



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



JENNIFER M. GRANHOLM
GOVERNOR

MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

May 28, 2007

MEMORANDUM

TO: State Board of Education

FROM: Michael P. Flanagan, Chairman 

SUBJECT: Approval of Appointments of Members to the State Board of Education
Professional Standards Commission for Teachers Advisory Group

Seven vacancies have occurred on the following State Board of Education's (SBE) Professional Standards Commission for Teachers (PSCT) advisory group as follows

Global Community Member (2)
Teachers: English/Language Arts (1)
Non-Public (1)
Other (2)
ISD (1)

Nominations were solicited for membership categories in which vacancies have occurred. Significant effort was expended seeking nominees for the position of Non-Public teacher, but the Office of Professional Preparation Services (OPPS) staff did not receive any nominations from the Michigan Association of Non-Public Schools. The following list does not contain a nominee for the position of Non-Public school teacher, but the OPPS staff will continue to seek a nomination in this category.

At the SBE request, nominees were asked to submit a one page statement of their education philosophy. The individuals listed below have been nominated to the PSCT. Biographical resumes and Education Philosophy are provided (Attachment A). The charge and composition (Attachment B) and current membership (Attachment C) of this Advisory Group are also provided.

Professional Standards Commission for Teachers

Michael S. Hutto, nominated by the State Board of Education, is recommended in the category of global community for a four-year term from July 1, 2007 to June 30, 2011.

STATE BOARD OF EDUCATION

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608 WEST ALLEGAN STREET • P.O. BOX 30008 • LANSING, MICHIGAN 48909
www.michigan.gov/mde • (517) 373-3324

Eileen Lappin Weiser, nominated by the State Board of Education, is recommended in the category of global community for a four-year term from July 1, 2007 to June 30, 2011.

Greg Johnson, nominated by the Michigan Science Teachers Association, is recommended in the category of Teacher – ISD, for a four-year term from July 1, 2007 to June 30, 2011.

Jeanine M. Clever, nominated by the Michigan Education Association, is recommended in the category of Teacher – English/Language Arts, for a four-year term from July 1, 2007 to June 30, 2011.

Lawrence L. Ridley, Jr., nominated by the Michigan Industrial and Technology Education Society, is recommended in the category of Teacher – other, for a four-year term from July 1, 2007 to June 30, 2011.

Albert J. Lewandowski, nominated by the Michigan Council for the Social Studies, is recommended in the category of Teacher – other, for a four-year term from July 1, 2007 to June 30, 2011.

It is recommended that the State Board of Education approve the appointments of Michael S. Hutto, Eileen Lappin Weiser, Jeanine M. Clever, Greg Johnson, Lawrence L. Ridley, Jr, and Albert J. Lewandowski to the Professional Standards Commission for Teachers for a four-year term ending June 30, 2011, as discussed in the Superintendent's memorandum dated May 28, 2007.

**PERSONAL STANDARDS COMMISSION FOR TEACHERS
NOMINATION FORM**

Organization providing nomination: Michigan Council for the Social Studies

Position Nomination for: Social Studies Teacher
Level: Secondary

Name: Albert J. Lewandowski, Ph.D.
Address: 6275 Burns Line Rd.
Crosswell, MI 48422

Present Position: Social Studies Instructor,
Port Huron Northern High School,
1799 Krafft Rd.
Port Huron, MI 48060

Telephone: Business: 810.984.2671 ext. 439
Home: 810.679.4177

E-Mail Address: alewandowski@port-huron.k12.mi.us
alew@alew.info

Prior Experience:

33 years teaching experience in social studies, English, science, geography, and computer applications.

Educational and other Organizational Affiliations:

Teacher Consultant, Michigan Geographic Alliance
Ambassador, Digital Library for Earth Systems Education
Board Member, Michigan Council for the Social Studies
Member, National Council of Geography Educators

Education:

Doctor of Philosophy: Natural Resources Ohio State University, 2001
Master of Arts: Geography Northern Michigan University, 1986
Master of Arts: Education University Of Michigan, 1981
Bachelor of Arts: History and English Western Michigan University, 1972

Albert J. Lewandowski, Ph.D.

(810) 679-4177

Alew@alew.info

6275 Burns Line Rd.

Croswell, MI 48422

Objective

To participate in the development and implementation of learner centered instructional environments emphasizing multidisciplinary, cooperative effort and the use of technology as a tool for learning.

Philosophy

I hold that a need exists for change in the way we prepare life-long learners. Technological and cultural changes are converging in a manner that demands implementation of more effective ways to transmit knowledge and thinking skills. Available information is so vast, yet transitory, that learners must be provided with new tools for discerning its meaning. Computer systems hold the potential to serve as a tool and focal point in the search for a more effective instructional model. At the same time, I believe teachable strategies are available to assist learners in developing the critical thinking and problem solving skills necessary to manage and analyze this flood of information. I am eager to participate in the quest to develop fresh approaches intended to bring learners to a deeper understanding of their environment and our world.

Instructional Strategy

I am currently implementing learning environments designed to create opportunities for directed exploration in a collaborative atmosphere. Learners are provided with a set of learning tools consisting of a specific problem solving language, strategies for creative thinking, and a set of appropriate technology tools. Learners are directed to define problem areas that are both of personal interest and relevant to the content field. Investigation of these problems provides opportunity for development of critical thinking, problem solving, and information management skills. Students report progress and present alternative solutions through use of process based writing activities, formal publication, group presentations, and graphic displays.

Competencies

Practitioner of research based instructional strategies founded on a thoughtfully considered educational philosophy. Extensive experience in curriculum design and implementation. Accomplished environmental educator with strong commitment to field-based sense of place instruction. Regular conference presenter and director of teacher in-service programs. Proficient computerist with demonstrated ability to integrate computer use in content areas. Formal training and teaching experience in a broad range of content areas including social studies, science, language arts, and computer studies. Teaching experience at the professional development, graduate, secondary, and intermediate levels.

Learner Response

The following comments represent a sampling of professional educators' responses to my teaching style:
Ò...knowledgeable, caring, adaptable, interesting...
Ò...he has a positive, friendly personality and is always encouraging...
Ò He was very excited about...the ideas he was presenting. He conveyed that enthusiasm and made the class exciting...
Ò His ability to communicate was greatly appreciated...
Ò Flexibility in dealing with students at different levels...
Ò We were encouraged to use each other as resources. Freedom to expand and explore a wide variety of areas...
Ò He cared for us students...
Ò

Education

Doctor of Philosophy: *Natural Resources* (Earth Systems Education) Ohio State University, 2001
Master of Arts: *Geography* Northern Michigan University, 1986
Master of Arts: *Education* (Environmental Science) University Of Michigan, 1981
Bachelor of Arts: *History and English* Western Michigan University, 1972

Albert J. Lewandowski, Ph.D.
(810) 679-4177
Alew@alew.info

6275 Burns Line Rd.
Croswell, MI 48422

Port Huron Area Public Schools 1973 - 2007

Geography and Place 1995 - 2007

Developed and implemented a field based geography course. Participants used GIS software and remote sensing tools to explore the world from a local, bioregional, and global perspective. Learners participated in numerous field experiences within the local region. Participants delivered presentations to public audiences at the end of each semester. Course emphasized a variety of writing styles including journals, reflective assessments, and formal writing.

Technology Integration Coordinator 1995 - 2007

Worked with instructional staff to develop strategies for integrating technology use across the curriculum. Delivered numerous professional development workshops. Helped develop and implement a number of technology integration projects across a wide range of curricula.

Computer Applications 1984 - 2007

Implemented courses emphasizing collaborative learning and critical thinking while teaching practical computer application and web publishing skills. Helped revise secondary computer applications and computer programming curricula. Currently active member of Port Huron Area Public Schools District Technology Committee.

Geography, A Global Perspective 1985 - 1993

Designed and implemented inquiry based global perspectives course focused on the concept of local/global linkage and encouraging proactive problem solving. Carried out and published results of classroom research leading to degree in geography from Northern Michigan University, 1986.

English Composition and Communications, 1980 - 1985

Offered courses at a variety of levels stressing process based writing and student publishing.

English, Social Studies, and Science 1973 - 1980

Taught a variety of courses in the middle school setting where I explored and tested a variety of instructional strategies while developing an effective personal teaching style.

Educational Consulting 1983 - 2007

Board of Directors, Michigan Council for the Social Studies, 2006-2007

Teacher Consultant, Michigan Geographic Alliance, 1992 - 2007

Delivered presentations and workshops to adults and young learners in a variety of formats. Assisted in the development of Michigan Standards and Benchmarks in Geography.

Adjunct Instructor, Eastern Michigan University 2006- 2007

Central Michigan University 1983 - 1989

Presented a variety of courses in computer science and Instruction, including GIS Certification for Teachers. Emphasized specific strategies for critical/creative thinking; computers as interdisciplinary learning tools.

Distant Learning Teacher Leader/Facilitator 2001 - 2003

Director of online facilitators for the Virtual Immersion in Science Inquiry for Teachers (VISIT) Distant Learning Project.

Professional Experience

Thirty years experience offering instruction at various levels in a range of content areas.

Professional:	Workshop provider for educational professionals
Graduate:	Computer education and application courses.
Secondary:	Computer applications, geography, composition and literature
Middle School:	Language arts, science, global studies, and environmental education

Certification

Michigan Secondary Certificate
Grades 9 - 12 CX CC BA
Grades 7 - 8₅ All Subjects

Instructional Technology Projects

Geologic Society of America, EarthCaching Project Development, 2006-2007

Serve on team of educational trainers developing and disseminating instructional materials for EarthCaching, a form of virtual geocaching employing a set of specific Earth science objectives.
www.EarthCache.org

State of Michigan Curriculum Integration Project 2005 - 2006

Serve as a member of a select team of technology and curriculum specialists from around the state chosen by the Michigan Department of Education to design and publish a collection of lesson plans and activities intended to address the Michigan Standards and Grade Level Content Expectations as well as the Michigan Educational Technology Standards.

MegaConferenceJr 2004-6

Serve as a member of a subcommittee planning and implementing an international videoconferencing event involving 12 countries and more than 200 schools. Students under my supervision were chosen to present during the conference and two of my students performed a major function as video hosts for a segment of the conference.

Marine Advanced Technology Education Institute 2003 and 2005

Participated in weeklong, intensive workshop investigating selected topics in marine science. Subsequently developed and published standards-based secondary instructional units on a variety of marine topics including The Deep Ocean (OceanWorld), Estuaries (EstuariesLive), and The Coastal Zone

Michigan Geographic Alliance Great Lakes Initiative, 1992 - 2000

Served one year as state coordinator for Great Lakes outreach initiative, subsequently developed and delivered presentations of Great Lakes instructional materials at regional and state conferences.

Great Lakes Environmental Data Workshops, 1993-1995

Involved for three years in the design and presentation of a week long teacher/trainer workshop at Ohio State University in conjunction with Ohio Sea Grant. These workshops delivered Earth Systems tools and understandings to teacher trainers from throughout the Great Lakes. Provided participants with computer based skills and materials for dissemination to teachers within the Great Lakes Bioregion.

ESRI Authorized Education Trainer 1998 - 2007

Used GIS extensively with geography students from 1998 to present. Learners routinely use Arcview to explore cartographic issues such as map design and projection, as well as to conduct local, bioregional and global investigations. These focused on the local watershed, the Great Lakes Bioregion, and relevant global issues such as deep ocean studies, world estuaries, and the U.S. Gulf Coast bioregion.

Virtual Immersion in Science Inquiry for Teachers 2001 - 2003

Served first as a teacher leader, then as teacher leader facilitator for a NSF funded project designed to instruct teachers in the use of inquiry strategies using GIS to investigate issues of concern at the local level and develop solutions to those problems.

Recent Presentations:

National Council of Geography Educators, Lake Tahoe, NV, 2006

Presenter, Digital Library for Earth Systems Education

GeoEast, Macomb, ISD, 2005

Invited presenter, Great Lakes Exploratorium

Michigan Science Teachers Association, Detroit, MI, 2004

Presenter, Fish Gotta Swim: Marine GIS

Digital Library for Earth Systems Education, Madison, WI, 2004

Presenter, Marine GIS Data in the DLESE Collection

Michigan Geographic Alliance Advanced Institute on Rivers, 2001

Invited presenter, Defining sensible regions; a bioregional approach

Michigan Geographic Alliance Community Atlas Project, 2000

Presenter, day-long workshop assisting teacher consultants

Develop and produce an interdisciplinary digital Community Atlas

Statement of Pedagogy

Al Lewandowski, Ph.D.

The real scandal of modern education is that each time we teach somebody, we cheat her of the opportunity to learn. --Seymour Pappert

The first time I was asked to explain my pedagogy I was a first year middle school teacher experiencing my first professional evaluation. I replied that, to be effective, learning needed to be “fun.” Now, with vastly more experience and a Ph.D. behind me, I would reply differently. I would say that, in order to be effective, learning must first be “engaging.” First principles remain first principles. Years later, I note with interest, that William Glasser, one of my pedagogical idols includes “fun” as one of the basic needs that drive human behavior. This is not coincidence.

The obvious follow-up question is ‘what makes learning fun?’ I contend that the purpose for the learning must somehow be realized in the life of the learner. Moreover, the learner must be responsible for selecting the precise frame for the learning. For example, a group of novice geographers may be directed to investigate problems associated with world mega cities. Within the larger parameters of that assignment, each learner (or team of learners) might be allowed to choose which particular city or what particular problem to study for whatever personal reason the learner found that city or that issue to be of interest. One powerful component of this philosophy is that the learner often becomes the teacher, and the teacher the one taught! In a learning environment, only good can come from this. Finally, I hold that the learning environment must nurture and support individual learning styles and expression while at the same time fostering cooperation and collaboration among all participants.

The role of instructor in such a learning environment is that of facilitator, motivator, coach and cheerleader whose primary purpose is to open avenues of inquiry within a richly provisioned environment and to assist learners to undertake meaningful explorations. The instructor may be the one who sets the parameters of the learning “box”, but no one is capable of knowing everything that is contained within these boundaries. The teacher in this environment must be willing, indeed anxious, to become the learner. Moreover, the goal is not merely to learn, but to make learning contagious. I have always felt, and often experienced, that my best “teaching” occurred when I was confronted with a body of knowledge or a skill with which I was unfamiliar. In that situation I was able to legitimately assume the role of an ‘expert novice’ and demonstrate, not mastery of content, but expertise in the art of learning. I was able to genuinely demonstrate wonder and amazement, intellectual curiosity and the passion to know and understand. Almost always in those situations I felt my students learned a great deal, although most frequently, I felt I learned a great deal more.

In practical terms, there are specific strategies that promote and support such a learning environment. In every discipline there are organizing structures that support and encourage effective learning. In a geographic learning environment I rely on a suite of such tools. First, there are the national geography standards as defined by the watershed document, *Geography for Life* (1994). In particular, I focus on these six essential elements:

- The World in Spatial Terms (the geographic perspective)
- Places and Regions (the basic units of geographic study)
- Physical Systems (the content of geography, I)
- Human Systems (the content of geography, II)
- Environment and Society (the integration of geographic content)
- Uses of geography (the application of geographic skills in the world)

I also rely on a set of organizing concepts that I believe assist learners in developing a geographic perspective, a lens if you will, through which to view the world. These consist of what are referred to as the five themes of geography. These are *location, place, region, human/environmental interaction and movement* (and the implications of that movement). In addition to these five fundamental themes there are five extensions, these being the concepts of *Change, Pattern, Perception, Scale, and System*. The latter I find to be extremely powerful conceptual tools for integrating the content of geography with complementary disciplines.

Finally, in order to assist with the practical nuts and bolts development of solutions to real problems, I introduce a set of practical geographic skills that may be applied to the task of gathering, analyzing, synthesizing and evaluating proposed solutions to perceived problems. This rubric, which looks suspiciously like the scientific method, consists of the following five steps:

- Ask geographic questions (see essential elements)
- Acquire geographic information
- Explore geographic information (apply geospatial tools)
- Analyze geographic information (apply the human mind!)
- Answer geographic questions (propose a solution and ask more questions!)

Taken together, I hold that these intellectual structures and conceptual frameworks strongly support the contention of geographers that geography, as a discipline, represents the integration and synthesis of human understanding of our world.

Finally, I would like to conclude my statement by including an observation and analysis of the instructional environment I promote in my classroom. The observations were taken and the report written as part of the qualitative, action-research investigation I conducted as part of my doctoral program at The Ohio State University. I believe it captures the ideal of the learning environment I try to establish as a professional educator.

Observed and recorded by:
Richard Chapman
Assistant Principal, Port Huron Northern High School
January, 1999

The Instructor

The class is facilitated by Mr. Al Lewandowski, a seasoned instructor of some 30 (?) years. I use the word "facilitated", as Mr. Lewandowski's style is not so much that of "instructor" as it is a blend of "maniacal leader" and "spiritual/educational guide."

Careful organization coupled with openness to spontaneity and the intuitive ability to grasp the "teachable moment" result in an atmosphere of constructive confusion which, to the unenlightened observer, may at times, appear to border on chaos.

In fact, the air is consistently sparked with the enthusiasm of engaged learners, students interacting with technology, with each other, and with their "instructor". At any given moment, the roles may shift, resulting in a constant interplay of teacher/technology/learner, with "Mr. Lew", as often as not, taking the role of enthusiastic learner along with other student learners.

Mr. Lewandowski's friendly encouragement, positive approach to any dilemma, and ready willingness to admit that he is not "the expert" and does not "have all the answers" quickly puts the students at ease and establishes an open atmosphere of exploration and growth.

Students, feeling unthreatened by the "authority figure", relax and begin to more freely participate in the quest for answers. For some, this is a first-time experience, and it is a joy to see the light appear in their eyes as they come to understand the opportunity being presented to them. Many, who have until now felt disengaged from classroom instruction, begin to actively participate both individually and in teams, often interacting and collaborating with students with whom, in a different setting, they would rarely converse.

**PROFESSIONAL STANDARDS COMMISSION FOR TEACHERS
NOMINATION FORM**

Organization providing nomination: **Michigan Industrial & Technology Education Society (MITES), Greg Meyer - President Elect, ph. 419-467-6135, 517-443-5971**

Position Nomination for: **Professional Organization & Association**

Level: Elementary Middle Secondary

Name: **Lawrence L. Ridley, Jr.**

Address: **1919 Teel Avenue
Lansing, MI 48910**

Present Position **Teacher, CAD & Design**

Business Address: **Capital Area Career Center
611 Hagadorn Road
Mason, MI 48854**

Telephone: Business **517-244-1373**
Home: **517-702-0204**

E-Mail Address: **Lridley@inghamisd.org**

Prior Experience: **see attached resume**

Educational and Other Organizational Affiliations: **Ingham ISD;
Michigan Industrial and Technology Education Society**

Education: **see attached resume**

Each nominee must submit a **statement of educational philosophy** and a **vitae or professional resume** **must** be included with the nomination.

Please submit nomination(s) with attachments to Claudia Nicol at fax number 517-373-0542, **nicolc@michigan.gov**, or Office of Professional Preparation, P.O. Box 30008, Lansing, Michigan 48909

My decision to become a teacher came from the quest to find my niche in the world around me. I have been a carpenter, a mechanic, a technical advisor, and an engineer, each job led to the next, and I explored the possibilities of my life, all of which culminated into the realization that I was destined to teach. I choose what I feel will make me a better person, and a happy one as well. The true search for happiness doesn't necessarily include exuberant amounts of cash (as though teaching could provide such), even though a person typically needs monetary sustenance to survive in today's world.

Students learn, as do most people, from everything and everyone around them. Yet, in the same instance, hardly any two individuals learn in the same exact way. Perhaps the most difficult part of a teacher's job is to discover how each student learns the best, and to focus on that particular channel of discovery and absorption. I believe that if I can find a way to a student's mind, I will have taught them not just to master a subject area, but how to value themselves. Each of us in the world is our own greatest treasure, and we must always strive to increase that value through education, in all its various forms.

A teacher can give students much self-esteem from the teaching process. Self-control tends to stem largely from self-esteem, with one feeding the other. There is one other source of self-esteem that surpasses the teacher's, and that comes from the support and involvement of the student's parents. I think the biggest reason that American schools have declined in the last twenty years is due to this fact. If parents do not care, neither will the students. Once this happens, the teacher may become almost an enemy in the eyes of the child, with education as a harmful weapon. It is my place to reverse this process, and guide students in realizing their potential, and how education opens their eyes and minds to the complex world around them.

A teacher never stops learning. The day that a teacher feels that they know everything, it is time to find another career, or retire. The students themselves are a wonderful source of education for a teacher. Watch them, listen to them, and wisdom will follow. By this and my own initiative, I can make things better, perhaps not with the whole world, but at least with the students who pass through my classes.

Lawrence L. Ridley, Jr.
1919 Teel Avenue
Lansing, MI 48910-3117
lridley@inghamisd.org
(517) 702-0204

Objective:

To serve as a member of the *State of Michigan Professional Standards Commission for Teachers* as a representative of a professional organization, Michigan Industrial and Technology Education Society, and to offer my professional guidance and expertise as a licensed and certified teacher in establishing a set of revised professional standards for Michigan teachers

Education:

Ferris State University – August 2003
Master of Science in Educational Technology (Summa Cum Laude)

University of Tennessee at Martin – May 1996
Bachelor of Science in Secondary Education, English (Magna Cum Laude)

Certifications:

Michigan
Vocational Certified – Professional
Drafting and CAD (7-12) – Professional
English, Language Arts (7-12) – Professional

Experience:

CAD & Design Teacher (August 1999 - present)
Capital Area Career Center (Ingham Intermediate School District),
611 Hagadorn Road, Mason, Michigan 48854
Duties and responsibilities: facilitation of architectural and mechanical drafting and design on both board and computer using AutoCad 2007 and Solid Edge 18.0; manufacturing basics using CNC mill and lathe; educational partnership with Precision Machining program; cooperative employment placement of qualified second-year students

Executive Board Member – Membership Chairman (January 2005 – present)
Michigan Industrial and Technology Education Society (MITES)
Duties and responsibilities: update and setup of organization member database; mailings and collection of membership dues; manage and organize registration for annual state convention and competition; mass mailings to members

Computer Draftsman Level 4 (Oct. 1998 - August 1999)
Dart Container Corp., 500 Hogsback Rd., Mason, Michigan 48854

Duties and responsibilities: computer drafting and revision
for plant facilities engineering, including architectural, mechanical, HVAC,
electrical and civil drafting, using AutoDesk Architectural Desktop;
proposal and upgrade of facilities department computer systems

High School Drafting Teacher (September 1996 - June 1997)
Hill Center for Academics & Technology (Lansing School District),
5815 Wise Road, Lansing, Michigan 48911

Duties and responsibilities: facilitation of architectural and mechanical
drafting and design on both board and computer; coordinator for Project
Design, an educational/manufacturing competition in conjunction with GM

Computer Draftsman/Designer (July - Sept. 1996; June 1997 - Aug. 1998)
Architectural Solutions, Ltd., 720 E. Michigan Ave., Lansing, Michigan 48912

Duties and responsibilities: architectural drafting, design, and revision
for both residential and commercial projects using AutoCad 12 & 14, and
MicroStation for Windows 95; department organization of drawing
standards; setup, upgrading, maintaining of office computer network
and CAD systems

Awards:

Who's Who in American High School Teachers, 2006
Who's Who in American High School Teachers, 2005
Who's Who in American High School Teachers, 2004
Carl Seale Student Teacher Award for Outstanding Teaching, 1996
Who's Who in American Colleges and Universities – English, 1995

Volunteer Experience:

Membership Chairman – MITES, 2005-present
Regional Administrative Officer (Region 8) – MITES, 2003-05

References:

Available upon request.

**PROFESSIONAL STANDARDS COMMISSION FOR TEACHERS
NOMINATION FOR 4-YEAR TERM BEGINNING SEPTEMBER 2007**

Name: Eileen Lappin Weiser

Address: 855 Colliston Road, Ann Arbor, MI 48105

Present Position: member, National Assessment Governing Board

Business Address: Washington, DC

Supervisor: Dr. Darvin Winick, Board Chair

Telephone Business: 734-646-9898
Home: 734-827-0734

E-Mail Address: eileen_weiser@msn.com

Prior Experience:

Former member, State Board of Education 1998-2006; Co-chair, Teacher Quality Task Force 2002. Participant, NASBE Study Group on Teacher Quality 1999.

National Assessment Governing Board: former chair, Nominations Committee; former member, Ad Hoc Committee on the 12th Grade Assessment.

Educational and Other Organizational Affiliations: participant, Teacher Preparation Policy Study Group (TPPSG) Nov. 2006-present. National Assessment Governing Board: currently Executive Committee and Nominations Committee member and Vice-chair, Reporting and Dissemination Committee. Board Secretary, Your Child. (I've also agreed to join a 9-12th grade social studies advisory committee per Bob Bain, title of group and scope of work to be determined.)

Education:

B.M., Michigan State University, piano performance; M.M. University of Michigan, same

Please submit a statement of your teaching philosophy that is no more than one page in length. A vitae or professional resume must be included with the nomination.

As a state and national policy maker, I have been well aware of the critical role teachers play in our country's future. As a parent and former teacher, I know that teaching is a complex and challenging task. It takes solid training, hard work, good school administration and a web of support for a teacher to bring out the very best in every child.

Under the best of conditions, teachers have their hands full in the classroom. But the plethora of changes required by NCLB and Michigan's new Merit Curriculum have increased academic requirements for schools, requiring transition to smarter, research-based teaching methods centered on successful student outcomes.

Like all states, Michigan has not been able to provide optimal learning conditions for all children. For decades, low socio-economic status was presumed to be the cause of student failure. Recent studies of value-added assessment (particularly growth models) have shown that well-prepared teachers can accomplish the same high rates of student gain for all. Children formerly at risk but now in schools with high expectations, cohesive school educational leadership, and excellent teachers are accomplishing academic goals that were thought impossible ten years ago. As we analyze how these schools succeed, we must incorporate the information into a new model for finding, creating and sustaining quality teachers.

How do we recruit, train, induct, mentor and provide continuing professional development to ensure enough highly qualified teachers in the academic subjects Michigan needs? The state's projected economic conditions call for redirecting existing resources and creatively adapting current business and educational practices to successful student outcomes. Efforts to reorient teacher preparation from institutional inputs to K-12 classroom outcomes are underway, with the state superintendent's study group on that subject. School districts with looming structural deficits face tough decisions on balancing costs to produce student success. Over the last fifteen years, I've seen how difficult it can be for teachers to find, access and incorporate quality professional development in their classroom practices. District decisions must support keeping quality teachers in their classrooms if successful student outcomes are to be at the heart of learning.

There are no easy answers, nor fast solutions. But however long it takes, we need to make sure throughout the process that we nurture the spirit and humanity of teaching while we increase teacher capability to create the young learners Michigan's future requires.

Biographical Profile Eileen Lappin Weiser

Eileen Weiser holds piano performance degrees from Michigan State University (B.M.1972) and the University of Michigan (M.M., 1975). She has extensive solo, ensemble and accompanying performance experience as a pianist, organist and harpsichordist. From 1988-2001, Mrs. Weiser was the Executive Director of the McKinley Foundation, a nonprofit organization that acts as a catalyst for innovative community projects. She supervised the conversion of a local scrapyard into NEW Center Ann Arbor, a nonprofit office center providing office and meeting space for area human services and arts group. She coordinated other initiatives including implementation of a K-6 public school curriculum project, and provided organizational support for a countywide family literacy effort.

In 1998, Mrs. Weiser was elected to the State Board of Education, where she served until 2006. She co-chaired the Board's 2002 Task Force on Ensuring Excellent Educators. She has participated in National Association of State Boards of Education (NASBE) study groups on Teacher Coordination and Accountability, and E-Learning. During her tenure on the Board, substantive policy decisions included state compliance in all aspects of No Child Left Behind (NCLB) and creation of the Michigan Merit Curriculum, a rigorous set of high school standards signed into law in 2006. She currently serves on a statewide stakeholders study group working to match teacher preparation at Michigan institutions with those new academic standards.

Mrs. Weiser was selected in 2003 as the country's state board of education member on the National Assessment Governing Board (NAGB), the organization that designs, administers and reports student achievement on NAEP (National Assessment of Educational Progress, also known as *The Nation's Report Card*). She serves on its Executive Committee and is vice-chair of its Reporting and Dissemination Committee. She participates in other NAGB committees and activities including efforts to revise the 12th Grade NAEP as a measure of student preparedness for post-secondary employment and education without remediation.

In 1997, she was selected for inclusion as one of "Detroit's Most Influential Women" by Crain's Detroit Business. She was co-winner of Artrain's annual statewide Arts Patron of the Year award, and of the Detroit Free Press's annual Earthchiever Award for the environmental cleanup and conversion of a century-old local scrapyard. She has served as a board member for numerous community arts and civic affairs non-profit organizations, including eleven years on the Michigan Council for Arts and Cultural Affairs, the state government's cultural grantmaker.

Mrs. Weiser lived with her family in the Slovak Republic from 2001-2004 while her husband, the Honorable Ronald Weiser, served there as U.S. Ambassador. They reside with their young son Daniel in Ann Arbor, with two married children and four grandchildren living nearby.

PROFESSIONAL STANDARDS COMMISSION FOR TEACHERS
NOMINATION FOR 4-YEAR TERM BEGINNING SEPTEMBER 2007

Name: Jeanine M. Clever

Address: 3184 Alco Dr.
Waterford, MI 48329

Present Position: Literacy Coach / Reading Recovery Teacher

Business Address: Longacre Elementary School
34850 Arundel Street
Farmington, MI 48335

Supervisor: Barbara Lafer

Telephone: Business: 248-489-3733

Home: 248-884-0091

E-Mail Address: filmclever@aol.com or jeanine.clever@farmington.k12.mi.us

Prior Experience: I have no prior experience with this commission. I have been involved with mentoring teachers as well as coaching teachers throughout my building for 7 years. I am also Nationally Board Certified in English Language Arts for Early Adolescents.

Educational and Other Organizational Affiliations: I am a member of Association for Supervision and Curriculum Development, Michigan Reading Association and Reading Recovery Council of North America.

Education BA in Elementary Education - K-8 Self Contained
Minor in Early Childhood Education - Z Endorsement
MA in Curriculum and Instruction in Reading and Writing K-12 Reading
Endorsement
Reading Recovery Certified Oakland University

Please submit a statement of your teaching philosophy that is no more than one page in length. A vitae or professional resume must be included with the nomination. (See additional sheets)

Philosophy of Teaching

As a teacher, I am profoundly grateful for the opportunity given to me to help learners shape their own intellectual wealth. I genuinely enjoy teaching and cannot imagine myself doing anything else. Teaching is an exciting adventure in which both the teacher and the students participate. Learning means questioning and repositioning. I work hard to kindle a spark of intellectual curiosity to stimulate their interest and get them genuinely involved in the process of learning.

The teacher needs to present a diversity of materials, techniques, and input. I embrace teaching as an opportunity to inspire and empower. Above all, a teacher needs to have a sense of humor. Boredom is the cruel enemy of learning. A boring teacher cannot awaken or motivate a class and bored students cannot interact or inspire. I get the greatest inspiration from my students.

Learning is most likely to occur when students become personally engaged with the material and perceive the subject matter to be directly relevant to their own lives. Understanding the diversity of learning styles and student experiences is the key to enhancing this engagement. The process by which I work to stimulate student engagement is unique to each individual and classroom. While students must ultimately take responsibility for their own learning, a teacher can often inspire their desire to learn.

It is crucial that teachers recognize the power inherent in their role and are self-reflective about their actions. Learning is a reciprocally educative endeavor, that is informative and uplifting for teachers and students alike. It is about "opening hearts and minds..." and changing lives for all those involved in the process.

Introduction

My name is Jeanine Clever. I believe that my diverse background, passion for education, experience gained in over 18 years in education will be an asset to help teaching professionals meet the demands of an ever changing educational system. The education and qualifications listed below show my interest and commitment to helping educators provide the best quality of instruction for the students they teach.

Education

Reading Recovery Certification - Michigan Reading Recovery Program, Oakland University Auburn Hills, Michigan

Master of Arts - Curriculum and Instruction, emphasis in Reading and Writing, University of Colorado at Denver Denver, CO.

Graduate Internship - Elementary Education
University of Northern Colorado Greeley, Colorado

Bachelor of Arts - Elementary Education, emphasis in Childhood Development University of Wyoming Laramie, Wyoming

Certification National Board Certified in English/Language Arts Early Adolescent (2001-2011)

Reading Recovery Certification (1995-Present)

Michigan Professional Teacher's Certificate, (August 1996-2011)
(K-6 Classroom teacher, K-12 Reading Writing teacher, Early childhood)

Experience

North Central Association of Colleges and School (NCA) Visitation Team Member for Redford Public Schools, Redford, MI- School Improvement Goal Mentoring

Learning Center Teacher Farmington Public Schools, Farmington, Mi – K-5 Grades

Reading Recovery Teacher Farmington Public Schools, Farmington, MI

Kindergarten, 3rd, 4th and 5th Grade Classroom Teacher Farmington Public Schools, Farmington MI, Cherry Creek School District, Englewood, CO

Remedial Reading and Writing 6th-8th Cherry Creek School District, Englewood, CO

On site coordinator Whiz Kids Tutoring Program, Denver Leadership Foundation, Denver, CO – Mentor/train program tutors

Special Interest, Knowledge

Testing Coordinator - Michigan Educational Assessment Program (MEAP), standardize testing and performance indicators, responsible for analysis, reporting, goal planning

NCA Chairperson for Building Language Arts Goal - led team meetings, wrote goals, reported to NCA school committee on progress, led school wide workshops to reach goals

District Representative to Language Arts Committee - helping to develop reading and writing curriculum maps for all grades

Representative To District Assessment Committee - developed expository text lessons, assessments and summary paragraph writing rubrics K-5, report cards and portfolio assessments for K-5 grades

Trainer for Expository Text Lessons and Assessments - taught teachers and support personnel district wide

Soar To Success - trainer/teacher instructed both 3rd and 4th grade

Brain-Based Classroom Learning - implemented as part of 1st and 2nd grade literacy groups

Guided Reading - participated in development of program for K-2 grade classrooms; implemented testing program to track progress of learning in reading and writing

Michigan Literacy Progress Profile (MLPP) - used many of the assessments throughout K-3 grade levels and instructional models and assessment 3-5 grade levels

ESL or Bilingual Instruction - help teachers and staff with lessons to instruct students with a different first language

General Education Intervention Team Member - help set up plans Intervention goals, strategies, assessments and evaluation timelines for students with diverse needs

Extensive Parent Education - helped parents develop a deeper understanding of literacy, standardize testing and ways to help their children at home

Recognitions

Rainbow Recognition Award - given by the cities Farmington and Farmington Hills, MI in honor of contributions made to help develop a deeper understanding of diversities within the communities

**PROFESSIONAL STANDARDS COMMISSION FOR TEACHERS
NOMINATION FOR 4-YEAR TERM BEGINNING SEPTEMBER 2007**

Name: Michael S. Hutto

Address: 41165 Belvidere
Harrison Twp, Mich 48045

Present Position: Purchasing Director

Business Address: 10900 Harper
Detroit, Michigan 48213

Supervisor: Richard Peacock

Telephone: Business: 313-924-6406

Home: 586-468-8169

E-Mail Address: mhutto@pvshchemicals.com

Prior Experience: 35 years Chemical Distribution Industry in Michigan as
Salesman, Sales Management, Purchasing Director, President, Owner

Educational and Other Organizational Affiliations: Current Member of
American Society of Heating, Refrigeration and Air-Conditioning Engineers.
Past president of Chemical and Allied Industries Association, Past Treasurer
of Detroit Society of Coatings Technologies. Currently managing PVS
Chemicals sponsorship of the You Be The Chemist Challenge.

Education: BA from Michigan State University in Business Administration

Michael S. Hutto

Please submit a statement of your teaching philosophy that is no more than one page in length. A vitae or professional resume must be included with the nomination.

Need to challenge students to develop proficiency in literacy, mathematics and sciences with the focus and understanding that their future is not guaranteed. They must achieve to succeed

Michael S. Hutto

Objective To be appointed to the Professional Standards Commission for Teachers

Experience June 6, 1972 – Nolwood Chemical Corp. Detroit, Michigan
November 11, 1983

Sales/Sales Manager

- Sales – Started from zero and developed sales territory of \$5.5 million.
- Corporate Sales Manager at age 25. Managed sales force of 5 people, developed commercial battery acid business for the company, ran a new company called Moon Warehousing & Dist. Performed every function of the business from sales, sales management, warehousing, trucking etc.

November 15, 1983 – M&H Chemical Inc. Howell, Mich.
June 30, 1990

President, COO

- President, COO, Stockholder – Start up company. Developed sales of \$5.3 million and sold the company generating over \$800,000 in the sale. Performed every function of the company. I was very hands-on.

July 1, 1990 – Interstate Chemical Co. Inc. Hermitage, Pa.
November 11, 2002

Sales/Regional Vice President

- Sales – Developed new business from zero to \$6 million
- Regional Vice President – Total responsibility for sales, transportation, facility management, procuring facility rental space, and office management in Michigan and Northern Ohio. Staff developed sales of \$17 million.

November 14, 2002 - PVS-Nolwood Chemicals Inc. Detroit, Mich.
Present

Sales/Purchasing Director

- Sales – Took over a territory of \$4.5 million and developed it into \$14 million in less than 2 years.
- Product Manager – Developed Heat Transfer Fluid product line and program. Current sales 100,000 gallons
- Purchasing Director – Increase supplier relations, achieve cost savings, use the purchasing department to develop new business in the corporation. Approach purchasing from a sales perspective

Education 1966-1971 Michigan State University E. Lansing, Mich.

BA Business Administration

- Heavy focus in Mathematics and Accounting

Michael S. Hutto

Interests My Career, My family, promoting education especially in chemistry, golf, and boating

References Richard Peacock – President PVS-Nolwood Chemical

Kathleen Strauss – President Michigan State Board of Education

John Rice – Managing Director, Chemical Education Foundation

**PROFESSIONAL STANDARDS COMMISSION FOR TEACHERS
NOMINATION FOR 4-YEAR TERM BEGINNING SEPTEMBER 2007**

Name: Greg Johnson

Address: 1140 West Lemont Ct., Canton, MI 48187

Present Position: Consultant Wayne RESA

Business Address: 33500 Van Born Rd., Wayne, MI 48184

Supervisor: Judy Bonne

Telephone: Business: 734-334-1583

Home: 734-334-1587

E-Mail Address: bonnej@resa.net

Prior Experience: Included on professional resume

Educational and Other Organizational Affiliations: Included on professional resume

Education: Included on professional resume

Please submit a statement of your teaching philosophy that is no more than one page in length. A vitae or professional resume must be included with the nomination.

Gregory L. Johnson

Objective Educational Leadership

Experience **1999 - present Wayne County MI Regional Education Service Agency (RESA)
Consultant and Achievement Group Technical Assistance Provider**

- **Teamwork.** Organizational improvement through leadership development, teambuilding and communication. Designed and fostered the development of a learning community. Multi-district administrative/teacher book study for college credit. Member of Galileo Leadership Consortium.
- **School Improvement.** Elementary, Middle, and High School reculturing through the School Improvement Process. Developed science benchmark cards used for curriculum alignment. Science Consultant for High Priority School Initiative. Developed process to align curriculum in all core content areas. "Focus on Results" Liaison to Flat Rock, Ecorse and Huron School Systems. Includes planning, implementation, and evaluation. Flat Rock science alignment, MEAP scores increased.
- **Leadership.** Chair of multi-county Science Leaders Network. Developed web based assessment tool in science for leaders to develop common assessments. Executive Board Michigan Science Teachers Association-Treasurer. Steering Committee Michigan Science Leaders Academy. Key member of a multi-county team that developed and implemented the Science Leader Program to improve science education throughout the state.
- **Curriculum, Instruction, and Assessment Development.** Worked directly with schools throughout Wayne County as a consultant. Currently directing the development of a DVD to support schools in their efforts to become professional learning communities. Directed the Science Leader Program in Wayne County with schools targeted by the state.
- **Collaboration.** Cooperated with state officials, individual schools, central office, the Achievement Group, universities, and many Intermediate School Districts to foster school improvement through consultation and program development/implementation. Personally coordinated RESA activities with various institutions, such as Detroit Public TV, Detroit Science Center, Cranbrook Science Center, and Gyro Design to produce 3 TV shows, 2 videos, and 2 CD ROM's. Developed Student Science Fellows Initiative in collaboration with the National Park Service, Michigan Technological University, National Park Conservation Association, and Eureka Communities.
- **Professional Development.** Conducted science professional development throughout Wayne County. Managed a group of teachers and consultants from Southeast Michigan to produce an Inquiry Science Program complete with video, wrap-around materials, and Summer Institute with graduate credit.
- **Online Course Development Team.** Worked to develop the infrastructure and integrate the technology for our web-based program. Designed a professional development course for teachers and evaluated online high school courses.
- **Accountability.** Spearheaded the evaluation of many of our programs to determine effectiveness. Conducted a cost-effectiveness evaluation of the science leaders program.

1993 - 1999 Independent Consultant (In addition to formal employment)

- Adjunct faculty, Wayne State University
- Curriculum and Science Kit Designer, Science Kit and Boreal Labs
- DAPCEP consultant, engineering curriculum development
- Outdoor Education Coordinator for Dr. Burt R. Shurly Camp
- Planned and conducted teacher training for The University of Michigan and organized a team who researched and produced a hands-on lab booklet.

Gregory L. Johnson

- Conducted professional development and leadership training for Detroit Public Schools: The Detroit Urban Systemic Initiative, FNS, Phase IV, and Chemistry

1992 - 1999 Northwestern HS Detroit, MI
Science teacher and Facilitator, Site-based management team

- Facilitated the decision making body of the school composed of the Principal, teachers, parents, and community members.
- Initiated and supervised the overnight camping program and the science club with its elementary initiative.
- Built and managed the photography program and the bioionics research station. Wrote the grants to fund both projects.
- Taught Chemistry, Qualitative Analysis (2nd year Chem.), Pre-College Engineering, and Introductory Physical Science

1988 – 1991 U. S. Peace Corps Thailand, Fisheries Extension Agent

Trained and supervised ten Thai nationals who operated a tropical fish spawning station

- Trained five teachers and 12 parents in environmentally friendly, integrated farming.
 Authored a pamphlet for the Ministry of Interior
- Was a leader involved in new volunteer training

Education

2000-2005 Wayne State University Detroit, MI

Doctorate of Education; Leadership and Policy Studies

1999-2001 Galileo Leadership Program W.K. Kellogg Foundation

1995-1996 Wayne State University Detroit, MI

Administrator Certification/Ed Specialist

1992-1993 University of Michigan Ann Arbor, MI

MA, Education (Dewitt Wallace Fellowship)

1988 University of South Carolina

Belle W. Baruch Institute Marine Biology and Coastal Research. Aquaculture Training Program

1984 – 1988 Miami University Oxford, Ohio

BA, Zoology. Graduated CUM Laude; Miami Honors Program; University Honors

Memberships 2005-present: Executive Board Michigan Science Teachers Association-Treasurer

2001-2002: Volunteer Mentor for VIP, Volunteers in Prevention, Probation and Prisons, Inc.

2000-2002: Lead Administrator for the Southwest Region of the Detroit Church of Christ Children's Ministry

1992-present: MDSTA; MSTA; MSELA; NSTA; ASCD; HOPE for Kids

1992-present: Presenter MDSTA, MSTA, NSTA, and Title 1 Conferences

1997-1999: Board of Directors Metro Detroit Science Teachers Association

THE PROFESSIONAL STANDARDS COMMISSION FOR TEACHERS
State Board of Education Appointed

CHARGE : In the last decade, research has validated the critical role of well-prepared teachers in successful student learning. Statistics show that high quality teaching can produce the same rate of educational gain across socio-economic levels. Michigan is a leading producer of teachers for the United States. The increasing need for rigor, relevance, and relationships in K-12 education requires substantive change to the ways we educate all teachers before and after they enter the classroom.

The State Board of Education (SBE) has statutory responsibility for policy considerations regarding the preparation of Michigan teachers. In order to encourage responsible innovation linked with successful student outcomes, and consistency of delivery of teacher preparation programs, the Professional Standards Commission for Teachers (PSCT) is charged to:

1. Investigate and recommend standards of professional preparation and practice to improve the quality of the teaching profession and its positive impacts on student achievement;
2. Develop and recommend standards for the implementation of teacher internships, student teaching programs or other clinical teaching experiences for persons preparing to become teachers;
3. Review and recommend improvements in professional development, continuing education and recertification of teachers;
4. Review and recommend changes in policies related to the revocation of teaching certificates;
5. Advise the SBE and the Michigan Department of Education (MDE) on policies regarding teacher preparation quality, including standards for the preparation of teachers;
6. Review the "Educators Code of Conduct" and recommend revisions to strengthen the emphasis on ethical conduct and professional behavior of teachers; and
7. Review and recommend changes in the teacher preparation institution periodic review process based on current best practice and research.

THE PROFESSIONAL STANDARDS COMMISSION FOR TEACHERS **State Board of Education Appointed**

COMPOSITION: The State Board of Education (SBE) and the Michigan Department of Education (MDE) recognize that it is important that the Professional Standards Commission for Teachers (PSCT) membership represent the ethnic, geographic, and social diversity of the State of Michigan. The PSCT is also expected to foster the SBE's policies including universal education and learning for all. In order to further these SBE priorities, and the increasing public visibility of the MDE decisions about teacher quality, the PSCT shall be revised to incorporate the following positions:

One (1) member representing public universities approved for teacher preparation by the SBE;

One (1) member representing independent colleges approved for teacher preparation by the SBE;

Twelve (12) members representing teachers (half elementary, half secondary teachers of content specialties) including: 1 nonpublic, 1 intermediate school district, 1 public school academy, and 4 representing each of the four core content areas of mathematics, English/language arts, science (group or individual subject), and social studies (group or individual subject), 1 career and technical education teacher, and 1 school counselor. Teachers must have five years of experience to be eligible for recommendation to the PSCT;

One (1) school administrator (superintendent, curriculum director, human resources director);

Three (3) principals: one elementary, one middle school, and one secondary. Principals must demonstrate that they have met standards established by the "Elevating Educational Leadership Task Force";

One (1) local school board member;

One (1) Dean of Education from a public or private SBE approved teacher preparation institution;

- Three (3) members representing the global community (i.e., parents, community members, business and industry, etc.);

One (1) member representing a public or private research institution or institute;

One (1) member representing a community college; and

One (1) SBE member (ex officio).

The SBE ex-officio member shall represent the SBE at PSCT meetings and provide interaction between the SBE and the PSCT members. The SBE member is a non-voting member.

A commission member who does not continue to have the qualifications which entitled that member to his or her original SBE appointment will be allowed to complete the remainder of his or her appointment term at the discretion of the SBE. The SBE shall retain the authority to nominate and appoint members of the PSCT. All other nominations will be referred to the SBE for review and approval.

PROFESSIONAL STANDARDS COMMISSION FOR TEACHERS

APPOINTMENT LIST – January 2007

Meetings dates: March 1, April 19, and May 17.

<u>CATEGORY</u>	<u>APPOINTMENT</u>	<u>EXPIRATION DATE</u>	<u>ATTENDANCE</u>
<u>Community College</u>			
Dr. Mary C. Belknap Jackson Community College Teacher Education 2111 Emmons Road Jackson, MI 49201	1/9/07	6/30/2010	
<u>Dean of Education from TPI</u>			
Dr. Elaine C. Collins Dean of Education Grand Valley State University 301 W. Fulton St. Grand Rapids, MI 49504	1/9/07	6/30/2010	
<u>Global Community Member</u>			
Ms. Lois Lofton-Doniver American Federation of Teachers 2661 E. Jefferson Detroit, MI 48207	10/11/05	6/30/2009	
Mr. Dennis Muchmore DHR International 6639 Centurion Dr. #140 Lansing, MI 48917	8/13/05	6/30/2007	0
Ms. Laurel Wagner Reading & Language Arts Center 367 Woodward Ave. #20 Bloomfield Hills, MI 48304	10/10/06	6/30/2010 resigned 4/18/07	0
<u>Independent Teacher Education Institution</u>			
Dr. David Hamilton School of Education Spring Arbor University 106 E. Main Spring Arbor, MI 49283	8/10/04	6/30/2008	

<u>CATEGORY</u>	<u>APPOINTMENT</u>	<u>EXPIRATION DATE</u>	<u>ATTENDANCE</u>
<u>School Administrator</u> Dr. Kathy Griffey Battle Creek Public Schools 3 Van Buren Street West Battle Creek, MI 49015	1/9/07	6/30/2010	3/3
<u>Teacher - Career & Tech Ed.</u> Ms. Rosa Johnson Mt. Pleasant High School 1155 South Elizabeth Street Mt. Pleasant, MI 48858	9/13/05	6/30/2009	
<u>Teacher - English/Language Arts</u> Ms. Carole Turner C.L. Phelps School 700 East North Street Ishpeming, MI 49849-2005	9/13/05	6/30/2007	0
<u>Teacher - ISD</u> Ms. Judy Brune Ionia Intermediate School District 2191 Harwood Road Ionia, MI 48846	8/10/04	6/30/2008 resigned 5/4/07	
<u>Teacher - Math</u> Ms. Terri Faitel Trenton Public Schools 4000 Marian Drive Trenton, MI 48183	1/9/07	6/30/2010	
<u>Teacher - Non-public</u> Ms. Barbara Stork MI Association of Nonpublic Schools 510 South Capital Avenue Lansing, MI 48933	6/30/05	6/30/2007	
<u>Teacher - Public School Academy</u> Ms. Lisa M. Koski Trillium Academy 15740 Racho Road Taylor, MI 48180	1/9/07	6/30/2010	
<u>Teacher - School Counselor</u> Ms. Vivian Davis Albion High School 225 Watson St. Albion, MI 49224	9/13/05	6/30/2009	

<u>CATEGORY</u>	<u>APPOINTMENT</u>	<u>EXPIRATION DATE</u>	<u>ATTENDANCE</u>
<u>Local School Board Member</u> Mr. Gary Scholten, Director Ottawa County Dept. of Employment & Training 414 Washington Avenue Grand Haven, MI 49417	1/9/07	6/30/2010	
<u>Principal - Elementary School</u> Ms. Amy Tebo, Principal Hastings Area School District 1900 Star School Road Hastings, MI 49058	1/9/07	6/30/2010	
<u>Principal - Middle School</u> Ms. Penny Snyder, Principal Jonesville Middle School 401 E. Chicago Jonesville, MI 49250	1/9/07	6/30/2010	
<u>Principal - Secondary</u> Mr. Robert Belous, Principal Atherton High School 3354 S. Genesee Burton, MI 48519	1/9/07	6/30/2010	
<u>Public Teacher Education Institution</u> Dr. Larry Corbett Central Michigan University 204 Ronan Hall Mt. Pleasant, MI 48859	10/11/05	6/30/2009	
<u>Research Institute</u> Dr. John C. Burkhardt National Forum on Higher Education for the Public Good 610 East University Avenue #2339 Ann Arbor, MI 48109	1/9/07	6/30/2010	
<u>SBE Liaison</u> Mr. John Austin Michigan State Board of Education P.O. Box 30008 Lansing, MI 48909	1/9/07	6/30/2010	

<u>CATEGORY</u>	<u>APPOINTMENT</u>	<u>EXPIRATION DATE</u>	<u>ATTENDANCE</u>
<u>Teacher - Science</u> Dr. Carol L. Jones Macomb ISD Consultant Services Department 44001 Garfield Rd. Clinton Twp, MI 48038	1/9/07	6/30/2010	
<u>Teacher - Social Studies</u> Mr. Kevin Harris Dearborn Federation of Teachers 4407 Roemer Dearborn, MI 48126	10/11/05	6/30/2009	3/3
<u>Teacher - Other</u> Open Position to be filled 2007-08	2007	6/30/2011	
Ms. Susan Pagen New Buffalo Middle School 1112 E. Clay St. New Buffalo, MI 49117	9/13/05	6/30/2009	
Ms. Nancy Shaw Livonia Public Schools Tyler Elementary 32401 Pembroke Livonia, MI 48152	8/10/04	6/30/2008 resigned 6/30/07	

Explanation of attendance is on record.