA school improvement process, including assistance with writing school improvement plans that meet NCA requirements. Our assistance has been targeted toward writing, but can also include reading, assessment, culture, climate, professional learning, etc.

  A. Provided numerous workshops around writing and literacy for NCA in Michigan, on the official NCA roster along with their technical assistance workshops, (2004-2009)
  B. Coordinated the writing strand at the fall NCA workshops, 2005-2008)
  C. Created a model school improvement plan for writing, based on NCA’s reading plan, and distributed to schools attending the above venues (2006-2008)
  D. Created a model writing assessment with related professional development to satisfy NCA’s requirement for a local assessment piece.
  E. Hosted a state-wide workshop with national experts on writing assessment, training teachers to use the Analytic Writing Continuum, a specialized form of Six-Traits Writing Rubric designed for large scale writing assessment and for research (2007).
  F. Trained representative teachers at various schools in the Collaborative Assessment Conference, a protocol for looking at student work.

V. Michigan Merit Exam
Many of our high school teacher consultants (e.g. Andrea Gillies, Sarah Andrew-Vaughn, Michelle McLemore) have designed preparation materials that address the writing test as a genre of writing.
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.
Our theory of sustainability is the development of professional identity through collegial support and reflection. We emphasize three critical identities of the writing teacher:

I. The Teacher as Writer

A. In a "culture of writing" participants find their voices by choosing their own topics, taking risks, giving and receiving constructive responses, and celebrating completed work through publication. Such a culture celebrates writing in all subjects, especially writing for real audiences (e.g. blogs, book reviews, genres of inquiry). Teachers write along side their students, publish writing in classroom anthologies, participate in teacher writing groups and attend teacher writing retreats, such as those sponsored by the Eastern Michigan Writing Project. The EMWP has professionally published anthologies of teacher narratives for 2007-08.

1. Kiling the Blues: Optimism Returns: An Anthology of Teacher Narratives, Ed: Debora Marsh; Contributing Authors: Chelly Eifert, Cynthia Fassbender, Beth Harris, Nick Kalakailo, Angela Knight, Debora Marsh, Lauren Nizol, Carol Sliwka, Sarah Soebbing Jeff Taylor (2008).

2. Swim at Your Own Risk: Treading Water from Fall to Spring [Paperback]
The Eastern Michigan Writing Project Summer Institute Participants 2008 (Author), W. Douglas Baker (Editor), Angela K. Knight (Editor), Jeffrey R. Taylor (Editor)

3. Family Literacy Initiative publishes parent/student anthologies of writing at least twice a year.

II. The Teacher as Consultant

A. Teachers develop professional efficacy by preparing professional demonstrations of teaching writing, such as those modeled in our Invitational Institute. In this process, some teachers serve as mentors and coaches, some participate in study groups to reflect on, and revise teaching demonstrations, some develop their demonstrations for transfer across grades, subjects and schools, and some compile demonstrations in digital archives, such as wikis, blog and collaborative word processing (e.g Googledocs). When teacher knowledge is valued as constructive, collaborative, and transferrable, it is disseminated and celebrated by internal and external publication and conference presentations.

1. The EMWP invites proposals for it annual Fall Writing Conference
2. We prepare and assign our teachers as consultants outside of their own district.
3. Our teacher consultants are prominently featured in professional journals:
   a. Language Arts Journal of Michigan, Ed: Doug Baker (Co-director of EMWP) Contributing Authors: Val Johnson (Fall, 2007-08); Lisa Eddy, Angela Knight, Neha Shah, David Kangas, Jeff Taylor, Cassandra Korinek, Melissa Israel, Susan Anderson, Anne Gomez Rubin, Jennifer Buehler (Fall, 2008),
III. The Teacher as Researcher
A. Teachers develop professional learning communities by self-selected, relevant, and rigorous inquiry. EMWP models how groups study student work (Collaborative Assessment Conferences), systematic inquiry (classroom research on a common question), and book inquiry (selected professional works and related readings). These models are sustainable once the group has completed a research cycle of one year, culminated by a summer institute. The EMWP annually sponsors summer teacher research institutes at the EMU Student Center.

1. Research studies published by EMWP Teacher Researchers:
   a. Writing Outside Your Comfort Zone Cathy Fleischer, Sarah Andrew-Vaughan. Heinemann, 2009
   b. Purposeful Writing Rebecca Sipe , Tracy Rosewarne. Heinemann, 2006
   c. They Still Can't Spell? Rebecca Sipe , Karen Reed-Nordwall , Tracy Rosewarne, Dawn Putnam , Jennifer Walsh, Heinemann, 2003
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)

I. Primary Staff

A. William D Tucker, Ph.D., Director Eastern Michigan Writing Project (10 years).
   Taught high school English (20 years), taught pre-service and in-service teachers at EMU (17 years), consulted for writing-across-the-curriculum at Lincoln High School, Adrian High School and Britton-Macon Area School.

B. Sarah Lorenz, Co-director for Professional Development
   Taught English 7-12 and first grade writing workshop (11 years), taught college-level literacy classes, served in principal and curriculum director positions for K-12 schools, presented literacy workshops throughout southeastern Michigan, trained as an NSDC Instructional Coach, worked as Instructional Coach in Title I High Priority schools.

C. Kim Pavlock, Co-director for Youth Programs and Family Literacy
   Kimberly C. Pavlock, M.A., Co-Director Eastern Michigan Writing Project (1 year). Taught high school English (3 years), taught first-year writing at EMU (4 years), consulted for portfolio assessment and family literacy outreach at various k-12 schools in Wayne, Washtenaw, and Oakland Counties (5 years).

D. Cathy Fleischer, Co-director for Teacher Research and Family Literacy
   Cathy Fleischer, Ph. D., Co-director for Teacher Research and Family Literacy, 18 years. Taught high school English (5 years), taught pre-service and inservice teachers at EMU (20 years). Author of 6 books and numerous articles on writing pedagogy and teacher research. Advisory Board member, ReadWriteThink. Conference on English Education Executive Committee (newly elected). Special Imprint editor, NCTE.

E. Doug Baker, Co-director for New Teachers (Summer Institute/ Early Career)
   Taught high school (11 years); taught pre-service and in-service teachers (12 years—9 years at EMU). Co-editor, Language Arts Journal of Michigan; Michigan Conference on English Education (president, 2009-2010).

F. John Staunton, Co-director for Teacher Research
Taught pre-service and inservice teachers at EMU (3 years), UNC Charlotte (4 years), and Hanover College (2 years). Consulted for Professional Learning Community at Britton-Macon Area School. Author of a book, articles, and conference presentations on teacher research and writing and literature pedagogy.

II. Criteria for selection of Additional Staff

A. Completed Invitational Institute in a Michigan Writing Project site
B. Successful in-service presentation experience
C. Mentoring by a Co-director in relevant role

CURRICULUM VITAE
WILLIAM D. TUCKER
6110 Mapleview Lane        Ypsilanti, MI  48197
(734) 340-2270 (Home)    (734) 487-0279 (Office)          wtucker@emich.edu

EDUCATION  BOSTON COLLEGE
Chestnut Hill, MA

Ph.D., Curriculum, Instruction, and Administration, 1994
Coursework in composing processes, curriculum theory, instructional theory, psychology of creativity, evaluation, educational change, teaching methods, school leadership
Dissertation: “The Composing Styles of Verbalizers Visualizers Among High School Writers”

UNIVERSITY OF MASSACHUSETTS - BOSTON
Institute for Learning and Teaching, Dorchester, MA

Michigan Department of Education
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Preferred External Educational Services Provider Application
Boston Writing Project, Summer, 1986  
Coursework in curriculum development and supervision

HARVARD UNIVERSITY  
Graduate School of Education, Cambridge, MA

M.A.T., Language and Literature, 1971  
Coursework in English education, German education, psychology, English literature

HAMILTON COLLEGE  
Clinton, N.Y.

B.A., English literature, Departmental Honors, 1970  
Coursework in English and American literature, composition, writing for publication, German literature and composition

TEACHING  

RESEARCH INTERESTS  
Reflective writing in pre-service and in-service teaching and online discourse, composing styles and cognitive profiles, multiple intelligences in secondary English.

ACADEMIC HONORS  


James Berlin Memorial Outstanding Dissertation Award, Finalist, Conference on College Composition and Communication, 1995.

TUCKER - Continued]
TEACHING EXPERIENCE

EASTERN MICHIGAN UNIVERSITY
Department of English Language and Literature, Ypsilanti, MI
1993-present

Professor, Teaching Language Arts Methods, Writing Pedagogy, Advanced Composition, Literacy and Written Literacy Instruction.

Director, Eastern Michigan Writing Project (2000-present)

Taught "Open Institutes" (1994-95, 1999)

Co-director, Writing-Across-the-Curriculum, Eastern Michigan University, Co-taught Faculty Fellows Institute, June, 2000, Chaired Screening Committee for Writing Intensive Courses, 2008-2009.

BOSTON COLLEGE
School of Education, Chestnut Hill, MA, 1988-89
Supervisor of pre-practicum and practicum teachers in secondary English and history.

BROCKTON HIGH SCHOOL
Brockton, MA, 1973-1993
Teacher of English, grades 9-12 in urban, multicultural setting. Team taught with Chapter I, regular education teachers, and special education teacher. Developed senior English course: Science and Technology in Literature

CURRICULUM

EASTERN MICHIGAN U. - EASTERN MICHIGAN WRITING

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Preferred External Educational Services Provider Application
& PROGRAM           PROJECT, Ypsilanti, MI
DEVELOPMENT Director - Administered and renewed national grant, 
developed teacher consultant corps, led six summer institutes  

EASTERN MICHIGAN U. - ONLINE COMMUNITIES  Ypsilanti, MI
Developer of Web Caucuses for pre-service teachers in
-Methods classes (with Plymouth-Canton High School 9th 
grade, 1998)
-Student teachers in secondary English (1998-99)
-Methods classes (with Milan High School 11-12th grades, 2000)

[TUCKER - Continued]
Web 2.0 Course Development – Constructed wikis for all writing
and Pedagogy classes:
Engl 515 www.neologophilia.pbwiki.com
Engl 408 www.neographophilia.pbwiki.com
Engl 409 www.synergyphilia2.pbwiki.com
Engl 531 www.graphocopia.pbwiki.com

EASTERN MICHIGAN U. - ACADEMIC SERVICE-LEARNING
Ypsilanti, MI
Developer of writing tutorial program for middle school students
as field component of "Teaching English in the Secondary
Schools" under a service-learning grant (1995-96) and under
"Artful Living" community development grant (1996-97)

COLLEGE        Invitational Institute (Engl 675) Professional development in
                2007-08

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Preferred External Educational Services Provider Application
Teacher as Writer (Engl 531) – Graduate seminar in professional writing, 2009.
Open Institute (Engl 590) Writing pedagogy and research - 1995-96, 1999
Literacy and Written Literacy Instruction (Engl 515) -1998, 2002-2003, 2007-08
Writing for Writing Teachers (Engl 408) Theory & Practice - 1995-2010
Teaching English in Secondary Schools(Engl 409)-1993-2010
Writing for Elementary Teachers (Engl 307) - 2004
Intermediate Composition (Engl 225) - 1995-96
Freshman Composition (Engl 121) - 1993-95
Reading of Fiction (Litr 101) – 2002, 2005

SERVICE

Graduate Committee, (2006-07, 2009-present)
Search Committee, Creative Writing (2004)
    Engl Education (2008)
Secondary Methods Committee (2002-2005)
    EMU Institutional Values Award (March 31, 2004)
Chair, Department Curriculum Committee (1998-2000)

[TUCKER - Continued]
English Dept Conference, “Extending Conversations”
Critical Theory and Young Adult Literature (2003)
Using Reading Groups in the Classroom (2004)
Reflective Writing About Standards (2005)
Genres of Social Justice (Chair, 2006)

Arts & Sciences Representative, Advisory Board,


Member, Substitute Chair, Basic Programs Committee (1995-2000).


Co-ordinator, NCATE and MDE Reports for English Education


Nominee for Governor's Community Service Awards, service-learning with preservice teachers (April, 1997).

NCA Accreditation Team Member for Lahser High School, West Bloomfield Public Schools, West Bloomfield, MI, April, 1996).

PROFESSIONAL PRESENTATIONS

Tucker, William, and Cathy Fleischer, and John Staunton
Roundtable Presentation, “What Do You Say When You Talk about Student Writing?” CEE Conference, Chicago, IL,
June 18-21, 2009.


Tucker, W., Tracy Amond, Linda Denstaedt, Kathleen O'Shaughnessy, Ed Sugden, "Uh-huh! Aha-ha! Uh-oh: Approaches to Reflective Writing by NBCT-TC’s” NCTE (San Francisco, November 20, 2003).

[TUCKER - Continued]


Tucker, W., "Collaboration and Reflection' (College Conversations), NCTE (Nashville November 20, 1998).

Tucker, W. and Deanna McGraw, "'Maybe My Expectations Were Unreasonable 'Early Encounters with Middle School Writers." Expanding the Conversation on Reflection, NCTE, (Montreal, June 27, 1997).

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<tr>
<th>PROFESSIONAL PRESENTATIONS</th>
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<tr>
<td>Tucker, W. &quot;What Should Be the Real Goal of Service-Learning?&quot; A National Gathering: Educators and Service-Learning, (Indianapolis, IN, June 23, 1996).</td>
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<th>PUBLICATIONS</th>
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[TUCKER - Continued]
Tucker, Bill; and others "What is Reflection? Process Analysis in Three Disciplines, “Association for Integrative Studies, Ypsilanti, MI, October 5, 1996, (ERIC Document Reproduction Service No. 404 933)


Sarah Lorenz
1161 Wendy Street
Ann Arbor, Michigan 48103 734-709-5699
sarah.loren@gmail.com

Instructional Coach 2008-present Detroit Open School, Academy of Oak Park, Pontiac High School

Offering support to teachers and administrators in low-performing urban schools as they implement new strategies to improve student achievement

Michigan Association of Intermediate School Administrators and Michigan Department of Education Title I Accountability Grant

Training:
- . National Staff Development Council’s Instructional Coaches’ Academy
- . Data-driven decision-making/Data for Student Success
- . Evidence-based interventions
- . Implementation research
- . MDE school improvement conferences
- . Concerns-Based Adoption Model
- . AdvancEd/NCA

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Preferred External Educational Services Provider Application
English Language Arts Training:
- Master’s degree in the teaching of writing
- National Writing Project teacher consultant
- Reading Apprenticeship
- Lucy Calkins’ Units of Study
- Step Up to Writing
- John Collins
- Writing workshop
- Writing across the curriculum
- Writing assessment with the Analytic Writing Continuum

Professional Learning Leader, Co-Director Eastern Michigan Writing Project, 2000- present Ypsilanti, Michigan

Inservice coordinator and presenter for public schools throughout Southeastern Michigan—workshops, institutes, conferences, etc. Partnered with schools in Detroit and Hamtramck for year-long professional development initiatives. Coordinated connections with AdvancEd/NCA and the Washtenaw ISD writing committee. Served as lecturer for English 408 at EMU and directed graduate-level writing institutes.

State Coordinator National Writing Projects of Michigan 2007-08

Organized state-level activities for the eleven National Writing Projects sites at major universities and K-12 schools in Michigan. Facilitated sharing among sites and coordinated proposals to NWP and MDE.

[LORENZ - Continued]

Administrative and Teaching Experience

High School Principal Washtenaw Christian Academy, 2008-09 Saline, Michigan

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Oversight of curriculum, professional development, strategic planning, hiring, and evaluation.

Assistant Principal                                    Franklin Road Christian School
1998-2003                                              Novi, Michigan

Specialized in strategic planning, professional development, curriculum coordination and NCA accreditation. Experience in organizing professional learning communities, scheduling, purchasing, policy, hiring, meeting facilitation, fundraising, parent relations and student activities.

Teacher                                                Franklin Road Christian School
1993-2003                                              Novi, Michigan

Taught middle and high school language arts, drama, speech, and history classes. Directed summer reading program and student trips.

Presentations and Publications

Staff writer for ACT, creating English Language Arts test questions

Presenter at conferences hosted by the Coalition of Essential Schools, National Council of Teachers of English, North Central Association of Colleges and Schools, Michigan Council of Teachers of English

Lorenz, Sarah. “A Reflective, Persuasive Final Exam for the Workshop Classroom,” The Quarterly of the National Writing Project, Fall 2001; also published as a chapter in Breakthroughs: Classroom Discoveries About Teaching Writing, NWP, 2002.


Michigan Department of Education
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Staff writer for Biography Today, a library reference work for students

Education

Eastern Michigan University, Ypsilanti, Michigan
- Bachelor of Science in Education, 1993: Communication and Theater Arts/English
- Master of Arts in English, 2000: Written Communication/Teaching of

Kimberly C. Pavlock
812 Fox Court · South Lyon, MI 48178
(248)880-5351 · kim.pavlock@sbcglobal.net

Education
M.A., Eastern Michigan University, Ypsilanti
Written Communications - 1997
Teaching of Writing Coursework

B.A., University of Michigan, Ann Arbor
English, Honors - 1989

Certification
Michigan Secondary Certification (inactive) - 1989
Eastern Michigan Writing Project (EMWP) Teacher Consultant Certification - 1992

Teaching and Administrative Appointments

Eastern Michigan University

Michigan Department of Education
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Preferred External Educational Services Provider Application
University Writing Center Consultant          September 2008-present
Hire, oversee, train, and schedule Work Study students employed in the University Writing Center. Approve Work Study
hours each pay period. Create and distribute work schedules and contact lists for Writing Consultants in the University
Writing Center and Academic Projects Center. Respond to daily operations concerns. Facilitate collaboration between
the University Writing Center and the Eastern Michigan Writing Project to offer workshops for teens and parents of teens
that help high school students transition from high school to college writing.

University Writing Center Consultant               January 2008-present
Develop and present small group workshops that support writing, reading, research and analysis.

Academic Projects Center Writing Consultant             January 2008-present
Conference one-on-one with students from various disciplines seeking help with writing projects at different stages in the
writing process.

First-Year Writing Instructor, Adjunct Lecturer        September 2005-present
Teach first-year writing courses, ENGL 120 and ENGL 121. Collaborate with First-Year Writing Committee on developing
new portfolio grading rubric. Update and add to First-Year Writing Program Curriculum Wiki. Participate in Celebration
of Student Writing.

Writing for Writing Teachers Instructor, Adjunct Lecturer January 2010-present
Teach and encourage students to become better writers and teachers of writing. Support students as they engage in and
reflect on their writing processes through reading, writing, and learning about best practice and current research in the
教学 of writing.

Eastern Michigan Writing Project (EMWP) Co-Director         December 2008-present
Collaborate with the EMWP Director, Co-Directors, and Program Coordinators throughout the year to plan events for local
teachers and EMWP Teacher Coordinators interested in developing as writers and teachers of writing.

Youth and Family Coordinator       January 2009-present
Administer Inkstains summer writing camps for middle and high school students. Publicize, coordinate, and supervise
camps. Prepare financial and grant reports. Serve on EMWP Advisory Board.

Family Literacy Coordinator       March 2006-present
Develop, promote, schedule, and present family literacy workshops at schools, libraries, 826michigan, and other non-

Michigan Department of Education
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profit agencies to encourage and support writing at home. Mentor and hire teacher consultants for parent, family, and
teen workshops. Create plans for outreach to home school families and coordinate Family Literacy Programs for
Professional Development through EMWP partnerships. Prepare financial and grant reports.

Professional Development Presenter September 2004 – present
Create and present workshops requested by elementary and secondary school administrators and teachers on issues in
the teaching of writing.

Secondary Teaching
Writing Instructor 2004-2008
South Lyon Heritage Home Educators
Designed genre studies for home-schooled students in grades 7 to 12 including poetry, memoirs, short stories, book
reviews, inquiry essays, letters and more. Created literature circles and taught reading strategies as well as tools for
conducting library and community research.

English Language and Literature Teacher 1990-1993
English Department Chair 1992-1993
Ladywood High School, Livonia, MI
Taught literature and composition courses in grades 9 – 12. Served as both Yearbook Advisor and Newspaper Advisor.
Organized professional learning community to discuss issues in the teaching of writing.

Professional Leadership Activities
ReadWriteThink Learning Beyond the Classroom Author June-August 2009
National Council of Teachers of English

ReadWriteThink Content Review Board 2007-present
National Council of Teachers of English

Leadership Summer Retreat 2004-2006
National Writing Projects of Michigan

Committee Memberships
Eastern Michigan University First-Year Writing Committee 2006-present
Eastern Michigan Writing Project Advisory Board 2005-present

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National Day on Writing Committee  January-October 2009

Professional Affiliations
Eastern Michigan Writing Project
National Writing Projects of Michigan
National Writing Project
International Reading Association

Community Leadership and Volunteer Activities
826michigan Teacher Advisory Board Member June 2008-present
Ann Arbor, MI

Parish Pastoral Council Member June 2008-present
St. Patrick Catholic Church, Brighton, MI

Education Commission Member, Vice-Chair 2004–2007, 2006-2007
St. Patrick Catholic Church, Brighton, MI

Shared Improvement Process Committee Member 2005-2007
Bartlett Elementary School, South Lyon, MI

Summer Enrichment Program Volunteer 2002 - 2007
South Lyon Area Youth Assistance

Publication

Conference Presentations
“Youth Literacy Connections: Local Writing Project Sites and 826 National”-Presenter
National Writing Project annual Meeting, Philadelphia, PA November 2009

“The Family Literacy Initiative: Creating Outreach and Partnerships with Parents”– Presenter
Michigan Council of Teachers of English, Lansing, MI October 2008

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“The Family Literacy Initiative: Creating Outreach and Partnerships with Parents” – Presenter
EMU College of Education Best Practice Conference, Ypsilanti, MI February 2008

“The Family Literacy Initiative: Creating Outreach and Partnerships with Parents” – Presenter
National Council of Teachers of English, New York, NY November 2007

“It Slices, It Dices . . . The Writing Portfolio Wonder Tool that is Assessment, PD, and Strategy All in One!” - Presenter
Michigan NCA CASI Fall Conference, Grand Rapids, MI November 2006

“Local Assessment for Writing” - Presenter
NCA/NWPM Instructional Workshop, Brighton, MI March 2006

“Local Assessments for Writing” – Presenter
NCA/CASI – Michigan
Midwest Assessment and School Improvement Conference Novi, MI March 2006

“The Power of Portfolios for Local Assessment” - Presenter
Michigan NCA CASI Fall Conference, Grand Rapids, MI November 2005

Cathy Fleischer

1715 David Court  Department of English
Ann Arbor, Michigan 48105 Eastern Michigan University
734-665-2853 Ypsilanti, Michigan 48197

Education:
Ph.D. 1990 University of Michigan, English and Education

Michigan Department of Education
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M.Ed. 1980 University of Virginia, English Education
B.A. 1978 Connecticut College, English
Magna cum laude

Teaching and Related Experience:
Eastern Michigan University
Professor, 1999-present; Associate Professor, 1994-1999; Assistant Professor, 1990-1994:
Undergraduate courses in Introductory Composition, Intermediate Composition, Writing for Writing Teachers, and
Methods of Teaching High School English
Graduate courses in Literacy Instruction, Research Methods, Issues in English Education, Advanced Teacher Research and Issues in the Teaching of Writing

Special Imprint Editor, National Council of Teachers of English) 2007-present.

Content Leader/Research Director, CoLEARN (National Council of Teachers of English professional development and teacher inquiry initiative), 2002-2006.


Director, Eastern Michigan Writing Project, 1992-2000
Co-director for Teacher Research, 2000-present
Coordinator, Family Literacy Initiative, 2006-present

Demonstration Site Coordinator, Michigan English/Language Arts Frameworks Project, 1994-95

University of Michigan
Teaching Assistant, 1985-1990
Research Assistant, 1988-1990
Center for Educational Improvement through Collaboration

Teacher and co-founder, 1986-1987
Huron Shores Summer Writing Institute

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Montgomery County Public Schools, 1980-1985
   High school teacher of literature and writing

Cape Cod Community College, 1978-1979
   Instructor of developmental reading and writing

Publications

Books

Writing Outside Your Comfort Zone: The Unfamiliar Genre Project (with Sarah Andrew-Vaughan), Portsmouth, NH: Heinemann, 2009.


Articles

“Dripping with Literacy” in “Dripping with Literacy, a Jazz-Fueled Road Trip, a Place to Breath” (section in article edited by Don Zancanella). English Journal, November 2007.

“When Talking Makes a Difference: Teachers as Organizers,“ (with Andy Buchsbaum). Language Arts Journal of...


“Teach Writing, Not Testing: Some Worries About the SAT Writing Test,” (with Jean Ketter and Robert Yagelski), California English Journal. September 2005


"Literacy as Representation: Coming to Understand Where We Stand." Teaching Towards the Twentieth Century: Annual Journal of the Michigan College English Association, October 1995.


Editorials


"Toward a Path of Thoughtfulness: Questioning Our Methods In English Education." (with Dana Fox) English Education editorial, July 2002.


"The Ethics of Our Charge as English Educators" (with Dana Fox). English Education editorial, July 2001.


Book Chapters


Books developed as Imprint Editor


Online Publications
“CoLEARN Writing Initiative,” online professional development materials, developed for National Council of Teachers of English. www.ncte.org

[CATHY FLEISCHER - Continued]

  Professional Development Materials

Presentations/Workshops

  National/International:


    “Bridging Reading and Writing through the Unfamiliar Genre Project.” National Council of Teachers of English Annual Convention, Philadelphia, November 2009.


“Learning About Genre: The Unfamiliar Genre Project.” National Council of Teachers of English, Pittsburgh, November 2005


"Teachers Organizing for Change: What We Can Learn from Our K-12 Counterparts," College Conference on Composition
and Communication, Chicago, March 2002.


"We Can Make a Difference: Teachers Organizing for Change," Governor's Professional Development Institutes, South Coast Reading and Writing Project, Santa Barbara, California, September 2001.


"Teachers Organizing for Change: Making Literacy Learning Everybody's Business," National Council of Teachers of English Annual Conference (Author's Strand Presentation); Milwaukee, November 2000.


[CATHY FLEISCHER - Continued]

"Being There and Being Together: Collaboration and the Local in Educational Reform,“ National Council of Teachers of English Annual Convention; Detroit, November 1997.


"Beyond the Teaching Case: Integrating Multiple Voices," Conference on College Composition and Communication, March 1994.


"'Deep Play' in the Composition Classroom: Teacher-researchers as Anthropologists." Annual meeting of the Midwest


March 1988. "Examining the Role of Student as Inquirer." Conference on College Composition and Communication,


State:


"Reaching Out to the Community: Teachers As Advocates," a 4-hour Institute, Michigan Reading Association Annual Conference, Grand Rapids, MI, March 1996.


"Becoming a Teacher-Researcher," Red Cedar Writing Project (Michigan StateUniversity) and Saginaw Valley Writing Project (Saginaw Valley State University), July 1994.


"Telling Tales Out of School: Community-Based Writing in Rogers City." Humanities and Education, a statewide conference sponsored by the Michigan Council for the Humanities, May 1987.

"What First Year College Students Really Write: Expectations and Errors About Them." Literacy for Learning and Life: An Institute for Language Arts Teachers on the Uses and Interconnections of Reading and Writing, April 1987.


County/Local:

“Parent Writing Initiative.” Eastern Michigan Writing Project Fall Rejuvenation Conference, Ypsilanti, October 2006.


“What is Writing Workshop?” 2 part presentation for Clague Middle School, Ann Arbor, MI, March 2004.


[CATHY FLEISCHER - Continued]


“Writing to Learn,” Keynote Address for Willow Run Community Schools, August 1998.


"Integrating the Writing Process into Classroom Practice: Preparing for the Proficiency Test and Beyond," a 3 year

“Writing Across the Curriculum,” 3 hour workshop for Milford High School, December 1996.

“Integrated Language Arts: Teaching Writing Across the Curriculum,” 3 hour workshop for Houghton Elementary School, Saline, MI, October 1996.


"Reading/Writing Connections: Can the New English/Language Arts Standards Allow for Best Practice?" Washtenaw Reading Association, February 1996.

"MEAPS and Beyond: Process Writing in the Classroom," Milan High School, February 1996.


[CATHY FLEISCHER - Continued]
"Integrating Process Writing into Every Classroom," 6-session workshop series developed for 6 elementary schools in Ann Arbor, Fall 1995.


"Commenting on Student Papers," Faculty Center for Instructional Excellence, Eastern Michigan University, October 1994.


"Literacy, Learning and Local Knowledge: Connecting Learning to the Lives of Students." Inservice presentation for City of Saginaw Public Schools, February 1988.

"Feminist Critical Theories and the Composition Classroom: 'Is There Anything that Translates into Our Contexts?'" The Women's Research Series, The University of Michigan, April 1987.

Grants
- EMU Provost Development Initiative, 2009 $5000.
- EMU Spring/Summer Research Grant, 2006
- National Writing Project Grant for the Eastern Michigan Writing Project, 1999 $25,000.
- National Writing Project Grant for the Eastern Michigan Writing Project, 1998 $18,000.
- National Writing Project Grant for the Eastern Michigan Writing Project, 1997 $14,000.
- National Writing Project Grant for the Eastern Michigan Writing Project, 1996 $14,000.

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National Writing Project Grant for the Eastern Michigan Writing Project, 1995 $17,000.
National Writing Project Grant for the Eastern Michigan Writing Project, 1994 $15,000.
National Writing Project Grant for the Eastern Michigan Writing Project, 1993 $14,000.
National Writing Project Grant for the Eastern Michigan Writing Project, 1992 $12,000.

Honors and Awards
   NCTE Edwin Hopkins Award, for Best Article in English Journal, 2006.
   Institutional Value Award for Support Role in Teaching, Learning, Scholarship Research, Creative Services, Eastern Michigan University, 2004 (as member of the Secondary Methods Group).
   EMU Spring/Summer Research Award.  2006.
   NCTE Richard Meade Award, for Research in English Education, 2002.
   Distinguished Faculty Award, Scholarly and Creative Activity, Eastern Michigan University, 2001
   Graduate Professor of the Year, English Department, 1999-2000 (elected by department graduate students)
   Keal Fellowship Award, Eastern Michigan University Women’s Commission, 1997 and 1999
   Eastern Michigan University Sabbatical Leave Award, 1997
      NCTE James Britton Award for Inquiry in English Language Arts, 1992
      EMU Faculty Center for Instructional Excellence Innovative Teaching Award, 1991
      University of Michigan Distinguished Teaching Award, 1988
      English Department Distinguished Teaching Citation, University of Michigan, 1987
      University of Michigan Continuing Education for Women Scholar, 1986

National Committees and Service
Committees:
  WPA/NCTE/NWP Joint Taskforce: Frameworks for Success in Postsecondary Writing, 2010
    Chair, NCTE section.  Appointed by NCTE.
  CEE Committee on NCATE, 2005-2006
Committee appointed by Conference on English Education Executive Committee to explore NCTE’s relationship to NCATE; report issued to NCTE Executive Committee
  NCTE Committee on SAT/ACT Writing Tests, 2004-2005
Committee appointed by NCTE Executive Director to study SAT/ACT Writing tests and make recommendations to the Executive Committee; report issue to NCTE Executive Committee and distributed widely in the national media
CEE Executive Committee, 1998-2000
Committee elected by all members of the Conference on English Education

Professional Service:
Advisory Board, Read/Write/Think Project, 2007-present.
Content Leader/Research Director, CoLEARN, NCTE’s national professional development and teacher inquiry initiative, 2002-2006.
Proposal reviewer, 2003-2005 National Council of Teachers of English

Dissertation Committees:
2003—Judith Franzak (University of New Mexico)
Jason Margollis (University of Michigan)
2000—Anne Berggren (University of Michigan)
1988—Thomas Philion (University of Michigan)

Conference on English Education (CEE) Nominating Committee (nationally elected position), 1995-6
Demonstration Site Coordinator, Michigan English Language Arts Framework Project, 1994-5
Manuscript reviewer, 1993 -2000, 2006-present English Education
Proposal reviewer, 1992-3, College Conference on Composition and Communication
Board of Directors, 1992-99, Michigan Writing Projects

Member: ALAN, College Composition and Communication (CCC), Conference on English Education (CEE), National Council of Teachers of English (NCTE), Michigan Council of Teachers of English (MCTE), National Writing Project (NWP), Michigan Writing Projects (MWP)

W. DOUGLAS BAKER
Michigan Department of Education
2010-11 Section 1003(g) School Improvement Grants
Preferred External Educational Services Provider Application
Associate Professor, English Education  
612 Pray-Harrold  
Eastern Michigan University  
Ypsilanti, MI 48197  
douglas.baker@emich.edu  

EDUCATION  
Ph.D. University of California, Santa Barbara 2001  
Emphasis: Teaching and Learning  
Second emphasis: Qualitative Research Methodology  

M.A. California State University, Fresno 1992  
English—Composition  

B.A. California State University, Fresno 1983  
English  

DOCTORAL DISSERTATION  
Title: Artists in the Making: An Ethnographic Investigation of Discourse and Literate Practices as Disciplinary Processes in a High School Advanced Placement Studio Art Classroom  

MASTER’S THESIS  
Title: Visions of Success  

PROFESSIONAL TEACHING EXPERIENCE  
Associate Professor, Department of English Language and Literature, Eastern Michigan University, 2001-Present  

Instructor, Teacher Education Program, University of California, Santa Barbara, 1998-2001  

Coordinator & Tutor, Campus Learning Assistant Services, University of California, Santa Barbara, Sept. 1997-July 1998  

English Teacher, Clovis West High School, Fresno, CA, 1986-1997  

Michigan Department of Education  
2010-11 Section 1003(g) School Improvement Grants  
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PUBLICATIONS


EDITING
year). Fall 2007 issue, “Digital Literacy” received NCTE honor award for affiliate journal.


CONFERENCE PAPERS AND PRESENTATIONS – REFEREED (past five years)

“Preparing and Inviting Teachers into Leadership and Scholarship.” Michigan Council of Teachers of English (MCTE) Annual Conference. Lansing Center, Lansing, MI. October 30, 2009. (Organizer, chair and presenter)


[W. DOUGLAS BAKER - Continued]

“Preparing and Inviting Teachers into Leadership and Scholarship.” Michigan Council of Teachers of English (MCTE) Annual Conference. Lansing Center, Lansing, MI. October 5, 2007. (Organizer, chair and presenter)


“Building Assessment Practices: Inviting Students into the Conversations of Accountability.” Michigan Council of Teachers of English Annual Conference (MCTE), Lansing, MI (with EMU student, Kelly Jean Passage), October 2006. (Paper and demonstration)


“Multigenre Literacies: Strategies for Engaging Students in Reading and Writing the World. NCTE, Indianapolis, IN. November 2004. (Panel presentation)


[W. DOUGLAS BAKER - Continued]

“What are we doing today?” Providing opportunities to read in secondary school classrooms. NCTE, Atlanta, GA. November 2002. (Paper presentation)

“Both Teacher and Student: Celebrating and Enriching the Pre-professional Experience.” NCTE, Atlanta, GA. November 2002. (Panel presentation)


“Providing Opportunities for Students to Practice and Respond as Experienced Readers.” MCTE “Bright Ideas” Conference, Michigan State University, E. Lansing, MI. Chair and organizer of session (with EMU student Sean Eldon and Tracy Rosewarne, Community HS, Ann Arbor). April 2002. (Chair)

“Making Visible Reading Demands of Literature” (with EMU student Sean Eldon). NCTE, Portland, OR. March 2002. (Chair)


“Ethnographic Investigation of School Knowledge: The Case of History Social Studies” (presenter, John Wills, UC, Riverside). UC-CSU Ethnography Conference, Los Angeles, CA, April 2000. (Chair)

“What happens when reform gets through the classroom door: A cross-year analysis of access to academic content in three reform contexts.” (Judith Green, Carol Dixon, and Maria Franquiz). AERA, New Orleans, LA. April 2000. (Paper presentation)


“Constructing a community of mentors: Mentoring as community construction.”


“Peer Evaluation of Student Writing.” CATE, Burbank, CA, February 1999. (Paper presentation)

“Building Knowledge in the Classroom: Talking, Writing, and Thinking Across the Curriculum” (presenter Santa Barbara Classroom Discourse Group), NCTE, Nashville, TN., November 1998. (Chair)

[W. DOUGLAS BAKER - Continued]


OTHER CONFERENCE PAPERS AND PRESENTATIONS
Invited Presentation: “Classroom Discourse Analysis: Challenges to Complexities of Learning Disciplinary or Academic Knowledge.” Discourse Analysis Conference. Ohio State University, Columbus, OH. June 6, 2010.


“What We are Learning about Assessing the Preparation of English Teachers: Changing the Culture in a Department.” Assessment Conference, College of Education at EMU. January 23, 2009. (Presenter)

“Making Claims about Situated Disciplinary Knowledge through Analysis of Classroom Discourse.” Discourse Analysis in Education Working Conference at The Ohio State University. June 8, 2008. (Paper presentation)


“Reading Across Genres.” EMU English Dept. Conference, Ypsilanti, MI. (Chair and presenter of session, included Elizabeth Daumer (EMU), Lori Wiggins (Scranton MS), Bette Diem (Ann Arbor Open), March 11, 2006. (Panel presentation)

“Inviting Students into Assessment Practices: Revealing Strategies, Purposes, and Power.” EMWP, EMU – McKenny Union. (with local teachers Sean Eldon, Aimee Grant and Nicholas German (EMU student)), February 4, 2006. (Organizer and chair)

“Multiple Dialects and Writing.” “Extending Conversations” Conference. EMU, Ypsilanti. February 2005. (Chair and
discussant).

“Reading and Responding to Literature.” “Extending Conversations” Conference. EMU, Ypsilanti. February 2005. (Chair and discussant).

“Multigenre Literacies: Strategies for Engaging Students in Reading and Writing the World. Eastern Michigan Writing Project Conference, EMU. October 2004. (Chair and panel presenter)

“Grammar in Context.” “Extending Conversations” Conference. EMU, Ypsilanti. Chair, organizer, discussant of session. March 2004. (Chair and panel presenter)

“Assessing Students’ Writing through Writers’ Workshop.” Jumping into Writing Conference. EMWP-EMU, Ypsilanti. Presentation (with Aimee Grant, Huron HS, Ann Arbor). October 2003. (Chair and presenter)

“Grammar and Error”: What is the place of grammar and error in the classroom? “Entering Conversations Conference. EMU, Ypsilanti. March 2003. (Chair and panel presenter and discussant)

[W. DOUGLAS BAKER - Continued]


“Guiding Students Toward Conceptual Understanding of Texts.” Teaching and Learning Showcase, EMU. April 2002. (Demonstration)

“Constructing Opportunities for Learning Across Grade Levels.” (with Beth Yeager). University of California, Santa Barbara, Educational Conference. May 2001. (Paper Presentation)

Many local presentations in Fresno in conjunction with Fresno Area Council of English Teachers and San Joaquin Valley Writing Project (1987-1997)

CONFERENCE WORKSHOP

Michigan Department of Education
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Preferred External Educational Services Provider Application 68
TEACHING
Undergraduate:
Introduction to Children’s Literature; Adolescent Literature; Writing for Elementary Teachers; Writing for Writing Teachers; Writing, Style, and Technology; Methods of Teaching English in Secondary Schools; Content Area Literacy Graduate:
Issues in Teaching Writing; Literacy and Writing Instruction; Assessing Writing; Writing and Young Adult Literature; Writing Research and Practice; Eastern Michigan Writing Project Summer Institute

SERVICE
COMMITTEES & COMMISSIONS
National & State
Committee on English Leadership (CEL), NCTE
Committee on English Education (CEE), NCTE
CEE Commission on Writing Teacher Education
Michigan Conference on English Education (MCEE),
Vice-president (2008-09)
President (2009-10)
Language and Social Processes (SIG), AERA,
Treasurer & Membership (2007-2009);
Newsletter editor (2009-2011)

English Literature and Language Department Committees
Personnel and Finance Committee, elected (2007-2010)
Graduate Committee, elected (2004-2007)
Writing Committee (2001-present)
English Education Committee (2001-present)
Technology Committee (2003-2005)
Freshmen Writing Committee (2001-2002)

[W. DOUGLAS BAKER - Continued]

Michigan Department of Education
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EMU Interdepartmental Committees
(Co-Chair, 2008-09)
Methods Committee, College of Arts and Sciences (2003-present)
CAS Human Subjects Review Committee (CAS) (2005-present)

Faculty and Administrator Search Committees
English Education – Elementary Position, 2005-06
Dean of Assessment, College of Education, 2005
Department Chair, English Department, Summer 2007
Creative Writing (Personnel Representative), 2007-08
English Education – Secondary Position, Spring 2008
Children’s Literature (Personnel Representative), 2009-10
Associate Dean, College of Arts and Sciences, 2009-10

ACCREDITATION COORDINATOR
NCATE Coordinator, Department of English Language and Literature
“National Recognition” earned from NCTE (February 2010).

YOUNG WRITERS’ CAMP DIRECTOR
EMWP Director, Inkstains – Young Writers’ Camp: 2006 – 2008

ORGANIZER OF SPEAKER SERIES
Hosted and sponsored by Communication Theatre Arts, English Language and Literature, and African American Studies.

CURRENT PROFESSIONAL AND ACADEMIC ASSOCIATION MEMBERSHIPS
American Educational Research Association
National Council of Teachers of English
Michigan Council of Teachers of English

REVIEWER
Book Draft for Guilford Publications: Moving Beyond the Periphery: Reading Practices to Empower Struggling Middle

Michigan Department of Education
2010-11 Section 1003(g) School Improvement Grants
Preferred External Educational Services Provider Application
School Readers (February 2010)
Pedagogy (2008)
Pedagogies (2009)
Reading Research Quarterly (2008-09)
AERA Conference Proposals, Division G (1999)

PROFESSIONAL DEVELOPMENT
EMWP Co-Director, Professional Development Coordinator, 2002-2004

Conference Organizer and Chair (4 years). “Extending Conversations” Conference: Teaching English Language Arts K-16.” Hosted by English Dept. and designed for faculty, EMU students, and local teachers. March 2003; March 2004; February 2005; March 2006

[W. DOUGLAS BAKER - Continued]
Conference Organizer and Chair: “Beginning Teachers of English,” EMU. Working to coordinate a one-day conference for teachers of English with two years of experience or less. May 2003; May 2005.


Consultant for Carpinteria Middle and High Schools. Worked with principals, teachers and university faculty to coordinate development and implementation of teacher literacy survey; triangulated data (including SAT 9 scores) to build capacity from within schools. 2001.

Michigan Department of Education
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Preferred External Educational Services Provider Application 71
High School Professional Development of Literacy for Secondary Teachers. One of four coordinators and instructors of 96 secondary teachers. A one-week intensive program offered through the South Coast Writing Project by the Governor’s Initiative. Four all-day follow up sessions during Fall and Winter. 2000-2001.

Teacher Collaborative Group, founder and coordinator of a group of elementary through university teachers (South Coast Writing Project fellows 1998) who met four times a year to discuss and present literacy issues. 1998-2000.

Founded and maintained listserv for past English student teachers at UCSB. I continue to mentor some of these teachers. 1999-2002.

Santa Barbara Junior High School, Santa Barbara, CA. Content area reading workshop for all faculty. 2000.

Santa Barbara County Schools, Santa Maria, CA. Literacy for Secondary Students, October 2000.

South Coast Writing Project, Santa Barbara, CA. The Writing/CreativeProcess, July 2000.

Santa Ynez High School, Santa Ynez, CA. Reading Across the Content Areas, February 1999.

Dinuba High School, Dinuba, CA. “Second to None.” All day faculty workshop. 1994.

Many others in conjunction with San Joaquin Valley Writing Project, Fresno, CA 1987-1997.

MENTORING

Mentor: Teacher Quality Grant: Mentored EMU student teachers with constructing unit plans and methods of assessment in collaboration with College of Education’s federal grant. 2001-2004

Mentor: EMU-University of Michigan Mentoring Program. Mentoring U of M doctoral candidates who are interested in teaching at a teaching university. 2004-2009. Member of dissertation committee for Amy Carpenter Ford. [W. DOUGLAS BAKER - Continued]


VOLUNTEER


Volunteer: Logan Elementary School, Ann Arbor, MI. Worked with first grade students on writing with computers. 2002.

HONORS, AWARDS, AND RECOGNITION AT EMU
Nomination for “Outstanding Faculty in Classroom Instruction.” Holman Learning Center, EMU – March 30, 2009

“Exemplary Faculty Member,” recognized by College of Education during Celebration of Excellence, March 27, 2008

Nomination for Collins’ Junior Faculty Teaching Award, Department of Language and Literature. 2004-2005.

Institutional Values Award for the Support Role in Teaching, Learning, Scholarship, Research and/or Creative Activity. Member of the Secondary Methods Group that earned the award. September 2004.

Nomination for Outstanding Faculty in a Supporting Role. Faculty and Tutor Appreciation Day, Holman Learning Center, Division of Enrollment Services. March 29, 2004

OTHER HONORS AND AWARDS
Speaker for Graduation Ceremony for M.A. and Ph.D. students, UCSB. 2001


Michigan Department of Education
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Preferred External Educational Services Provider Application 73
Anne Johnstone Memorial Fund Award, SCWriP. 1998, 1999
Teacher of the Year, Clovis West High School. 1995
CWHS School Literary Magazine Dedication. 1990; 1992

John A. Staunton
Office:  Home:
812 Hoyt  211 Elm Street
Department of English Language and Literature  Ypsilanti, MI  48197
Eastern Michigan University  h: (734) 961-8458
Ypsilanti, MI 48197 c: (812) 322-4207
jstaunto@emich.edu
(734) 487-0135
Citizenship:  United States

EDUCATION

Ph.D.  English, Fordham University, September 1999.
B.A.  English and Philosophy, University of Notre Dame, May 1991, with distinction.

Michigan Department of Education
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TEACHING EXPERIENCE

2008-present        Assistant Professor of English, Eastern Michigan University, Ypsilanti, MI
2007-2008          Lecturer (English Education), Eastern Michigan University,
2003-2008          Assistant Professor (English), University of North Carolina at Charlotte
On-leave AY 2007-2008; reappointed/renewed 2006
2000-2003          Associate Instructor (Language Education), Indiana University, Bloomington
2001-2003          Assistant Professor (Education), Hanover College (Hanover, Indiana)
1998-2000           Visiting Instructor/Assistant Professor (English), Hanover College
1994-1998           Senior Teaching Fellow/Instructor/Teaching Fellow (English), Fordham
University (Bronx, New York)

SCHOLARSHIP

Book

The objective of the book is twofold:  1) to offer a critique of the current theory and practice of English teacher education, especially with respect to some of the traditional curricular and institutional divisions that affect the training of English teachers at the secondary and collegiate level;  and 2) to offer in a series of qualitative case-studies drawn from across the life-cycle of the profession (teacher candidate, classroom teacher, teacher researcher, and teacher educator) viable models of pedagogical and content knowledge inquiry that can transform the way teaching of writing and literature happens in universities and high schools.  Both the critique and curricular transformations are part of a conceptual and pedagogical process of ‘deranging’ or unsettling traditional perspectives on research, practice, and curriculum.

Reviewed in Chronicle of Higher Education (January 2009) and Education Review (September 2009).

Articles in Refereed Journals

“‘I was messed up from the start’:  The Shape of Critical Literacy in Student Writing Histories.” Journal of Teaching Writing. 24.2 (2008):  45–78. [Published 2009]

Michigan Department of Education
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Preferred External Educational Services Provider Application    75


Book Chapters


Solicited Reference Entries


Book Reviews


WORK IN PROGRESS

Article. “Imagining the Future Student: Dewey’s Pedagogical Creed, the ‘Cosmopolitan’ University, and the American Educational Situation at the Turn of the Century.” 25pp.


TECHNICAL DOCUMENTS/GOVERNMENT REPORTS

    University of North Carolina at Charlotte Accreditation Report on Secondary English Programs for NCATE and State of North Carolina Department of Public Instruction

Michigan Department of Education
2010-11 Section 1003(g) School Improvement Grants
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GRANTS, FELLOWSHIPS, AND AWARDS

W= Written; S=Submitted; P=Funding Decision Pending; F=Funded; NF=not funded


Everett Helm Research Fellowship, Lilly Library, Indiana University. $750.00 (Summer 2004). W/S/F.


Semester Research Leave, The Schley R. Lyons Junior Faculty Reassignment of Duties Program, UNC Charlotte, College of Arts and Sciences. (Fall 2006). AWARDED.

Frances Lumsden Gwynn Award. $2500.00. UNC Charlotte, College of Arts and Sciences (2006-2007). AWARDED.

“Poetry for Teachers.” Dean’s Initiative Grant. $600.00. Eastern Michigan University, College of Arts and Sciences (2008-2009). W/S/F

“English Studies for Teachers.” Dean’s Initiative Grant. $1200.00 Eastern Michigan University, College of Arts and Sciences (2008-2009). W/S/F


Eastern Michigan University, Provost’s Scholarship Recognition Award (2008) $1000.00 for Deranging English/Education. AWARDED.

“Literature Pedagogy Inquiry Group.” Dean’s Program Development Initiative Grant. $5000.00 Eastern Michigan
University, College of Arts and Sciences (2009-2010). W/S/F

Eastern Michigan University, Provost New Faculty Research Award. “Teaching Literature/Inquiry in Community” $5000.00 (2009)

SELECTED PAPERS AND PRESENTATIONS


“Whitman’s Blanket, Thoreau’s Twigs, and Emerson’s Magic Glasses: Connecting Students and American Literature.” The Writing Project at UNCC, Fall Conference, Charlotte, NC. October 13, 2005. (with UNCC Students: Derek Borchardt, Lindsay Cobb, and Caleb Sinclair).


“What We Talk About When We Talk About Race: Conversations on Cultural Diversity in Teacher Education.” Research Strand of the National Council of Teachers of English, Fall Conference. Indianapolis, IN. November 2004.

“Langston Shakespeare’s ‘Harlem 41’: Student and Teacher Inquiry into Poetic Meaning.” Integrating Reading and Writing, The Writing Project at UNCC, Fall Conference, Charlotte, NC. October 18, 2004. (with UNCC Students: Danielle Clark, Lindsay Houser, Ashley Matson, Shirali Patel, and Ron Shook).

“Making Death Less Terrible’ and ‘Learning Content(ion)’: Alice Cary’s Regionalist Aesthetics and the Ethical Education of the Regional Subject,” American Literature Association, San Francisco, CA. May 2004. (*Separate panel and submission/review from the panel below.)


“Casing the Spirit in Prime Time: Mediums, Media, and Mediation in Muriel Spark’s The Comforters, The Bachelors, and


TEACHING

M.A and M. Ed. Thesis Committees (11) UNCC

(Member) Chris Williams, Teacher Identity and Institutional Discourse. 2008
(Member) Lydia Bouk, Grammar(s) and the Teaching of Writing. 2005
(Member) Rajni Shankar-Brown, Teacher-Research and Classroom Ethos. 2005
(Member) Jamie Ammons, Writing Journals, Classroom Conversations, and Teacher-Student Interaction. 2005
(Member) Kim Warr, Socratic Seminars in the Secondary Classroom. 2005
(Member) Sarah Miller, Classroom Discussion and Student Writing. 2005
(Member) Heather Wright; Literature Discussion in the Middle Grade Classroom. 2005
(Member) Karen Mach, Writing to Learn Strategies and Literature Discussion. 2005
(Member) Jeff Leardini, Literature Circles in the Intermediate Classroom. 2004
(Member) Bill Torgerson, Teacher/Writer Teaching Writing. 2004

Michigan Department of Education
2010-11 Section 1003(g) School Improvement Grants
Preferred External Educational Services Provider Application
Graduate Courses:
19th Century American Women Writers, EMU (LITR/WGST 592)
Reading Dangerously: Teaching Controversial Literature (LITR 592)
World Literature for Teachers, EMU (LITR 592)
Visualizing Pedagogies: Art and Literature (LITR 592/585)

Context and Issues in the Teaching of English, UNCC (ENGL/EDUC 6274)
Applied Research Methods in the Teaching of English, UNCC (ENGL/EDUC 6674)
Topics in Literacy Education (Doctoral Seminar in C&I), UNCC (EDCI 8020)
Topics in Rhetoric: Writing Institute Level I, UNCC (ENGL 6062 W20)

Critical Writing for Academic Purposes, Indiana University, Bloomington (EDUC-L530)

Graduate/Undergraduate Courses:
American Women Writers, UNCC (ENGL 4050/5050; Crosslisted w/AMST and WMST)
Modern World Literature, UNCC (ENGL 4050/5050)
Teaching English/Communication Skills for Middle Grades and Secondary Learners, UNCC (ENGL 4254/5254)

Undergraduate Courses:
Eastern Michigan University
Reading of Literature (LITR 100)
Reading of Literature: Drama (LITR 103)
Literary Studies for Literature Lovers (LITR 200)
Development of American Literature (LITR 309)
Writing for Writing Teachers (ENGL 408W)
Teaching English in the Secondary Schools (ENGL 409)

UNCC
Writing about Literature (ENGL 2100)
Introduction to Modern World Literature (ENGL 2112)
Approaches to Literature (ENGL 3100)

Michigan Department of Education
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American Literature Survey (ENGL 3300)

Other Undergraduate Courses

Fordham University
The American Short Story: Alice Cary to Alice Walker
Chaucer, Shakespeare, Milton
Close Reading and Critical Writing
English Composition and Rhetoric

Hanover College
English Literature 1700-1900
Eurasia III: Science and the Humanities (Interdisciplinary Course)
Foundations of Education
General Secondary Methods
Introduction to Drama
Introduction to Educational Inquiry
Introduction to Fiction
Language Arts I: Methods and Materials for Primary Grades
Language Arts II: Methods and Materials for Intermediate Grades
Inquiry and Methods of Teaching English/Language Arts
Secondary English Methods
Twentieth-century Fiction (British and American).

Indiana University
The Culture of College

Examiner for Oral Comprehensive Exams for Senior English Majors (Hanover College).

SERVICE

University Service

Michigan Department of Education
2010-11 Section 1003(g) School Improvement Grants
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EMU
Department of English Language and Literature
  English Education Program Committee, 2008-present
  Advising for LLWT majors, 2008-present
General Education Early Registration Advising, 2008-
  Eastern Michigan Writing Project, Co-Director, 2008-
  Elections Officer, 2010-2013
  Literature Committee, 2009-2012
  Graduate Committee, 2010-2013

UNCC
College of Education
  PhD in Curriculum/Instruction, Admissions Committee, 2004.
  Department of English (*elected committees)
  Teacher Education Committee, 2003-present.
  Graduate Committee, 2005-2006.
  *Recruitment Committee (Writing Resources Center Director/Rhetoric and Composition), 2005-2006.
  *Faculty Review Committee, 2004-2005.
  *Recruitment Committee (ad-hoc; American Literature), 2004.

Hanover College
  Faculty Advisor, Indiana Student Education Association, 2001-2003.

Indiana University
Michigan Department of Education
  2010-11 Section 1003(g) School Improvement Grants
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School of Education
Steering Committee, ex officio member, International Graduate Student Organization, 2000-2003.
School of Education & College of Arts and Sciences
Committee on English/English Education Program Coordination, 2001.

Fordham University
Department of English
Director, Faculty-Graduate Student Colloquia, 1997-1998.

Community Service:
Invited Presentation: Detecting and Evaluating Evidence for Writing, UNCC Young Readers/Young Writers Program, Summer 2004.
Hanover College Educational Partnership (with Ben Davis and Arlington High Schools in Indianapolis), for the Recruitment and Advancement of Minority Teacher Candidates.
Site Team Member, AVID, Student Achievement Initiative, 2001-2003.
Madison Consolidated High School, Madison, Indiana.

Professional Service:
EMWP, Beginning Teacher Research Group and Britton School TIC Group, 2008-
Review Board, LAJM: Language Arts Journal of Michigan, 2008-
Advisory Board, Kate Chopin International Society. 2006-2011
Outsider Reviewer for Tenure and Promotion: Janet Johnson, Rhode Island College. 2009.
Outside Reviewer for Promotion to Senior Lecturer: Kate Duffy, Indiana University-Purdue University, Indianapolis (IUPUI). 2006.

Michigan Department of Education
2010-11 Section 1003(g) School Improvement Grants
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A research and professional development partnership of university and k-12 English Educators.
PorTRAIT (Practitioner or Teacher Researcher as Inquiring Traveler), 2000-2004.
a teacher research network comprised of members from Western Mass. Writing Project, Boston Writing Project,
Philadelphia Writing Project, Breadloaf, UGA-Nets (University of Georgia), Indiana ETC. Funded by a grant from the
Arthur Vining Davis Foundations.
Steering Committee, International Society for the Study of Catholicism and

Professional Organizations
Modern Language Association (MLA)
National Council of Teachers of English (NCTE)
Conference on English Education (CEE)
Kate Chopin International Society

Licenses

RELATED EXPERIENCE

Interviewer/Researcher, Minority Disproportionality in Special Education
Referrals Study (PI: Dr. Russ Skiba), Safe and Responsive Schools Project & Indiana Education Policy Center,
Bloomington, IN (February-August 2002).
Educational Consultant, Rockman, Et al., Bloomington, IN (Summer 2000, 2001,
2002).
-Reader/Scorer, 8th Grade Writing Samples, Owen County Schools Project;
-Reader/Scorer, 6th Grade Writing Samples, ISTEP+ Shadowing Research/ Students as Agents of Change Project.
Contributor/Writer, Grade-level implementation guides for Indiana Academic
Standards 2000 in English/Language Arts, State of Indiana Department of
Education (March-May 2001).
Writing Center Director, Hanover College Writing Center (Fall 1998).

Michigan Department of Education
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85
Writing Center Director, Fordham University Writing Center (Fall 1995-Spring 1996).
Media Assistant/ Writer, Office of Public Affairs, The New York Hospital-Cornell Medical Center (July 1994-August 1995).
Editorial Assistant, Thought: A Journal of Culture and Ideas, Fordham University (Fall 1992).

HONORS AND AWARDS

Eastern Michigan University Provost Scholarship Recognition Award 2008
Dean’s Fellowship, Indiana University (2000-2003).
Participant, “Shakespeare and Film,” Midwest Faculty Seminar, University of Chicago (January 2000).
Graduate Fellow, Collegium Institute: Colloquy on Faith and Intellectual Life, St. John University, MN (June 1997).
Senior Teaching Fellow, Fordham University (Fall 1996-Spring 1997).
Presidential Scholarship, Fordham University (Fall 1992-Spring 1996).
Teaching Fellow, Fordham University (Fall 1994-Spring 1996).
Graduate Assistantship, Fordham University (Fall 1992-Spring 1994).
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