

# SUBMISSION INSTRUCTIONS

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



## **Electronic Application Process**

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

**MDE-SSOS@michigan.gov**

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

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

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

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

## **Contact Information**

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

Mark Coscarella  
Interim Supervisor  
Office of Education Improvement & Innovation

OR

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

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

Email: MDE-SSOS@michigan.gov

## EXTERNAL PROVIDERS: BACKGROUND & APPROVAL PROCESS

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

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

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

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

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

Applications will only be **reviewed** if:

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

Applications will only be **approved** if:

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

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

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

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

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

## APPLICATION OVERVIEW

The Application is divided into four sections.

**Section A** contains basic provider information.

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

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

**Section D** Attachments

## SECTION A: BASIC PROVIDER INFORMATION

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

**Instructions:** Complete each section in full.

1. Federal EIN, Tax ID or Social Security Number		2. Legal Name of Entity									
[REDACTED]		Genesee Intermediate School District									
3. Name of Entity as you would like it to appear on the Approved List											
Genesee Intermediate School District											
4. Entity Type:		5. Check the category that best describes your entity:									
<input type="checkbox"/> For-profit <input checked="" type="checkbox"/> Non-profit		<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;"><input type="checkbox"/> Business</td> <td style="width: 33%;"><input type="checkbox"/> Institution of Higher Education</td> </tr> <tr> <td><input type="checkbox"/> Community-Based Organization</td> <td><input type="checkbox"/> School District</td> </tr> <tr> <td><input checked="" type="checkbox"/> Educational Service Agency (e.g., RESA or ISD)</td> <td><input type="checkbox"/> Other (specify): _____</td> </tr> </table>				<input type="checkbox"/> Business	<input type="checkbox"/> Institution of Higher Education	<input type="checkbox"/> Community-Based Organization	<input type="checkbox"/> School District	<input checked="" type="checkbox"/> Educational Service Agency (e.g., RESA or ISD)	<input type="checkbox"/> Other (specify): _____
<input type="checkbox"/> Business	<input type="checkbox"/> Institution of Higher Education										
<input type="checkbox"/> Community-Based Organization	<input type="checkbox"/> School District										
<input checked="" type="checkbox"/> Educational Service Agency (e.g., RESA or ISD)	<input type="checkbox"/> Other (specify): _____										
6. Applicant Contact Information											
Name of Contact Mary Behm, Assistant Superintendent		Phone 810-591-4407		Fax 810-591-4420							
Street Address 2413 West Maple Ave.		City Flint		State MI	Zip 48507						
E-Mail mbehm@geneseeisd.org		Website									
7. Local Contact Information (if different than information listed above)											
Name of Contact		Phone		Fax							
Street Address		City		State	Zip						
E-Mail		Website									
8. Service Area											
List the intermediate school district and each individual district in which you agree to provide services. Enter "Statewide" ONLY if you agree to provide services to any district in the State of Michigan.											
<input type="checkbox"/> Statewide											
Intermediate School District(s): Genesee Intermediate School District and surrounding counties			Name(s) of District(s): Flint Community Schools Beecher Community School District Westwood Height Schools Mt. Morris Consolidated Schools Other Genesee and surrounding county districts that become eligible for the School Improvement Grant								

## 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: Genesee Intermediate School District

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

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

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

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

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

## **SECTION B: PROGRAM DELIVERY AND STAFF QUALIFICATION NARRATIVES**

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

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

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

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

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

Genesee Intermediate School District (GISD) has provided services to High Priority Schools in Genesee County under the Title I Regional Assistance Grant since 2007. In the first year, it served ten urban schools, two of which closed and six of which have made AYP and been removed from the project. The remaining two original schools made AYP in reading and math in 2009-10. Five urban high schools were added from three districts in March 2008, one of which closed in June 2008. The GISD model of services to these High Priority Schools has revolved around a core set of services that includes project management, assignment of leadership coaches to principals, intensive Process Mentoring, collaboration with district central office administrators, and sustained, job-embedded professional development for administrators and teacher leaders in classroom walk through, high yield strategies, and instructional design and decision making. Additional professional development to meet individual school needs and goals was provided such as academic vocabulary. This professional development included follow-up, on-site support for the principals and teacher leaders for implementation, monitoring, and measuring of results. Supplementary services from GISD content coordinators are provided based upon individual and group needs. All of these services were linked to implementation, monitoring, measuring, and evaluating the individual school's improvement plan.

### Support Systems

The primary support system for ensuring action related to improving student achievement will be the GISD Process Mentor method that applied the Statewide System of Support Process Mentor model using a true school improvement approach of involving all staff in collaborative decision making through:

- 1) analysis of student achievement data;
- 2) identification of the underlying cause for poor student achievement in the past;
- 3) narrowing of improvement focus to a specific student learning objective that all staff would address;
- 4) identification of a research based strategy to address the objective that all staff would use;
- 5) planning of pre, formative, and post assessments to measure changes in student learning of the objective;
- 6) on-going professional development for teaching, monitoring, and measuring the research based strategy;
- 7) monitoring of implementation through classroom walks that collected data on progress towards implementation;
- 8) analysis of assessments created specifically for the targeted learning objective; and
- 9) embedding of the process into school improvement planning.

The end result will be the formation of professional learning communities unique to each school that have the skills and practical experience to create, implement, monitor, and evaluate a quality school improvement plan that continues to lead to increased student achievement.

To accomplish all of these activities that lead to increased teacher effectiveness and student learning, GISD will assign each school:

- A) A Process Mentor to perform services related to items 1-9 above;
- B) A highly qualified leadership coach to each building for up to 100 days to provide leadership development to the building administrator(s) and teacher leaders, to facilitate implementation of job embedded professional learning, to provide technical assistance to the principal and school improvement team, and other duties as are appropriate; and
- C) A Project Manager to plan and coordinate services with district and building administrators, to monitor progress, and to evaluate effectiveness of the services.
- D) As needed to supplement these services, GISD will provide the services of content area coordinators, the Research and Evaluation Coordinator, Special Education resource people, and Title I consulting.

### Job Embedded Professional Development

In order for the above support services to lead to increased student achievement, on-going, sustained professional development is needed over time to effect the desired changes in classroom instruction and leadership skills. GISD will provide such professional development using the model described in the Job Embedded Professional Development section that supported the High Priority schools that made AYP in 2008, 2009, and 2010 and that has demonstrated progress in the current urban High Priority secondary schools.

Specific areas of sustained, job embedded professional learning that will be available based upon individual urban secondary school needs include:

- \* Classroom Walk Throughs
- \* High Yield Strategies
- \* Instructional Design and Decision Making
- \* Data collection, analysis, and use
- \* Adolescent literacy
- \* Algebra I, II, and Geometry
- \* Academic Vocabulary
- \* School improvement planning processes
- \* Summative and formative assessments
- \* Understanding and using the MDE GLCEs and HSCEs
- \* MME/ACT test strategies and support
- \* Positive Behavior Support

As part of the overall support system and as individual needs are assessed, the following services will also be available to identified schools:

- \* Advanced Placement testing coordination and administration
- \* Creating and using data bases to monitor progress
- \* Creating data charts/graphs/reports from existing and new data bases
- \* Communication planning for staff, parents, and the community

- \* Response to Intervention (RtI) training and implementation support
- \* MiBLISI training and implementation support
- \* Inclusion strategies for special needs students in regular education classrooms
- \* Instructional software selection and use
- \* Integration of instructional technology
- \* English Language Learners identification, testing, tutoring, training, and support

**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)**

The following narrative describes the research base and local data results for the primary professional development and service areas described in Exemplar 1. All the pieces work in an integrated manner throughout the school improvement process beginning with a focus on a discrete learning objective until administrators and teacher leaders are able to use the process independently in other areas of the school improvement plan.

\* Classroom Walk Through training is based upon the original research of Dr. Carolyn Downey and was adapted by Teachscape into a model that follows the state improvement cycle as follows:

1. Planning with a focus - to guide classroom walks, what are the "look fors"
2. Collecting data - create a walk schedule, accumulate data on the focal area, curriculum delivery, instructional practices, learner behaviors, classroom environment, and addressing needs of all learners
3. Analyzing data - upload walk data to web based software, create data charts
4. Reflecting on the data - share with staff in small group reflective meetings, looking for patterns and trends and connections to school improvement goals
5. Identifying an action plan - use protocols and template to decide next steps
6. Acting on the plan - implement the action plan and monitor with continued walk data
7. Evaluating the results of the plan - continue to collect walk data, reflect on it, and modify/adjust action plan as needed

[Research base includes the works of Barnes & Miller (2001), Frase & Hetzel (1995), Ginsberg (2001), Good & Brophy (2002), Johnston (2003), and Skreta & Fisher (2002). The Classroom Walk Through training is supplemented with York-Barr, Sommers, Ghore, and Montie's book Reflective practice to improve schools: An action guide for educators ((2006) and Schlechty's book Working on the Work (2002).

The following is a sample of the type of data that are collected and a table showing actual results/changes for some look fors in a High Priority secondary school in Genesee County between 2008-09 and 2009-10.

Sample Classroom Walk Through data comparisons for a GISD High Priority middle school

Year	Objective Evident	Objective on Grade level	Note Taking by Students	Comprehension Level work	Differentiation Evident
2008-09	65%	66%	34%	50%	49%
2009-10	82%	89%	49%	60%	75%
Change	+17%	+23%	+15%	+10%	+26%

\* High Yield Strategies training is based upon the research synthesis conducted by Marzano, Pickering, and Pollack and reported in Classroom Instruction That Works (2001). The nine primary strategies that are taught over an initial three day period

are:

- \* Identifying similarities and differences
- \* Summarizing and note taking
- \* Reinforcing effort and providing recognition
- \* Homework and practice
- \* Nonlinguistic representations
- \* Cooperative learning
- \* Setting objectives and providing feedback
- \* Generating and testing hypotheses
- \* Questions, cues, and advance organizers

After each school identifies a student learning objective, they select an appropriate high yield strategy for follow-up, job-embedded training. Schools plot out how they will implement the strategies over multiple years, focusing in-depth on 1-3 at a time. The following is a sample of actual data from Genesee County High Priority schools for note taking in 2008-09 and 2009-10 with the addition of summarization in 2009-10.

Genesee ISD Note-Taking & Summarization Data based upon rubric scores 75% & above

Secondary School	2008-2009 Percent Proficient			2009-2010 Percent Proficient		
	Pre	Post	Gain	Pre	Post	Gain
Middle School A	23	42	19	4	77	73
Middle School B	16	44	28	10	27	17
High School A	NA	NA	NA	2	36	34

Note: Middle school data for 2008-09 are for note taking only and for 2009-10 are for note taking and summarization together. High school did not start note taking until Fall 2009 and post-test data are for the mid-term formative assessment; final post test data were not available at the time of this application. Data disaggregations showed increases for all sub-groups.

\* Process mentoring is a form of action research that when conducted school wide instead of in individual classrooms is called collaborative research. The purpose of it is "to improve the quality of an organization and its performance. . . Action research has the potential to generate genuine and sustained improvements in schools. It give educators new opportunities to reflect on and assess their teaching; to explore and test new ideas, methods, and materials; to assess how effective the new approaches were; to share feedback with fellow team memers; and to make decisions about which new approaches to include in the team's curriculum, instruction, and assessment plans."

(Source: <http://www.ncrel.org/sdrs/areas/issues/envrnmnt/drugfree/sa3act.htm>).

Data narrative:

Genesee ISD has used this approach in all of the High Priority Schools it has served

over the past three years. Of the original ten urban schools, four of which were secondary, six made AYP and returned to Phase 0, two closed, and the remaining two secondary schools made AYP in reading and math in 2009-10. The MME/ACT data for the four urban High Priority schools that were added to the project in March, 2009, were not available at the time of this application.

**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).**

Job Embedded Professional Development

In order for professional development to lead to increased student achievement, on-going, sustained activities are needed over time to effect the desired changes in classroom instruction and leadership skills. GISD will provide such professional development using the model that supported the High Priority schools that made AYP in 2008, 2009, and 2010 and that has demonstrated progress in its current urban High Priority secondary schools.

This model includes the following:

- 1) Intensive initial training of building principals, assistant principals, leadership coaches, and teacher leaders in a research based strategy that supports increased student learning.
- 2) Periodic on-site consulting from qualified trainers to assist the principal and school leadership team in planning implementation, monitoring, and evaluation of the selected research based strategy professional learning.
- 3) Technical assistance for the principal and school leadership team for planning and delivering on-site, follow-up job embedded professional development opportunities for the entire staff during district provided professional development days, staff meetings, and department/grade level/content area meetings.
- 4) Monitoring dissemination and implementation of the selected research based strategy professional learning through the Process Mentor meetings.
- 5) Measuring the degree of teacher mastery and classroom use of the selected research based strategy through classroom walk through data and interviews/observations.
- 6) Measuring the transfer of the selected research based strategy to student learning through pre, formative, and post assessments throughout the school year(s) and examination of student work.
- 7) Inclusion of the professional development activities in the school improvement plan over multiple years to ensure sustainability through training for new teachers, updates for previously trained teachers, and on-going discussions as part of the school improvement process and professional learning communities.
- 8) Access to online resources for review and practice for use in staff/grade level/content area meetings or by individual staff for online learning
- 9) Coordination with local district professional development priorities for greater coherence within and across the system.
- 10) Provisions for appropriate book study materials to deepen and further understanding and practice

This job embedded professional development model meets the revised National Staff Development Council standards (Professional Learning for Student Success, Joellen Killion, NSDC teleconference, Nov. 11, 2009; <http://www.nsd.org/standards/index.cfm>) as follows:

- \* Organizes adults into learning communities whose goals are aligned
- \* Uses disaggregated student data to determine adult learning priorities for continuous improvement
- \* Uses multiple sources of information to guide improvement
- \* Prepares educators to apply research to decision making
- \* Uses learning strategies appropriate to the intended goal
- \* Provides educators with the knowledge and skills to collaborate
- \* Fosters collective responsibility for improved student performance
- \* Aligned with rigorous student academic achievement standards
- \* Conducted among educators at the school by well prepared internal and/or external staff
- \* Occurs multiple times during the school year, during the school day as much as possible
- \* Uses a cycle of continuous improvement
- \* Includes external support and access to learning resources

School administrators and staff are encouraged to take ownership for the content, timing, and frequency of all their professional learning throughout the process of planning and delivering job embedded professional development within a collaborative decision making environment.

This model has resulted in current Genesee County High Priority schools being more focused on one to three professional development topics over time to ensure adequate learning following the stages of implementation until mastery is reached by all staff.

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

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

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

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

The Genesee Intermediate School District has extensive history working with state and federal programs that demand compliance. The GISD has been successful in receiving grants, with 137 grants totaling millions awarded annually. In addition, the GISD also has a long history of successful audits that demonstrate compliance for both federal and state requirements.

GISD staff, working individually with schools, help to increase their knowledge of the school improvement process and connect all required restructuring efforts to the school improvement plan. The school improvement plan is used as a framework for all state and NCA requirements. All data collected is used to add to the comprehensive needs assessments.

All Title I, Grade Level Content Expectations, High School Content Expectations, Michigan Merit Curriculum as well as required assessments, and 504 requirements are understood and incorporated into the improvement plans of each individual school.

### **Exemplar 5: Sustainability Plan**

**(15 points possible)**

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

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

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

Current experience with servicing Genesee County High Priority schools has shown that schools can be self-sustaining in using classroom walk throughs, high yield strategies, and the action research based Process Mentoring approach by the end of three years. The following outlines the primary methods for creating sustainability:

- 1) Sustainability is built into the process through a focus on the following guiding questions at each Process Mentor meeting:
  - \* What do you expect students to learn? – a focused student learning objective
  - \* How will you know they have learned it? – pre/formative/post-test data
  - \* What will you do with students who have not learned it? – remediation/interventions
  - \* What will you do with students who already know it? – acceleration/enrichment
  - \* How will you know teachers are doing it? – classroom walk through data, observations
  - \* How will you support teachers in doing it? – professional development and learning communities
  
- 2) Sustainability is built into the process through modeling effective meetings and facilitation practices during Process Mentor meetings that are carried over into grade level/content area/staff meetings.
  
- 3) Sustainability is built into the process through reflective activities at the end of each year where administrators and teacher leaders discuss their learning, challenges, what they will do differently in the future, and the direction they want to follow the next year.
  
- 4) Sustainability is built into the process through planning templates that the school teams use throughout the year to manage the student learning objective activities.
  
- 5) Sustainability is built into the process through annual one-on-one and/or group school improvement planning update workshops.
  
- 6) Sustainability is built into the process through the development of experienced teacher leaders who create a consistent and stable body of knowledge and skills within schools that have frequent changes in administrators.

The Genesee Intermediate School District has the capacity to sustain the practices and staff that will be working individually with schools as well as maintaining the oversight, professional development and coordination of the processes and practices for the eligible schools. Staff work with the schools to build capacity within the school that sustain efforts long term.

### **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)

Staff:

Dr. JoAnn Pastor--Process Mentor

Dr. David Treder--Research Analysis

LuAnn Murray--Math Content Specialist

Sharon Armstrong--ELA Content Specialist

Larry Casler--Science Specialist

Roy Sovis--Social Studies Specialist

MSU trained Leadership Coaches

Instructional Coaches

Data Coaches

Sara Rainwater--ESL Coach

Dr. Mary Howell--Response to Intervention (Early Literacy)

## 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

## Resume's

Sharon Armstrong

Larry Casler

Mary Howell, Ph.D.

LuAnn Murray

Roy Sovis

David Treder, Ph.D.

2307 Radcliffe Avenue  
Flint, Michigan 48503

Phone 810-232-3563  
E-mail [aarmstro2@yahoo.com](mailto:aarmstro2@yahoo.com)

## Sharon Armstrong

### Objective

Seeking position as Language Arts Coordinator K-12

### Education

**1968 Nazareth College Kalamazoo, MI**  
BA Elementary Education and Sociology

**1991 Eastern Mich. University Ypsilanti, MI**  
MA Language Arts  
4.0 Grade Point

### Professional experience

#### **Genesee Intermediate School District**

##### **2002 – Present Language Arts K-12 Coordinator**

- Provides professional development for Genesee County's twenty-one school districts and charter schools in all areas of Language Arts topics such as MEAP, test-taking, reading, writing, comprehension, viewing and listening

#### **Pierson Elementary School, Flint, MI**

##### **1991 – 2002 Title I Teacher**

- Coordinated MEAP, MAT, and GISD assessments and other assessments
- Taught Kindergarten and Fifth Grade Science and Literacy

##### **1995 - 1999 Kindergarten Teacher**

- Volunteer in Junior Achievement, multiple Early Literacy Workshops attended

##### **1990 - 1995 Second Grade Teacher**

##### **1987 - 1990 Half-Time to Full-Time Teacher**

- Grades 3, 5, and 6 – Various Schools

##### **1986 - 1987 Substitute Teacher**

- Grades K-8

### Skills/Accomplishments

- Organized the School Improvement Grant for Middle School AYP
- Co-chaired Michigan Dept. of Education (MDE) Understanding by Design Companion document for Challenging Grade Level Content Expectations
- Member of High School Reform Initiative
- Michigan Content Literacy Assessments, Standards and Strategies (Mi CLASS) trainer
- Project Member for MDE Clarification for Grade Level Content Expectations
- Michigan Literacy Progress Profile Trainer of Trainers K-5
- Co-Chair of Curriculum for Transition Team for Bryant Elementary School of Fine Arts
- Leadership Academy Graduate 2000 – 2001

### **Additional professional activities**

- Facilitator, organizer of 5<sup>th</sup> Annual Summer Writing Institute (approved by the National Writing Project)
- Michigan Council of Teachers of English (MCTE) Educator of the Year 2007
- Supervise paraprofessionals in Title I program
- Learning community Lead Teacher
- Writer's Interactive Network (WIN) Member
- Greater Flint Education Consortium (GFEC) writing co-chair

### **Professional memberships**

- President Flint Area Reading Council Board  
Vice-President, Secretary, and Membership, Member-at – Large
- Association for Supervision and Curriculum Development (ASCD) member
- Michigan Council Teachers of English (MCTM) member
- Michigan Adolescent Literacy Council (MALC) secretary
- Michigan Reading Association (MRA) member
- International Reading Association (IRA) member

*Resume'*

*for*

*Larry E. Casler*

*Education Specialist*

## **Personal**

Larry E. Casler  
1904 S. Bradley Rd.  
Charlotte, Mi. 48813  
(517) 543-6792  
[lcasler@eaton.k12.mi.us](mailto:lcasler@eaton.k12.mi.us)

## **Education and Certification**

Associates Degree  
Lansing Community College 1971  
Education/Fine Arts

Bachelor of Science  
Michigan State University 1973  
Mth/Sci Major  
ELA/Fine Arts Minor

Masters Degree  
Michigan State University 1978  
Curriculum/General Education

## **Professional Experience**

1997 – 2001 – Education Specialist for Professional and Program Services, Eaton Intermediate School District. Job description includes grant writing, administration of programs, curriculum correlation/writing, county MEAP Coordinator, new teacher induction, and professional development for teachers and principals.

1996 – Director of Curriculum and Instruction, Walter French Academy of Business and Technology. – Interviewed and hired most of the professional staff, created schedule and curriculum, and implemented OBE/consensus community approach

1994-96 – 7<sup>th</sup> grade math/science teacher, Charlotte Middle School

1986-1994 – 6<sup>th</sup> grade team teacher, Charlotte Middle School

1982-85 – Elementary Math Consultant, Charlotte Public Schools – created assessments and activities for “caseload” students, used multi-graded skill groupings to raise math achievement, and started math-mentoring program using high school students to help elementary students

1980-82 – 8<sup>th</sup> grade Algebra teacher, Charlotte Middle School

1973-1980 – 6<sup>th</sup> grade team teacher, Charlotte Middle School

1972 – 5<sup>th</sup> grade team teacher, Windemere Park Elementary – Waverly School District – full year teaching internship at 2/3 pay.

### **Experience as a Consultant/Professional Instructor (since 1993)**

1993-95 – “Together is Better” – wrote and presented professional development sessions on teaming, cooperative learning, and student presented conferences for EISD (3) and Olivet Public Schools (2)

1994-2001 – Adjunct professor, Olivet College – *Undergrad* classes taught – Ed 396 - Sci Methods for secondary teachers, Ed 401 – Teaching Methods for elementary teachers, Ed 402 Teaching Methods for secondary teachers  
*Masters* level classes taught – Ed 470 – Creating a professional portfolio, Ed 575 – Matching Assessment with Instruction, Ed 581 – Powerful Lesson Planning, Ed 583 – Classrooms of Tomorrow/Using Technology as a teaching tool, and Ed 585 - Standards Driven Instruction and Assessment – I also mentor/assess student teachers for Olivet College – 26 student teachers in the last 6 years

1994-95 – “Running on Plants” – created and presented 5 three-session workshops based on proper use of MDE “New Directions” science units/materials for Ingham ISD and CASM

1995 – presented “Changes in the Science MEAP” Holt Public Schools summer staff development academy

1997 – presented to the Michigan Board of Education – “The need for standards, benchmarks and a core curriculum” as a member of the Michigan Assessment Team

1995-97 – participated as a member of the Detroit News Outstanding Graduating Seniors Recognition Panel

1995-97 – presented 11 professional development sessions for Ionia, Kent, Eaton, Clinton, and Ingham County teachers on implementing science teaching strategies that impact achievement/MEAP scores for EISD and CASM

1996 – Compiled technological data base of constructivist science activities with educators from NY, Pa., Mi., and Ohio for Great Lakes Collaborative and Wayne County RESA

1996-97 – Co-authored Michigan Assessment Resource Tool for the Michigan Assessment Team – guided practice for all teachers on using authentic assessment techniques in MEAP format and a Model Instructional Unit (MIU) featuring embedded assessment aligned with MDE standards and benchmarks – designed and presented workshops for proper use of the MIU at the MDSTA and at the MSTA yearly conventions

1997 – Co-authored Performance Assessment Tools (PAT) for the Michigan Assessment Team and helped create and present PD sessions on proper use of the Tool

**McGraw, Melinda**

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**From:** McGraw, Melinda  
**Sent:** Wednesday, June 09, 2010 6:35 AM  
**To:** Snyder, Cherie Bobb  
**Cc:** Taddei, Linda  
**Subject:** Special Education Staffing for 2010-2011

Cherie,

Please have the principals bring the following information to the Special Education Administrator's staff meeting on Tuesday

- Current classroom vacancies - positions not filled
- Future vacancies due to resignations and retirements
- List of current enhanced staffing
- Student enrollment numbers for 2010-2011

Mike and I will bring lists of staff who are scheduled to return from leave to their current or first available positions and current postings. The goal of the meeting will be to determine what positions need to be posted and when.

I would also like to discuss the numerous requests we have for student teacher and intern placements.

Thank you,

Melinda

Melinda McGraw  
Human Resources Administrator  
Genesee Intermediate School District  
2413 West Maple Avenue  
Flint, Michigan 48507  
Telephone: 810-591-4591  
Fax: 810-591-4899

6/14/2010

1997-99 – Correlated new Biology and Chemistry texts to state standards from Indiana, Ohio, Maryland, North Carolina, Florida, and Missouri for Prentice Hall

1997-2001 – Presented MEAP Investigation workshops for teachers in Ionia, Clinton, Eaton, Ingham, Shiawassee, and Calhoun Counties

1997-99 – Correlated the units and activities of the Michigan Health Model to the MDE standards and benchmarks (coordinated by Merry Stanford, MDE) and created a prototype integrated elementary unit modeling best practice and using Michigan Model materials as a foundation – facilitated three workshops for Michigan Health Model Coordinators in proper usage of the new documents in Lansing, Traverse City and Grand Haven.

1998-2000 – Worked with teacher writing teams in 14 different sessions (6 with the elementary-8 with the high school teachers) from Lansing School District to produce a new correlated k-12 math and science curriculum.

1998-2001 – Presented professional development sessions on improving science instruction and raising MEAP scores for the staff of Woodcreek El., Gier Park El., Lewton El., Wainwright El., Riddle El., and offered the Lansing School District Principals some of the same information at the Lansing Center PD day of 1999-2000

1996 – 2001 – To date, I have provided thirty-three professional development sessions/in-services/public workshops for *Leadership Resources*, a consulting brokerage firm from Port Huron, Mi. The most recent inservice sessions have been for schools in Detroit, Flint Beecher and Bendle, Toledo, Brighton, Vicksburg, Edmore/Montabella, Comstock, Howell, and Hartland

1994-2001 – To date, as an independent consultant, I have provided PD sessions on raising MEAP scores, making and using rubrics, and/or writing across the curriculum for 41 different schools across the state. – Dansville k-12, Webberville El, Maple Valley k-12, and Lewton El, Wainwright El., Riddle El, Attwood El., and Pleasantview El in Lansing are among the buildings that I have assisted most recently.

1999-2001 – Offered multiple sessions of professional development in science for Capital Area Science and Math as part of the state-wide “Closing the Achievement Gap” project – this project services 9 schools in the mid-Michigan area that have been identified needy because of consistently poor MEAP scores. Several Lansing schools as well as Fowler, Perry, Mid-Michigan Academy, and Walter French are involved.

1999-2001 – helped facilitate Early/Balanced Literacy Training for teachers/new trainers and a corresponding summer school project for K-3 students at EISD

### **Special Training (since 1990)**

1989-91 – Apex Training sessions 1, 2, and 3 – Implementing cooperative learning in the K-12 classroom facilitated by Pat Wilson-O’Leary and Dee Dishon at Eaton Intermediate School District

1992 – “Compacting the Curriculum” – implementing an integrated project-based curriculum – facilitated by Marcia Imbeau at Ingham Intermediate School District

1993-96 – “O.D.D.M./O B.E. – Outcomes Driven Developmental Model/Outcomes Based Education –12 sessions facilitated by John Champlain for EISD

1995 – “Weather Patterns and Predictions” – teaching weather in the K-8 classroom presented at Capital Area Science and Math

1996-7 “Trainer of Trainers Workshop” – through the Michigan Assessment Team –3 sessions of training on the new MEAP format and language for science and training on helping teachers with constructed answer questions and rubric scoring

1997 – “Employability Skills Portfolio” –3 sessions of instruction on creating, assessing, and categorizing student portfolios by their education strengths and employability skills for MDE School to Work Initiative

1998 – “Building a Consensus Community” – 4 sessions on moving all members of the educational community to the same page instructionally and with best practice to raise achievement - by Susan Kovalich and associates at Walter French Academy

1998 – “Portfolios: Authentic and Alternative Assessment” – Kaye Burke and IRI Skylight at EISD – using new authentic assessment techniques in the classroom – presented at Holiday Inn South in Lansing

1998 – “Reaching the Hard to Teach” -- 4 sessions working on skills and techniques for success/achievement with the challenged learner by Dr. Judy Wood - presented at Olivet College

2000 - 2001 – “Mentor Leadership Training” -- 4 sessions honing skills and techniques for administrators/teachers to nurture new or unsuccessful teachers - facilitated by Pat Wilson-O’Leary for EISD.

2001 – “Quality Learning Leadership Training” – the educational system has become the single largest obstacle to learning – what changes need to be implemented and how to be a leader of these changes – 4 days of training by David Langford at the Michigan Athletic Club sponsored by LAMP

## Honors and Affiliations

- Lansing Regional Chamber of Commerce Excellence in Education Award – Most Influential Educator 1986
- Michigan Council for Exceptional Children – Outstanding Achievement in General Education Award 1990
- Channel 6 WLNS Unsung Hero Award 1991
- Member of Michigan Council of Teachers of Mathematics (M.C.T.M.)
- Member of Michigan Science Task Development Team – MDE/MEAP subcommittee chaired by Jean Yan
- Member of Michigan Assessment Team – MDE/MEAP subcommittee chaired by Mozell Lang and Elizabeth Neihaus – providing leadership and MEAP-like activities and assessments.
- Member of Michigan Science Teachers Association (M.S.T.A.)
- Management Board member for Capital Area Science and Math (CASM)

## References

Dr. Jon Tomlanovich  
Superintendent  
Eaton Intermediate School District  
517-543-5500

Charlotte Koger  
Associate Superintendent  
Eaton Intermediate School District  
517-543-5500

Dr. Saturnino Rodriguez  
Deputy Superintendent  
Lansing School District  
517-325-6194

Norma Curtis  
Registrar  
Olivet College  
616-749-6621

Pete Vunovich  
Director  
Capital Area Sci/Math  
1-800-272-2061

Marsha Wells  
Superintendent  
Gd. Ledge Schools  
517 – 622-2209

Mozell P. Lang  
Science Consultant  
Michigan Department of Ed.  
517-373-4223

Chuck Allen  
Math Consultant  
Michigan Dept. of Ed.  
517-373-1024

## Mary S. Howell

Reading Recovery Coordinator  
Education and Learning  
2413 West Maple Avenue  
Flint, Michigan 48507-3493

Office Tel: (810) 591-4487  
Home Tel: (810) 658-7617  
Cell Tel: (810) 516-5085  
Email: [msehowell@aol.com](mailto:msehowell@aol.com)

### Education

**Ph.D. in Reading Education**, Oakland University, Rochester, Michigan. Major field: Reading. Minor field: Early Literacy. Research interests: early childhood education, writing, reading, professional development for teachers. Dissertation: *Interactive Writing in Preschool: A Qualitative Study of a Literacy Coach, Two Preschool Teachers, and Four-Year-Old Children*. Chair: Professor Toni S. Walters. May, 2008.

**Masters of Arts in Elementary Education**: Eastern Michigan University, Ypsilanti, Michigan. Major area: Language Arts. August, 1993.

**Bachelor of Science in Elementary Education**: The University of Michigan – Flint, Flint, Michigan. Major areas: Science and Social Sciences. April, 1985.

### Presentations

Howell, M.S. (March 2009). *Interactive Writing in Preschool*. Greater Flint Association for the Education of Young Children Conference.

Howell, M.S. (January 2009). *Interactive Writing in Preschool*. Genesee County Early Literacy Conference.

Howell, M.S., Lose, M.K., LeBlanc, J., Marks, M., Dean, K., & McCabe, A. (June 2008). *Using Data as a Catalyst for Improved Teaching Efficiency and Effectiveness*. 2008 Teacher Leader Institute.

Howell, M.S. & LeBlanc, J. (March, 2008). *Two Sides of the Same Coin: Using Reading and Writing to Enhance Literacy Processing*. Michigan Reading Association 52<sup>nd</sup> Annual Conference.

Howell, M.S. & LeBlanc, J. (October, 2007). *Using Reading and Writing to Enhance Literacy Processing*. Genesee County Early Literacy Conference.

Howell, M.S. (June, 2007). *Case Studies in Effective Advocacy*. 2007 Teacher Leader Institute and North American Leadership Academy.

Howell, M.S. (January, 2004). *Preschool Literacy Training*. Goodrich Early Childhood Center.

Howell, M.S. & Peters, B. (November, 2003). *At-Risk Kindergarten Programs*. Genesee County Early Literacy Conference.

### **Associations**

International Reading Association  
Michigan Reading Association  
Flint Area Reading Association  
Reading Recovery Council of North America  
Reading Recovery Council of Michigan  
National Council of Teachers of English

### **Service**

Region 4 Representative and Ethics chairperson, Michigan Reading Association

Vice President, Reading Recovery Council of Michigan

President, Reading Recovery Council of Michigan

Ad Hoc Editor for Michigan Reading Journal

Chairperson, Early Literacy Strand, Michigan Reading Association Annual Conference, 2009.

### **Professional Experience**

2006- Present Genesee Intermediate School District, Reading Recovery Coordinator.  
Provided monthly training for trained Reading Recovery teachers.  
Provided weekly training for Reading Recovery teachers as an adjunct professor for Oakland University, Rochester, Michigan

2001-2006 Davison Community Schools, Early Learning Coordinator, Davison, Michigan. Coordinated curriculum for preschool through second grade. Supported teachers as a literacy coach. Managed grants. Conducted professional development for teachers.

1986 – 2001 Davison Community Schools, Classroom teacher, Davison, Michigan. Taught first and fourth grade self-contained classroom. Taught struggling

first grade children as Reading Recovery teacher. Taught seventh and eighth grade math and science.

### **University Teaching Experience**

- Spring 2010 Early Literacy Intervention (ECE 471), Baker College, Flint. Adjunct Professor.
- Winter 2010 Literacy Instruction for Students with Special Needs (EDR 645), The University of Michigan Flint. Adjunct Professor/Lecturer.
- Fall 2007 The Integrated Language Arts (EDR 344), The University of Michigan  
Winter 2009 Flint. Adjunct Professor/Lecturer.

LuAnn Murray

2371 E. Kinsel Hwy - Charlotte, MI 48813

517.599.3601

Lmurray@quietsunsets.com

## Education

August 1986

Masters of Arts, Michigan State University  
Major: Curriculum and Classroom Teaching

August 1977

Bachelor of Science, Michigan State University  
Major: Mathematics  
Minor: Physical Sciences

## Employment

Aug. 2001 – present

Coordinator for Instruction – Mathematics, Genesee Intermediate School District

Sept. 1978 – Aug. 2001

Teacher of Mathematics, Everett High School, Lansing Public Schools

Oct. 1996 – Feb. 1997

Substitute Guidance Counselor, Everett High School, Lansing Public Schools

Feb. 1978 – June 1978

Teacher of Mathematics, Dwight Rich Junior High School, Lansing Public Schools

Sept. 1977 – Feb. 1978

Teacher of Mathematics, Everett High School, Lansing Public Schools

## Projects and Experiences

Jan. 2006 – present

**Member** of Michigan Council of Teachers of Mathematics Board as Region 9 Director and Membership Chair person

September 2008 – present

**Facilitator** for a Mathematics/Science Partnership Grant based on Integrating Science, Mathematics, and Technology  
Responsibilities:  
Organize pre and post assessments and surveys  
Organize content sessions for participants  
Co – Organize week long summer professional development session

May 2004 – May 2006

**Facilitator** for a Mathematics/Science Partnership Grant based on Japanese Lesson Study Model at GISD  
Responsibilities:  
Organize planning meetings for teams of teachers  
Assist teams in creating the Lesson Study Lesson  
Observe lessons  
Moderator for debriefing of teaching of Lesson  
Assist teams in editing their Lesson

Fall 2009 – present

**Active Member** of Michigan Mathematics Coordinators and Consultants  
Responsibilities:  
Assist in planning of meetings  
Participate in statewide projects, discussions, meetings

April 2004 – Fall 2009

**Active Member** of Michigan Mathematics Leadership Academy's Task Force  
Responsibilities:  
Assist in planning of statewide MMLA trainings  
Assist in presentation of statewide MMLA trainings

May 2002 – present

**Active Member** of Greater Flint Educational Consortium  
Responsibilities:  
Help organize annual Mathematics conferences  
Help organize the GFEC Mathematics Practice Placement Test for High School  
Web Administrator for GFEC Mathematics Practice Placement Test that involves:  
Enrolling teachers into the program with login and password; Fielding questions about usage, test problems, difficulty with the program; Being a liaison between teachers and the programmers; and Reporting to GFEC Committee

May 2002 – 2006

**Member** of Michigan Council of Teachers of Mathematics Professional Development Committee

Responsibilities:

Assist in developing State and Regional Conferences

Assist in running State and Regional Conferences

Aug. 2001 – present

**Facilitator** for Genesee County schools' assessment projects

Responsibilities:

Instruct on what is a good assessment item

Assist teachers in creating good assessment items

Create assessments based on State Standards and Benchmarks

Create countywide MEAP – like assessments for grades K-8

**Facilitator** for Genesee County schools' curriculum projects

Responsibilities:

Help develop the format for the curriculum document

Guide teachers as they look at their grade level "Big Ideas" in Mathematics

Organize district objectives for the "Big Ideas"

Align district objectives to the Michigan Curriculum Framework

Clarify the Michigan Grade Level Expectations

Identify/locate the Michigan Grade Level Expectations in districts' curriculum and resource materials

Assist in selecting new resource materials

Assist in developing instructional units to fill gaps in curricula

**Coordinator and Presenter** for professional development sessions and GISD's Mathematics

Summer Institute workshops

Types of Professional Development sessions organized:

Using Manipulatives to teach Mathematics; Using Picture Books to teach Mathematics –

grades Pre-K – 2, 3-5 and 6-8; Developing Fraction Concepts, Place Value Concepts,

Ratios, Proportions and Percent Concepts, Spatial Visualization; Writing in Mathematics;

Mapping the Grade Level Concept Expectations to district curriculum; Geometry topics;

Reading in the Content Area of Mathematics; Mathematics Assessment

Responsibilities:

Determine workshop content

Set the workshop date

Create announcement flyer

Determine and gather materials needed

Determine presenter

Determine presentation techniques

Organize the workshop

Organize handouts and manipulatives

Facilitate discussion

Create and Administer an Evaluation

June 2000 – Oct. 2000

**Editor** for State Department of Education, Goals 2000 Project (MI CLIMB) with Macomb ISD and MCTM

Responsibilities:

As a team, clarified from the Michigan Curriculum Framework the Geometry Strand, its

Standards and Benchmarks; Identified important vocabulary; Wrote sample

instructional strategies; Wrote sample classroom assessment items; Wrote sample

MEAP assessment items

Edited all strands, standards and benchmarks for High School

Edited all standards and benchmarks for the Geometry strand

Translated text into computer format

## **Professional Organizations**

2001 – present

National Council of Supervisors of Mathematics

2000 – present

Association for Supervisors of Curriculum Directors

1977 – present

Michigan Council of Teachers of Mathematics

1977 – present

National Council of Teachers of Mathematics

## **Personal Interests**

Music – pianist, soloist and member of church Sanctuary Choir

Needlecrafts – sewing, cross-stitch, quilting, needlework

# Roy M. Sovis

9084 Laramie St. (810) 516-5206  
Grand Blanc, MI 48439 rms\_mi@yahoo.com

<b>Education</b>	1991	<b>Bachelor of Arts</b> – Social Studies and Political Science University of Michigan	Flint, MI
	1998	<b>Master of Arts</b> – Instructional Design and Educational Technology Michigan State University	East Lansing, MI
	2005	<b>Certificate of Completion</b> – Administrative Leadership Academy Greater Flint Educational Consortium	Flint, MI
	2006	<b>Master of Arts</b> – Administration and Supervision University of Phoenix Includes 240 total internship hours with an Assistant Superintendent and Elementary School Principal	Phoenix, AZ

<b>Experience</b>	1999-Present	Genesee Intermediate School District	Flint, MI
	<b>Coordinator for Instruction</b>		

- Analyze, interpret and assess MEAP/MME scores and other assessment data
- Communicate student instructional needs to district and constituent school district staff through analysis of assessment results
- Develop customized staff development and training activities in collaboration with district curriculum directors and principals to improve student achievement
- Collaborate with Early Literacy Coordinator to develop and implement formative assessment professional development
- Develop and implement instructional technology programs and related student support systems
- Design and implement instructional strategies, lesson plans, techniques, and activities that meet student needs, learning styles, and academic levels
- Facilitate constituent district curriculum development and implementation with administrators and teachers
- Assist with design and development of school improvement plans with constituent districts
- Advise administrators and teachers on the use and implementation of technology for the purpose of improving work efficiency and student performance
- Manage and meet budget provided by district
- Mentor teachers providing instructional services at Genesee Early College
- Collaborate with Technology and Media Services and constituent districts to design and facilitate teaching and learning through video conferencing
- Collaborate with career technical education administrators and consultants to enable teachers to infuse career exploration into the curriculum

### **Coordinator for Instruction - continued**

- As the Michigan Congressional District 5 We The People and Project Citizen Coordinator: conduct bi-annual training, conduct awareness sessions at state conferences, facilitate distribution of civic education materials, facilitate the visitation and participation of State Senators and Representatives, help facilitate simulated congressional hearings, and provide support during annual state level congressional hearing competition.
- As State Coordinator for the National Student-Parent Mock Election: responsible for developing paper- and web-based voting systems, coordinating lead-up activities and culminating televised productions. (Recipient of Presidential Certificate of Appreciation for dedicated service and teamwork, two National CNN Awards for Utilization of Media and/or Technology in Voter Education, and two American Association of School Administrators Awards for Outstanding Leadership in Voter Education).
- As Close-Up Program Coordinator for Genesee County: responsible for facilitation of 21 school districts' participation in the program, directing local program for high school students, and organizing annual Washington, DC trip.

**Experience**      1996-1999                      Grand Blanc Community Schools                      Grand Blanc, MI

### **K-8 Social Studies Chair**

- Responsible for development and maintenance of Social Studies curriculum aligned to the State of Michigan Core Curriculum Standards and Benchmarks and other real world performances. Worked directly with middle and elementary principals and teachers to implement the social studies curriculum and improve its delivery.
- Acted as facilitator/manager of K-8 curriculum studies.
- Reviewed and distributed social studies information provided by the Michigan Department of Education and other sources.
- Facilitated biannual review of curriculum.
- Made necessary changes/improvements to curriculum as result of bi-annual review.
- Met with teachers to demonstrate instructional strategies to improve delivery of aligned social studies curriculum and to develop and/or revise instructional design of aligned curriculum.
- Trained elementary teachers and provided strategies for presenting economics concepts.
- Facilitated the development and piloting of Grade Level Assessments to aid in predicting performance on the MEAP.
- Worked with other K-8 subject area chairs to create interdisciplinary units.
- Attended seminars, workshops, conferences, and state conventions as a representative of the Social Studies Department.
- Participated in, and actively contributed to, strategic planning process and implementation

**Experience**      1992-1999                      Grand Blanc Community Schools                      Grand Blanc, MI

**Middle School Social Studies Teacher**

- Designed and implemented lesson plans based on State of Michigan Core Curriculum Standards and Benchmarks and other real world performances.
- Assessed student performance through various means.
- Used a variety of instructional technology to enhance instruction and student performance.
- Created individualized assignments for varying student needs.
- Assisted with orientation of new teachers.
- Provided assistance with extracurricular activities in different capacities (track coach, announcer at football games, varsity football statistician, Spelling Bee coordinator, chaperone at various events, etc.)
- Designed Grade Machine training manual, trained teachers, provided individualized training sessions, and acted as liaison between software company and teachers.

1991                      University of Michigan-Flint                      Flint, MI

**Sector Coordinator**

- Developed Housing Sector database for Human Services Partnership project sponsored by United Way.
- Association for Supervision and Curriculum Development - member
- National Council for the Social Studies – member
- National Social Studies Supervisor’s Association - member
- Michigan Council for the Social Studies - member
- Michigan Association of Computer Users in Learning - member
- Michigan Social Studies Supervisors Association – member
- National Staff Development Council – member

**Professional Memberships**

**Committees**

- Instruction Technology and Curriculum Committee – 2008 to present
- MDE OEAA Steering Committee – 2007
- MDE K-5 Content Expectation Writing Committee - 2007
- MSSSA MME Civic Writing Project Subcommittee – 2006 - 2007
- MDE State Curriculum Council – 2004 - 2007
- Flint Social Studies Professional Development Committee – 2004-2006
- Grade Level Content Expectations Review Committee - 2005
- State Task Force on Social Studies – 2004-2006
- Meet Me at The State Capital Planning Committee – 2004-05
- Linden Curriculum Study Committee – 2003-2005
- Michigan Government Television Education Focus Group - 2000-2005
- State Mock Election Steering Committee – 2000-2006
- Close Up County Coordinator Committee – 1999- 2008

## CURRICULUM VITAE

**David W. Treder, Ph.D.**  
University of South Florida  
Florida Mental Health Institute  
MHC2338  
13301 Bruce B Downs Blvd  
Tampa, FL 33620-9989  
wk: 813-974-7204  
hm: 813-977-0930  
treder@hal fmhi usf edu

### Formal Education

- Ph.D Degree Curriculum & Instruction/Special Education, 1998
- Cognate: Measurement
  - Dissertation Title: Teacher Effectiveness and Teacher Attitudes Toward Children with Special Needs: Implications for Inclusive Education
  - Dissertation Advisor: Dr Kofi Marfo
- University of South Florida, Tampa, FL
- M.A. Degree Special Education, 1993
- Emphasis area: Varying Exceptionalities
- University of South Florida, Tampa, FL
- B.A. Degree Psychology, 1981
- Flagler College, St. Augustine, FL

### Professional Positions

- 1/99 to Present Visiting Assistant in Research
- Acting Coordinator for two research projects: one involves the implementation and evaluation of a program that provides services to students with emotional and behavioral disorders at a local school, and the second involves a nationwide longitudinal study of restructured schools.
  - Responsibilities include supervising ten graduate assistants in all aspects of the projects
- Research and Training Center for Children's Mental Health, Florida Mental Health Institute, University of South Florida

8/95 to 12/98 Graduate Assistant

- Developed administered, and evaluated computerized tests.
- Acted as lead statistician for a state-wide study investigating Full Service Schools. Developed SAS programs for multiple, large data sets and assisted in drafting the final report.

Institute/At-Risk Infants, Children & Youth and Their Families, University of South Florida

8/96 to 12/98 Adjunct Professor

Department of Special Education, University of South Florida

2-96 to 7-96 Research Consultant

- Collected and analyzed data, both quantitative and qualitative, concerning the attitudes of teachers, administrators and support staff regarding district programs for children and adolescents with severe emotional disturbance (SED).

Central West Coast Consortium, University of South Florida at Sarasota

5-96 Focus Group Facilitator

- Responsibilities included conducting focus groups with administrators and teachers in an effort to identify the strengths and deficits of a local school district's SED programs.

Central West Coast Consortium, University of South Florida at Sarasota

#### Certification

Florida Department of Education Professional Certificate (valid 7/95 to 6/2000)

Certification Areas: Emotionally Handicapped/ Severely Emotionally Disturbed (K-12)  
Mental Retardation (K-12)  
Learning Disabilities (K-12)

#### Professional Membership

8/91 to present Council for Exceptional Children  
Division: Council for Children with Behavior Disorders

3/97 to present American Educational Research Association

### Teaching Experience (University)

Courses taught at the University of South Florida 1/96 to Present:

Introduction to Special Education

Educational Assessment of Exceptional Children

Behavior Management for Special Needs and At-Risk Students

Introduction to Behavior Disorders

Internship Supervision: Exceptional Student Education

Masters Level Portfolio Evaluation

### Presentations

Balizet, S., Treder, D. W., & Parshall, C. G. (1999, April). The development of an audio computer-based test for classroom ESL listening skills. Paper presented at the annual meeting of the American Educational Research Association. Montreal.

Treder, D. W., Balizet, S., & Parshall, C. G. (1998, November). *Comparing computer- and paper-mode of an ESL listening skills exam*. Paper presented at the annual meeting of the Florida Educational Research Association, Orlando.

Parshall, C. G., Treder, D. W., & Balizet, S. (1998, July). *Using an audio computer-based progress exam to test the listening skills of non-native speakers*. Paper presented at the Simposio Sobre Tecnologias Educativas: Enseñanza para el Siglo XXI (Symposium on Educational Technology: Teaching for the 21<sup>st</sup> Century Teaching). Mérida, Venezuela.

Treder, D. W., Balizet, S., & Parshall, C. G. (1998, March). *An audio computer-based test for ESL listening skills*. Demonstration presented at the 3rd Annual Symposium on 21st Century Teaching Technologies, University of South Florida, Tampa.

Treder, D. W. (1997, April). *Authorware programming and classroom assessment*. Demonstration presented at the 2nd Annual Symposium on 21<sup>st</sup> Century Teaching Technologies, University of South Florida, Tampa.

Treder, D. W. & Parshell, C. (1997 November). *Innovative computerized assessment with special needs populations*. Paper presented at the Annual Meeting of the Florida Educational Research Association, Orlando.

Morse, W C. & Treder, D W. (1996, May). *Knowing your students- Initial and ongoing dialogue*. Presented at the Annual Meeting of the Florida Chapter of the Council for Children with Behavioral Disorders, Sarasota

#### Technical Reports

Kutash, K Duchnowski, A , Treder, D , Sumi, C., Harris, K., & Nelson, S. (1999, January). *Integrating services and parent partnerships in school: Meeting the needs of children with emotional and behavioral disabilities: Baseline data for cohort two. Volume II*. Tampa, FL: University of South Florida, The Louis de la Parte Florida mental Health Institute, Research and Training Center for Children's Mental Health

Kutash, K Duchnowski, A., Treder, D , Sumi, C., Harris, K., & Nelson, S (1999, January). *Integrating services and parent partnerships in school: Meeting the needs of children with emotional and behavioral disabilities: Twelve month follow-up for cohort two. Volume III*. Tampa, FL: University of South Florida, The Louis de la Parte Florida mental Health Institute, Research and Training Center for Children's Mental Health.

#### Manuscripts in Progress

Treder, D., Balizet, S , & Parshall, C. G (Accepted for publication, November 1998). Using an audio computer-based progress exam to test the listening skills of non-native speakers. *Educere*

Treder, D W , Morse, W C , & Ferron, J. M (Submitted for publication, May 1999) The relationship between teacher effectiveness and teacher attitudes toward issues related to inclusion.

Anderson, J. & Treder, D. (In progress) Factors that influence placement into programs for students with behavior and learning problems

Kutash, K Duchnowski, A., Treder, D , Sumi, C. & Harris K (In progress). Working together to improve outcomes for children who have emotional and behavioral disturbances: The School, Family, and Community Partnership Program.

### Previous Academic Employment

- 1-93 to 6-95           Special Educator
- Department leader of the emotionally handicapped program at a 7th grade center. Franklin Jr. High, Tampa, FL
- 8-90 to 12-92           Substitute Teacher
- Taught all grades and subjects, based on daily assignment. Primarily worked in special education classrooms Hillsborough County Public Schools. FL

### Other Previous Employment

- 5-88 to 11-89           Restaurant Manager
- Involved in all aspects of restaurant business, including hiring, training, purchasing, quality control, and inventory. Sizzler Restaurant, Chico, CA
- 6-82 to 7-87           Captain, United States Air Force  
Position: Instructor Navigator, KC-135
- Trained new navigators in all aspects of worldwide navigation, in-flight rendezvous with other aircraft, and airborne refueling.
  - Developed and lead airborne refueling for numerous overseas operational missions.
  - Awarded two Armed Forces Expeditionary Medals for participation in highly sensitive and critical sorties

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