STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

RICK SNYDER
GOVERNOR

MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

March 21, 2011

MEMORANDUM

TO: State Board of Education

FROM: Michael Flanagan, Chairman

SUBJECT: Approval of the Proposed Standards for the Preparation of Teachers of Industrial and Technology Education (IX)

In pursuit of its goal to improve teacher quality, the State Board of Education (SBE) receives proposals for the adoption and revision of program standards for teacher preparation. These proposed standards reflect and support Michigan's Curriculum Framework and Benchmarks, Universal Education Vision and Principles, and SBE approved Educational Technology Standards and Expectations. The revised standards also reflect and support standards adopted by national professional/specialty-area organizations.

Proposed Standards for the Preparation of Teachers of Industrial and Technology Education (IX) were presented to the SBE at its December 7, 2010, meeting and no changes were requested. The proposed IX standards (Attachment A) now reflect changes due to feedback received from professional organizations, all Michigan teacher preparation institutions, and a random sample of intermediate and local school districts (Attachment B) during field review from December 2010 through February 2011. Revisions are shown in uppercase bold print and strikeouts. Overall responses to the revised standard during the field review were positive and supportive.

It is recommended that the State Board of Education approve the Standards for the Preparation of Teachers of Industrial and Technology Education (IX), as attached to the Superintendent's memorandum dated March 21, 2011.

STATE BOARD OF EDUCATION

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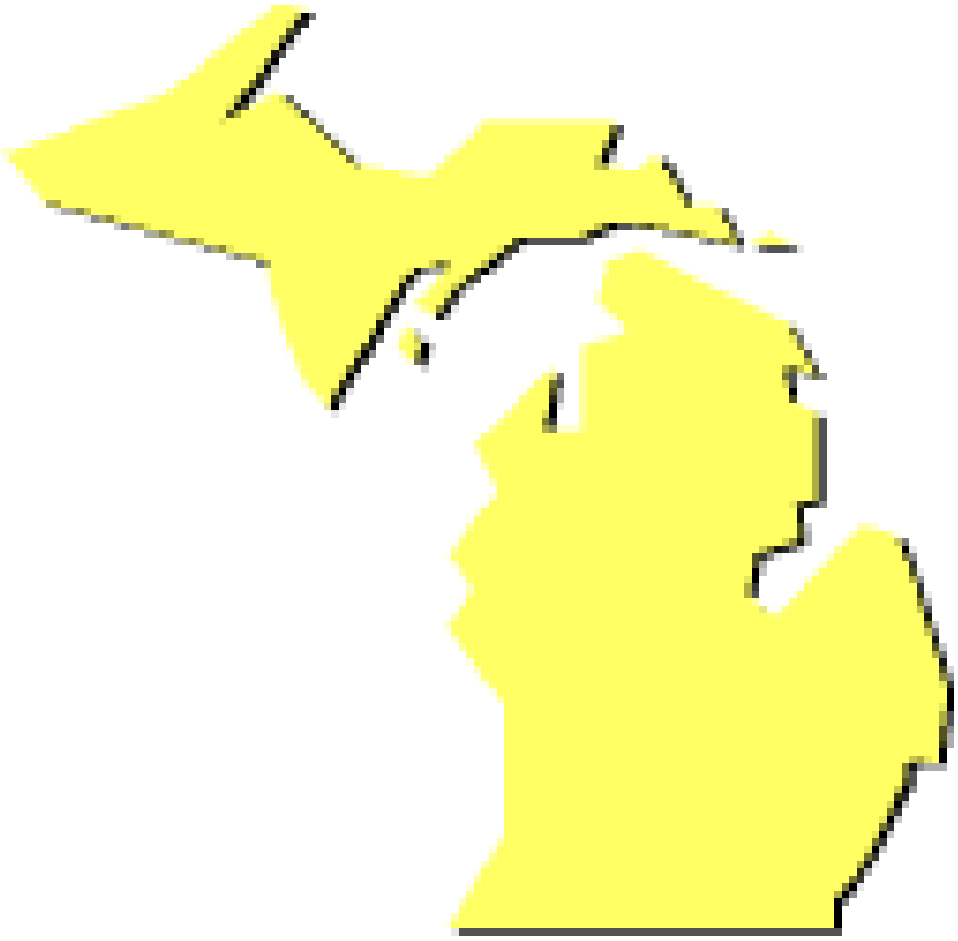
Attachment A

Standards for the Preparation of Teachers of

Industrial and Technology Education (IX)



Adopted by the Michigan State Board of Education

(date)

Standards for the Preparation of Teachers of Industrial and Technology Education (IX)

Preface

Development of the Proposal

The Industrial and Technology Education Committee of the Whole met from March 2009 through May 2010. It worked as a collaborative group to address concerns regarding combining the previously approved Industrial Technology (IX) and Technology and Design (TX) into one common set of standards. The Committee of the Whole included representatives from teacher preparation institutions (TPIs), intermediate school districts, leaders in the field with background knowledge in one or both of the content areas, and staff from the Michigan Department of Education's (MDE) Office of Professional Preparation Services, and Office of Career and Technical Education. An Executive Committee was established by the Committee of the Whole to serve as the primary drafters of the document and serve as liaisons to the MDE.

The Committee of the Whole first met to begin the discussion and develop a loose framework giving direction to the Executive Committee, which met for about a year to complete a working draft of the proposed Standards. The Committee of the Whole reconvened in May 2010 to provide feedback, make recommendations, and eventually approve a working draft of the standards. The Committee of the Whole utilized current and future practices, as well as Michigan's policies, to craft these standards to embrace the rich history of these two areas, and also move the field forward to meet the needs of future teacher candidates and ultimately the students in the local classroom. In an effort to ensure that appropriate breadth and depth are met, the Committee of the Whole recommends TPIs offer this endorsement as either a group major of 36 credit hours or a group minor of 24 credit hours.

The Committee of the Whole also chose to utilize the IX endorsement code and eliminate the TX code. The Committee of the Whole chose to show the combining of the subject areas by changing the name to Industrial and Technology Education (IX).

Review of Documentation

For standard one, TPIs are expected to document how their programs utilize technology in content-specific fields in order to address elements from Michigan's Educational Technology Standards and Expectations. Further, TPIs are expected to document how they utilize technology and other methods to teach all students, thus mirroring techniques for the teacher candidates that enable them to understand and apply the content-specific pedagogy needed to teach all students as described by the Universal Education Vision and Principles.

TPIs are expected to document how teacher candidates are appropriately and adequately prepared to use a depth and breadth of knowledge and skills that support the beginning teacher in addressing all of the elements within the standards. Specific competency levels guide the depth of awareness, knowledge, and skills needed of the teacher candidate to adequately meet the specific standard element. The three levels are Awareness, Basic, and Comprehensive understanding. An Awareness competency level means the teacher has a general understanding of the knowledge. Basic understanding means the teacher candidate has the ability to understand and apply the knowledge and skills beyond the level required in the Michigan Curriculum Framework. A Comprehensive understanding means the teacher candidate has a high level of understanding and is able to effectively apply and continuously reflect on the content and learner connection.

The proposal includes the following:

- Industrial and Technology Education (IX):
    - **ELEMENTARY OR SECONDARY COMPREHENSIVE GROUP MAJOR OF AT LEAST 50 SEMESTER HOURS**
    - Elementary or Secondary group major of at least 36 semester hours
    - Elementary or Secondary group minor of at least 24 semester hours
    - Endorsement of at least 24 semester hours

Industrial and Technology Education (IX)
Content Guidelines/Standards Matrix

College / University: _____

Program / Subject Area: Industrial and Technology Education **Code:** IX

Source of Guidelines / Standards: Michigan State Board of Education (date)

- **COMPLETION OF AN INDUSTRIAL AND TECHNOLOGY EDUCATION COMPREHENSIVE GROUP MAJOR MUST INCLUDE A MINIMUM OF 50 SEMESTER CREDIT HOURS.**
- Completion of an Industrial and Technology Education group major must include a minimum of 36 semester credit hours.
- Completion of an Industrial and Technology Education minor must include a minimum of 24 semester credit hours.
- To add an Industrial and Technology Education endorsement to an existing certificate, the program must be at least 24 semester credit hours.
- Completion of the Industrial and Technology Education endorsement program will prepare a candidate to teach all of the Industrial and Technology Education components (inclusive of programs similar to Project Lead the Way **OR OTHER STEM RELATED PROGRAMS**) in the appropriate range of the Certificate.

PROFICIENCY LEVEL RATINGS

A = AWARENESS: Possesses general knowledge of (exposure)

B = BASIC UNDERSTANDING: Ability to understand and apply (use)

C = COMPREHENSIVE UNDERSTANDING: High level of understanding, applying, and reflecting (proficient)

*** = THESE STANDARDS DO NOT HAVE LEVELS OF PROFICIENCY:** Programs either meet, or do not meet these standards

No.	Guideline / Standard	Level of Proficiency	Narrative Explaining how Required Courses and / or Experiences Fulfill the Guidelines	
			Major	Minor
1.0	The candidate will demonstrate comprehensive knowledge, understanding, evaluative skills, critical inquiry, and ability to teach the following content areas: engineering and design, power and energy, engines and power transmission, communication, individual and mass transportation, technological literacy, and problem solving in accordance to the Universal Vision and Principles, and Michigan's Educational Technology Standards and Expectations. **The candidate is able to:**			
1.1	Demonstrate knowledge of and ability to apply fundamental skills, safety, and efficient use of basic and contemporary processes including laboratory procedures/practices in each of the following content areas:			
1.1.1	**Engineering and Design** Utilize technologies to manipulate materials inclusive of woods and metals and understand concepts of Design, Manufacturing, Fabrication/Construction, and Drafting Technology (i.e. Computer Aided Design (CAD) and Computer Aided Manufacturing (CAM).	**C**		
1.1.2	**Power and Energy** inclusive of electricity and electronics as well as generating and conserving sustainable energy and power.	**C**		

No.	Guideline / Standard	Level of Proficiency	Narrative Explaining how Required Courses and / or Experiences Fulfill the Guidelines	
			Major	Minor
1.1.3	**Engine and power transmission** inclusive of any size internal and external combustion engines, electric motors, and fluid power devices.	**C**		
1.1.4	**Communication** inclusive of audio, visual, and other forms of communication, specifically creation and transfer of images, and electronic communication.	**C**		
1.1.5	**Individual and mass transportation** inclusive of surface, water, air, and space transportation.	**C**		
~~1.1.6~~ **1.2**	**UNDERSTAND AND** ~~U~~**U**tilize the **APPROPRIATE** standards ~~for Technological Literacy~~ ~~and other applicable standards~~ when developing lessons and classroom content **INCLUSIVE OF THE** Standards for Technological Literacy.	**C**		
~~1.2~~ **1.3**	Understand industrial processes and the practical application of the aforementioned content areas.	**C**		
~~1.3~~ **1.4**	Conduct experiments and research and solve various types of technical problems related to the design, construction, and evaluation of prototypes and services in the above mentioned content areas.	**C**		

No.	Guideline / Standard	Level of Proficiency	Narrative Explaining how Required Courses and / or Experiences Fulfill the Guidelines Major	Minor
~~1.4~~ **1.5**	Utilize problem-solving and creative thinking strategies across the State Recognized Core Content Areas.	**C**		
~~1.5~~ **1.6**	Incorporate and apply a problem-solving model similar to ones used in an industrial setting into Industrial and Technology Education courses incorporating engineering concepts. (In the absence of a locally recognized problem-solving model, the following is to be used: Identify the problem, frame the problem, research the problem, identify possible solutions, select and develop a solution, test the solution, and reflect on outcome).	**C**		
~~1.5.1~~ **1.6.1**	Demonstrate skills and knowledge of how to apply a problem solving model in servicing, repairing, and redesigning products.	**C**		
2.0	**Career Cluster knowledge** The candidate will demonstrate knowledge and skills in researching and presenting National Career Clusters in each content area specified in standard 1.0. **The candidate is able to:**			
2.1	Demonstrate knowledge of National Career Clusters organizational structure.	**B**		

No.	Guideline / Standard	Level of Proficiency	Narrative Explaining how Required Courses and / or Experiences Fulfill the Guidelines	
			Major	Minor
2.2	Demonstrate knowledge and awareness of the Career and Employability Skills Content Standards and Benchmarks as approved by the State Board of Education.	**B**		
3.0	**Instruction** The candidate will demonstrate the ability to design, present, and assess instruction for diverse learners in accordance to Universal Education Vision and Principles and utilize innovative technology in accordance to Michigan's Educational Technology Standards and Expectations. **The candidate is able to:**			
3.1	Design, implement, and manage safe learning environments.	**C**		
3.2	Apply various teaching methods, including the ability to organize curriculum and instructional materials, and manage resources appropriate to the content area.	**C**		
3.3	Demonstrate knowledge of and ability to construct learning environments inclusive of collaborative teaching methods that engage students with multiple learning styles, diverse needs, multiple intelligences, varying cultural and socio economic backgrounds, and special needs.	**C**		

No.	Guideline / Standard	Level of Proficiency	Narrative Explaining how Required Courses and / or Experiences Fulfill the Guidelines	
			Major	Minor
3.4	Demonstrate knowledge of appropriate instructional technology, especially content-specific technology, to engage all learners inclusive of assistive and adaptive technology.	**C**		
3.5	Design and implement instructional strategies that promote higher order thinking skills, knowledge depth, substantive conversations, the enhancement of intercultural competence, and connections to the world beyond the learning environment.	**C**		
3.6	Successfully complete early and ongoing structured field experiences, prior to and including student teaching, in diverse learning environments.	*		
3.6.1	Complete a full-time student teaching experience in an Industrial and Technology Education content setting under the supervision of an endorsed cooperating/mentor teacher(s) in the content area, university coordinator, and/or university program faculty with knowledge in Industrial and Technology Education content.	*		

No.	Guideline / Standard	Level of Proficiency	Narrative Explaining how Required Courses and / or Experiences Fulfill the Guidelines	
			Major	Minor
3.7	Identify and incorporate appropriate National Common Core State Standards and the Michigan Curriculum Framework for both elementary and secondary education into the Industrial and Technology Education program for the following core areas:			
3.7.1	English and Language Arts	**C**		
3.7.2	Science	**C**		
3.7.3	Mathematics	**C**		
3.7.4	Social Studies	**C**		
3.7.5	Visual performing and applied arts	**C**		
3.8	Demonstrate knowledge of work based student experiences, job shadow, internship and apprenticeships.	**B**		
3.9	Demonstrate knowledge of and ability to establish and advise student organizations.	**B**		
3.10	Demonstrate the importance of continually improving the attitudes, knowledge, and skills of Industrial and Technology Education students.	**C**		

No.	Guideline / Standard	Level of Proficiency	Narrative Explaining how Required Courses and / or Experiences Fulfill the Guidelines	
			Major	Minor
4.0	**Assessment, Skills, and Practices** The candidate will demonstrate knowledge of and ability to utilize various levels of formal and informal assessment strategies to help ensure continuous intellectual, social, and physical development of learners. **The candidate is able to:**			
4.1	Demonstrate the ability to use formative and summative assessment data to improve instruction, student learning, and curriculum planning for continuous program improvement.	**C**		
4.2	Demonstrate knowledge of and ability to implement a variety of formative and summative assessment strategies appropriate to Industrial and Technology Education.	**C**		
4.3	Demonstrate the ability to interpret assessment results and communicate assessment data to students, parent(s)/guardian(s), and other school personnel.	**C**		
4.4	Demonstrate knowledge of appropriate assessment tools **TO FORMULATE MEASURABLE STUDENT GROWTH GOALS,** and implementation strategies with appropriate accommodations that align with state expectations, as exhibited through state assessment and policy documents.	**C**		

No.	Guideline / Standard	Level of Proficiency	Narrative Explaining how Required Courses and / or Experiences Fulfill the Guidelines	
			Major	Minor
4.5	Demonstrate knowledge of a variety of assessment tools allowing students to evaluate their own academic progress and set goals.	**C**		
5.0	**Professionalism** Teacher preparation institutions provide candidates with opportunities to develop the dispositions and characteristics of a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parent(s)/guardian(s), and other professionals in the learning community), and who actively seeks out opportunities to grow professionally to include continued enhancement of instructional and content related knowledge and skills. **The candidate is able to:**			
5.1	Articulate a program's mission and an emerging direction.	**C**		
5.2	Develop, manage, and assess an Industrial and Technology Education program.	**C**		
5.3	Demonstrate knowledge of current research and best practice in Industrial and Technology Education.	**B**		

No.	Guideline / Standard	Level of Proficiency	Narrative Explaining how Required Courses and / or Experiences Fulfill the Guidelines	
			Major	Minor
5.4	Demonstrate knowledge of current curricular requirements, issues, and trends in the content areas at the state and national level.	**B**		
5.5	Demonstrate knowledge of professional organizations and resources to support and improve teaching, and to encourage professional development.	**B**		
5.6	Demonstrate appropriate communication and collaboration skills to interact with educational colleagues, parent(s)/guardian(s), and others in the larger community to support student learning and growth (i.e. Educational Development Program).	**C**		
6.0	**Technology** Teacher preparation institutions provide candidates with the opportunities to develop and demonstrate application of the technology competencies of the Professional Standards for Michigan Teachers, and prepare candidates to assist students to meet the Michigan's Educational Technology Standards and Expectations for the appropriate grade level. **The candidate is able to:**			

No.	Guideline / Standard	Level of Proficiency	Narrative Explaining how Required Courses and / or Experiences Fulfill the Guidelines	
			Major	Minor
6.1	Identify, evaluate, and apply current and emerging technology in the content areas that include using appropriate technology tools for research, data acquisition and analysis, communications, and presentation.	**C**		
6.2	Knowledge of and ability to apply a wide array of content specific, adaptive and assistive technological resources, and evaluate for accuracy and effectiveness in the learning environment.	**C**		
6.3	Demonstrate and support the ethical, legal, and responsible use of technology.	**B**		
6.4	Use technology to develop higher order skills such as critical thinking, problem solving, self-direction, and collaborative learning.	**C**		
6.5	Use technology to address diverse student needs and learning styles including utilizing assistive and adaptive technologies.	**C**		
6.6	Use technology to facilitate effective formative and summative assessment strategies.	**C**		
6.7	Create and evaluate content-specific online learning experiences to enhance student learning.	**C**		

Glossary

Communication	The successful transmission of information through a common system of symbols, signs, behavior, speech, writing, or signals. Note: A communication system is a system that forms a link between a sender and a receiver, making possible the exchange of information.
Educational Development Plan	A realistic and attainable educational guide or plan developed by educational professionals and parents which helps students to plan their high school classes according to the career pathway in which they have an interest.
Evaluative Skills	Skills which enable students/teachers to evaluate information, to judge the value of what they read, hear or do, and to develop criteria for judging work done by others.
Industrial Processes	Procedures involving chemical or mechanical steps to aid in the manufacture of an item or items, usually carried out on a very large scale. Industrial processes are the key components of heavy industry.
IX Content Areas	Communication, Construction, Engineering and Design (Drafting, CAD, CAM), Engines and Power Transmission, Fabrication, Individual and Mass Transportation, Manufacturing, Metals, Power and Energy, Technological Literacy and Woods.
Multiple Learning Styles	Active, reflective, sensing, intuitive, visual, verbal, sequential and global learners.
National Career Clusters	They are; Agriculture, Food and Natural Resources, Architecture and Construction, Arts, Audio/Video Technology and Communications, Business Management and Administration, Education and Training, Finance, Government and Public Administration, Health Science, Hospitality and Tourism, Human Services, Information Technology, Law, Public Safety, Corrections and Security, Manufacturing, Marketing, Science, Technology, Engineering and Mathematics and Transportation, Distribution, and Logistics.
Project Lead the Way	Project Lead the Way is a hands-on, project based curriculum for Middle School and High School science and technology education.
Problem Solving Model	A model that incorporates a series of steps inclusive of examining design and incorporates troubleshooting systems and equipment. An example of a model is to identify the problem, frame the problem, research the problem, identify possible solutions, select and develop a solution, test the solution, and reflect on outcome.

Prototype	An original type, form, or instance of something serving as a typical example, basis, or standard for other things of the same category.
STEM	**THE INTEGRATION OF SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH CONTENT.**
State Recognized Core Content Areas	English Language Arts, Mathematics, Science, and Social Studies.
Technological Literacy	The ability to use, manage, assess, and understand technology. A technologically literate person understands, in increasingly sophisticated ways that evolve over time, what technology is, how it is created, and how it shapes society, and in turn by society.
Transitions	Movement across time, space, and activities. Transitions may create inconsistencies and disruptions in continuity of experience which can interfere with feelings of security and learning.
Universal Education Vision and Principles	The Universal Education Vision and Principles reflect the beliefs that each person deserves and needs a positive, concerned, accepting educational community that values diversity and provides a comprehensive system of individual supports from birth to adulthood (State Board of Education, September 12, 2006).

Attachment B

IX-TX Committee of the Whole

Name	Institution/Organization
Alan Papendick *	Central Michigan University
Alvin Tessmer	Eastern Michigan University
David Bledsoe *	Delta College/ Saginaw Valley State University
David King	Delta College/Saginaw Valley State University
Geralyn Stephens *	Wayne State University
Glenna Zollinger-Russell *	Michigan Department of Education
Jeff Bush	Oakland Schools
Jeff Goulasarian	Michigan Industrial and Technology Education Society
Joe Blaskowski	White Pine Middle School
Jon Dugger *	Eastern Michigan University
Mark Pagliano	Canton High School
Mark Bondy	West Middle School
Mark Trzeciak	West Middle School
Marvin Gage	Michigan Industrial and Technology Education Society
Mike Duff	Plymouth-Canton Educational Park
Mike Turino *	Northern Michigan University
Patricia Talbot	Michigan Department of Education
Richard Zinser *	Western Michigan University
Sid Holodnick	Muskegon Schools
Stephen Harper	Discovery Middle School
Thomas Bell *	Michigan Department of Education
T.J. Carey	White Pine Middle School
Tom Pachera	Skyline High School

* Indicates Executive Committee Members

Review and Comment requested from:

Name	Institution/Organization
David Hecker	American Federation of Teachers – Michigan
Edward O.Blews, Jr.	Association of Independent Colleges and Universities in Michigan
Richard Halsey	Association of Independent Michigan Schools
David Cohen	Consortium for Policy Research in Education – U of M
Bob Wiggins	Directors and Representatives of Teacher Education Programs
Lawrence W. Reed	Mackinac Center for Public Policy
Olga Moir	Michigan Association for Supervision and Curriculum Development
Stephen Barbus	Michigan Association of Colleges for Teacher Education
Katie Wolf	Michigan Association of Community and Adult Education
William Mayes	Michigan Association of Intermediate School Administrators
Alecia Powell	Michigan Association of Middle School Educators
Brian Broderick	Michigan Association of Nonpublic Schools
Dan Quisenberry	Michigan Association of Public School Academies
William Mayes	Michigan Association of School Administrators
Justin King	Michigan Association of School Boards
Jim Ballard	Michigan Association of Secondary School Principals
Tim Larrabee	Michigan Association of Teacher Educators
Shug Brandell	Michigan Coalition of Essential Schools
Sandra York	Michigan Congress of Parents, Teachers, and Students
Gary Moore	Association for Career and Technical Education
Mary Jo Self	National Association of Industrial Technical Teacher Educators
Georgre Rogers	National Association of Industrial Technical Teacher Educators
Lu Battaglieri	Michigan Education Association
Robert Howe, Jr.	Michigan Elementary & Middle School Principals Association
Sandra York	Michigan Parent Teacher Student Association
Deane DuPree	Michigan Parents as Teachers
William LeTarte	Michigan Small and Rural Schools Association
Raymond S. Telman	Middle Cities Education Association
Cliff Lehner	Michigan Industrial & Technology Education Society

Name	Institution/Organization
Joseph Churches	Michigan Industrial & Technology Education Society
James LeVande	Michigan Technology & Engineering Educators Association
Tom Pachera	Michigan Technology & Engineering Educators Association
Jean Shane	Network of Michigan Educators
Michael Bugenski	North Central Association
Diann Woodard	Organization of School Administrators and Supervisors
Michael A. Boulus	President's Council – State Universities of Michigan
Ann Omans	Special Education Advisory Committee
Kendall Starkweather	International Technology and Engineering Educators Association
Mark Dobias	Allegan Area ESA
Brian Wilmot	A-M-A ESD
Jeffrey Jennette	Barry ISD
Michael Dewey	Bay-Arenac ISD
Jeffrey Siegel	Berrien ISD
Michael Beckwith	Branch ISD
Terance Lunger	Calhoun ISD
John Ostrowski	Lewis Cass ISD
Mark Eckhardt	Charlevoix-Emmet
Mary Vratanina	C.O.P. ESD
Peter Everson	Eastern UP ISD
Sheryl Presler	Clare-Gladwin RESD
John Hagel	Clinton RESA
Michael Koster	Delta-Schoolcraft ISD
Johanna Ostwald	Dickinson-Iron ISD
Albert Widner	Eaton ISD
Thomas Svitkovich	Genesee ISD
Bruce Mayle	Gogebic-Ontonagon ISD
Michael Hill	Traverse Bay ISD
Jan Amsterburg	Gratiot-Isabella RESD
Robert Henthorne	Hillsdale ISD

Name	Institution/Organization
Dennis Harbour	Copper Country ISD
Robert Colby	Huron ISD
Stan Kogut	Ingham ISD
Robert Kjolhede	Ionia ISD
Thomas Caldwell	Iosco RESA
John Graves	Jackson ISD
Ronald Fuller	Kalamazoo RESA
Kevin Konarska	Kent ISD
Joseph Keena	Lapeer ISD
Stephen Krusich	Lenawee ISD
Scott Menzel	Livingston ESA
Michael DeVault	Macomb ISD
Charlene Myers	Manistee ISD
Steven Peffers	Marquette-Alger RESA
Jeanne Oakes	Mason-Lake ISD
Curtis Finch, Jr.	Mecosta-Osceola ISD
Lawrence Godwin	Menominee ISD
Clark Volz	Midland County ESA
Donald Spencer	Monroe ISD
Scott Koenigsknecht	Montcalm ISD
Susan Meston	Muskegon ISD
Lori Tubbergen Clark	Newaygo County RESA
Vickie Markavitch	Oakland ISD
Larry Lloyd	Oceana ISD
Karen McPhee	Ottawa ISD
Robert Jones	COOR ISD
Richard Syrek	Saginaw ISD
Dan DeGrow	St. Clair ISD
Barbara Marshall	St. Joseph ISD
Timothy Edwards	Sanilac ISD

Name	Institution/Organization
John Hagel	Shiawassee RESD
Carol Socha	Tuscola ISD
Jeffrey Mills	Van Buren ISD
William Miller	Washtenaw ISD
Christopher Wigent	Wayne RESA
Scott Crosby	Wexford-Missaukee ISD
Timothy Johnston	Hastings High School
Robin Hadrick	Oak Manor Sixth Grade Center
Paul Hartsig	Union High School
Roberta Glaser	East Essex School
Sherry Anderson	Stewart School
Jerry Kramer	Lake Fenton High School
Dennis Deeg	Jonesville Alternative High School
Linda Angel-Weinberg	Dwight Rich Middle School
Robin Andress	Hale Area Middle School
Chuck Tansey	Edison Environmental Science Academy
Robert Evans	Burton Middle School
Michelle Carter	Grandville Central Elementary School
Jim Chludzinski	Holy Cross Children's Services (Boysville)
Marge Stoi	Bozymowski Center
Lou Ann Fanning	Atwood Elementary School
Heather Shubnell	Fillmore Elementary School
Jeff Pennex	Woodcrest Elementary School
Allen Cumings	MacNaughton School
Troy Lindley	Newaygo Middle School
John Lawrence	Novi High School
Janet Stack-Miller	Karl Richter Campus
Beth Timlin	Glengary Elementary School
Jeri Start	Harbor Lights Middle School
Barbara Cicinelli	Mackinaw Academy

Name	Institution/Organization
Teresa Belote	Wenzel School
Martin Blackmer	Mayville Elementary School
Jami Bronson	Mill Creek Middle School
Sharon Mills-Sanford	Young, Coleman A. Elementary
Pamela Askew	Bethune Academy
Bernard Falahee	Raupp School
Laura Beckman	Jefferson-Barns Elem. School
Glenn Perry	Shelters Elementary School
Kim Raginia	Sharon J. Hardy Elementary School
Mary Murphy	Isabella Day Treatment
Cynthia Dowe	Horizon Alternative Education
Daisy Nieman	Munising SDA Elementary School
Julian Petzold	Trinity Lutheran School
Janet Troppman	St. Elizabeth Ann Seton M.S.
Tricia McGovern	Faith Community Christian School
James Bazen	Plymouth Christian High School
Ivan Beethe	Trinity Lutheran School
Christine Lee	St. Lawrence School
Karen Gotshall	Cedar Lake SDA Elementary School
Greg Pilarski	St. Dennis School
B Stein	Oholei Yosef Yitzchak Lubavi
Laura Kos	Rose Park Christian School
Helen Caspar	St. Edward on the Lake School
Dina Shtull-Leber	Hebrew Day School of Ann Arbor
Dwight Wilson	Friends School in Detroit
Juanita Martin	Peterson-Warren Academy
Bonnie McDonald	Learning Circle Academy
Susan Rowe	Detroit Cristo Rey High School
Katharine Cummings	Western Michigan University
Renee Papellian	Central Michigan University

Name	**Institution/Organization**
Michelle Johnston	Ferris State University
Craig Rooney	Wayne State University
Joe Lubig	Northern Michigan University
Shawn Quilter	Eastern Michigan University
Kathy Lopez	Saginaw Valley State University