

## Michigan Association of Intermediate School Administrators

### Preferred External Educational Services Provider Application

#### **Exemplar 1: Description of Comprehensive Improvement Services**

The Michigan Association of Intermediate School Administrators (MAISA) has a proven history of collaboration and partnership with the Michigan Department of Education (MDE) through the Darkening the Dotted Lines initiative for the past two years with the development of an Instructional Support Model and the work of co-facilitated subcommittees focused on providing instructional supports for Title I High Priority (HP) Schools. Throughout the 2007-2010 school year, MAISA worked in close partnership with MDE and its many partners: Michigan State University, AdvancED, North Central Accreditation, Wayne Regional Educational Service Agency (RESA), Learning Point Associates, Great Lakes East, Office of Special Education/Michigan's Integrated Improvement Initiatives (MI3), and Intermediate School Districts/Regional Educational Service Areas (ISDs/RESAs) serving High Priority (HP) Schools to support and assess the implementation of the current Statewide System of Support (SSoS) components.

Research indicates that in order for schools to sustain improvement, additional supports are needed (McLaughlin & Talbert, 2003; Protheroe, 2008; Shannon & Bylsma, 2004). MAISA can provide schools a variety of ongoing instructional support options to meet identified student needs. MAISA's support system is based on a Theory of Action, which states: If an aligned Statewide System of Support (SSoS) with instructional supports for targeted populations in Title I High Priority Schools is developed, that includes data-based decision making (DDDM), evidence-based intervention (EBI) investigation/selection, and instructional coaching (IC) support to ensure implementation fidelity and is designed to influence core instruction by developing leadership capacity and changing classroom practice, then there will be increased student achievement.

Schools not making Adequate Yearly Progress in English Language Arts or Math as a result of sub-group performance require targeted assistance around specified needs to ensure improvement. MAISA's approach to building the capacity of educators and administrators through quality professional development, targeted technical assistance, identification of evidence-based practices and effective implementation of those practices is a necessity when considering the comprehensive systems change needed to positively impact student achievement. A focused approach is particularly needed for the intended target of this work with high priority school populations such as: students with disabilities, students with limited English proficiency, alternative education and high schools.

#### **An Instructional Support Model**

*Data Driven Decision Making (DDDM)* The first level of the MAISA support system to ensure teacher and student success for sustaining improvement is for schools to participate in DDDM. The DDDM component provides critical information needed for systemic changes in instructional decision-making, helps increase effectiveness in using data to drive teacher and student performance, and assists in changing organizational systems and climate. Data Coaches are available through Data for Student Success, our data intervention partner. Data for Student Success conducts data training for school teams in collaboration with MAISA. The DDDM training helps school team members analyze data to clarify instructional gaps as a precursor to investigating evidence-based interventions to address the identified student needs.

Part of the content and delivery system is for school teams to complete the Study-Analyze Data Form which assists schools in charting their data from three possible sources: School Improvement Plan, Comprehensive Needs Assessment and/or Data for Student Success data inquiry tool. Process Mentor Teams, Data Coaches and/or Regional Support Coordinators may assist school teams in the completion of the Study-Analyze Data Form. School teams may also use this form to facilitate

conversations about instructional improvement with building staff. MAISA offers the expertise of Data Coaches and/or Regional Support Coordinators to assist in the analysis of data, the completion of the Study-Analyze form and to facilitate conversations about continuous instructional improvement, which assists in identifying short and long term goals related to the building school improvement plan

Schools needing a more in-depth assessment also have the option of working with Learning Point Associates in partnership with the local ISD to conduct a collaborative, intensive needs assessment, collecting and co-interpreting additional quantitative and qualitative data about their performance and specific needs of target populations. This process would include existing data, as well as qualitative data collected through interviews, observations, and survey.

*Evidence Based Intervention (EBI) Investigation and Selection.* The second component of MAISA's support system to ensure student and teacher success for sustained improvement is Evidence-based Intervention (programs, practices, and/or policies) investigation and selection. Based on the outcome of the data-driven decision making process, evidence-based intervention status is investigated using an EBI Protocol as a means for school teams to build capacity in understanding EBIs, introduce to the process, and document the process of the EBI investigation and selection with support from Regional Support Coordinators, a Data Coach, and/or an Instructional Coach. School teams review current curriculum and implementation fidelity to further collect data and determine possible causes of needs identified within the DDDM cycle in order to most accurately target intervention discussion which includes asking the following questions:

1. What written curriculum do we currently use to teach this;
2. Is the written curriculum aligned with state content expectations (GLSE/HSCE);
3. If no, what can the school do to change or supplement the written curriculum to align with state content expectations;
4. If yes, is the taught (enacted) curriculum aligned with the written curriculum and the state content expectations;
5. If no, will increased fidelity to the written curriculum improve student achievement;
6. If yes, continue discussion and investigation of Evidence-based interventions to address needs identified through the DDDM cycle.

School teams continue the exploratory work on individual attitudes, organizational factors, and environmental scans that exist within the organization. With a school's specific instructional/organizational needs defined and an understanding of EBI criteria, school teams investigate various evidence-based recommendations, consult and access evidence-based intervention resources, and complete the EBI Investigation and Selection Process for School teams. Throughout the entire process, school teams also have access to ongoing technical assistance from a selection of instructional coaches who are also certified to be regional EBI facilitators. The EBI facilitators are experienced in leading teams through the above-mentioned process for selection of an EBI that matches the identified student need based upon data using various repositories and directories.

*Instructional Coaches.* The third component of MAISA's support and delivery system are Instructional Coaches to ensure implementation fidelity. MAISA contracts with certified coaches specializing in ELA and Math to work with schools in support of their improvement efforts. MAISA instructional coaches are trained to efficiently and effectively coach to implement the EBI with fidelity always keeping an eye on the needs of the subgroup populations, supporting ongoing progress monitoring and working with teachers in differentiating and adjusting instruction to better meet students' needs. The Instructional Coaches offer customized professional development within assigned school(s) to multiple groups of teachers including one on one coaching, grade level teams, content area teams and other staff groups as needed including data, interventions, and other identified problems of practice.

Instructional Coaches are accessed through a Request for Services from the school, with assistance as necessary from the Regional Support Coordinator. As previously mentioned, once data needs are identified, an EBI investigation is conducted and determined to address those needs. An Instructional Coach is requested for assistance in Evidence-Based Intervention implementation fidelity. Schools are given the opportunity to interview qualified Instructional Coaches that are able to serve the identified needs, from within their geographical region. These coaches may participate in necessary training that informs their use and understanding of the chosen EBI.

Research suggests that coaches help teachers/educators to extend their understanding of content knowledge, instructional practice, and ability to effectively assess student needs (Walpole & McKenna, 2004; Wood & McQuarrie 1999). Evidence of increased student learning as a direct result of coaching is not yet well documented (Poglinco, Hovde, Rosenblum, Saunders, & Supovitz, 2003). But, as coaching is increasingly used and its impact measured, researchers expect more and more links to be established between coaching and student achievement. A growing body of research suggests that coaching is a promising element of effective professional development (Annenburg Institute for School Reform, 2004). Coordination and oversight of all coaching components will be facilitated by MAISA.

### **Additional Supports**

In addition to the three key components, MAISA will also provide additional supports for Title I High Priority schools, which include:

*Communities of Practice.* As part of a comprehensive support and delivery system, MAISA has the ability to bring together schools implementing like interventions in a community of practice, which support a job-embedded professional development system to increase internal capacity for improvement and sustainability. In addition to face-to-face meetings, a Community Room in Michigan LearnPort will be established to facilitate communication and sharing between schools implementing like interventions. According to the National Staff Development Council (2001), many educators benefit from regional or national subject-matter networks or school reform consortia that connect schools with common interests. Research indicates that sharing experiences in communities of practice can provide important sources of information and knowledge as well as the interpersonal support required to persist over time in changing complex schoolwide or classroom practices (Walpole & McKenna, 2004; Wood & McQuarrie 1999; DuFour & Eaker, 1998).

*Target Populations and Subgroups.* Target populations and subgroups for Title I HP Schools currently include Whole Group (entire student body achievement issue), Students with Disabilities, English Language Learners, High Schools, and Alternative Education Students. While the specific evidence-based interventions for each subgroup may differ, the overall implementation approach is the same, and is also evidence-based. For each participating school, the Instructional Support Model will be implemented according to the following approach:

- School Team Established/Modified
- Data driven decision making (a triage approach will be used to determine level of needs to be addressed)
- Evidence-Based Interventions investigated and selected
- Ongoing implementation support from Instructional Coaches

Effective implementation of evidence-based practices and data based decision making are benchmarks of MAISA's Instructional Support Model. Creating a foundational knowledge base of current research on effective implementation strategies will create continuity and coherence across all selected Statewide System of Support (SSoS) options.

*Professional Development for ISD/RESA Staff and Schools Teams.* In-depth training on how to use data inquiry tools, which include local data warehouses, local assessments, and other data sources

are available to school teams and ISD/RESA staff. In addition schools have the option of requesting the support of a Data Coach to provide customized building-level professional development. Data Coaches, ISD/RESA staff and/or Regional Support Coordinators are also available to support schools teams in the analysis of student data and the completion of their Study-Analyze Data Form.

Instructional Coaches for English Language Arts and/or Math are selected by school teams to support the implementation of the evidence-based intervention/s selected to increase student achievement. The MAISA instructional coaching support provides in the classroom, one-on-one coaching support for teachers to implement evidence-based practices to increase student achievement.

The combination of job-embedded professional learning; a focus on shared, proven practices, and various forms of feedback constitute the elements of a continuous system of improvement. These systems, with the support of Regional Support Coordinators, Data Coaches, EBI Training Teams and Instructional Coaches, will quickly demonstrate more effective educator practices and improved student learning. Joyce and Showers (1995) found that when presentation of theory, demonstration, low-risk practice were combined with coaching and other forms of follow-up support, such as study groups, teachers' use of the new instructional strategies increased dramatically.

*School Improvement Planning Support.* MAISA Instructional Specialists and Regional Support Coordinators support schools with their school improvement planning. With the additional support of Data Coaches and Instructional Coaches, schools gathered, analyzed data and examined why students were not achieving based on MEAP results and local data. In addition, they built the capacity of educators to investigate and select evidence-based interventions aligned with Michigan's Grade Level Content Expectations (GLCEs), Michigan High School Content Expectations (HSCEs), Michigan Curriculum Framework, and the Michigan Merit Curriculum.

## **Exemplar 2: Use of Scientific Educational Research**

MAISA is committed to ensuring that scientific educational research and evidence-based practices will be used as the basis for all content, delivery systems and services provided to Title I High Priority Schools. The following represent examples of that commitment.

All professional development provided will incorporate Michigan's State Board of Education (SBE) approved context, process and content standards for staff development to improve learning for all students. According to Joyce and Showers (1995, p. 10) "...when training includes modeling or demonstrations, low-risk practice, and coaching or other forms of ongoing support, it can be extremely effective as a means to acquire knowledge and skills." Based on the aforementioned knowledge, all skill-based professional development will include coaching and/or technical assistance.

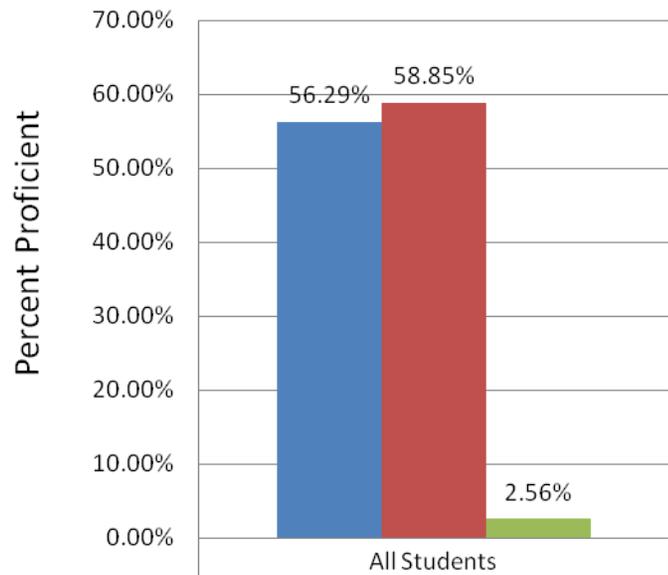
In order to change school culture and promote the use of evidence-based practices, Professional Learning Communities (PLC) will be created and used to deepen the knowledge, understanding and use of best instructional practices (DuFour, R., U Eaker, R. 1998). Instructional Coaches will take a leadership role in the promotion and creation of PLCs to engage teachers in making data-based instructional decisions and to implement evidence-based interventions with fidelity. As part of fidelity, implementation strategies of all adopted evidence-based interventions will adhere to the current research completed by the National Implementation Research Network (NIRN) (Fixsen, Naoom, Blasé, Friedman, & Wallace F., 2005). Staff from NIRN and the National Center on State Implementation & Scaling-up of Evidenced-based Practices (SISEP) will provide guidance on the use of this knowledge base to ensure both effective implementation at the local level and support for large-scale implementation over time.

The capacity of educators to make data-based instructional decisions will be developed. Data Coaches will assist school teams to gather and analyze student data. Through the development of PLCs a culture of data-based decision making will be promoted. Instructional Coaches will provide one-on-one support to teachers to implement evidence-based interventions with fidelity. Instructional Coaches, in concert with Data Coaches, teacher leaders and other committed staff, will take a leadership role in establishing and growing PLCs to create communities of practice that focus on increasing student achievement.

The Instructional Support Model has targeted the following populations and subgroups for focused support: a) high schools, b) alternative education students, c) students with disabilities and d) English Language Learners. The MAISA grant team, ISD/RESA Instructional Consultants and local district staff use gap analysis reports, provided by the MAISA intervention partner, to identify student achievement issues, to target resources to areas of need and to support focused intervention efforts and strategies. For each content area standard gap analysis data is available.

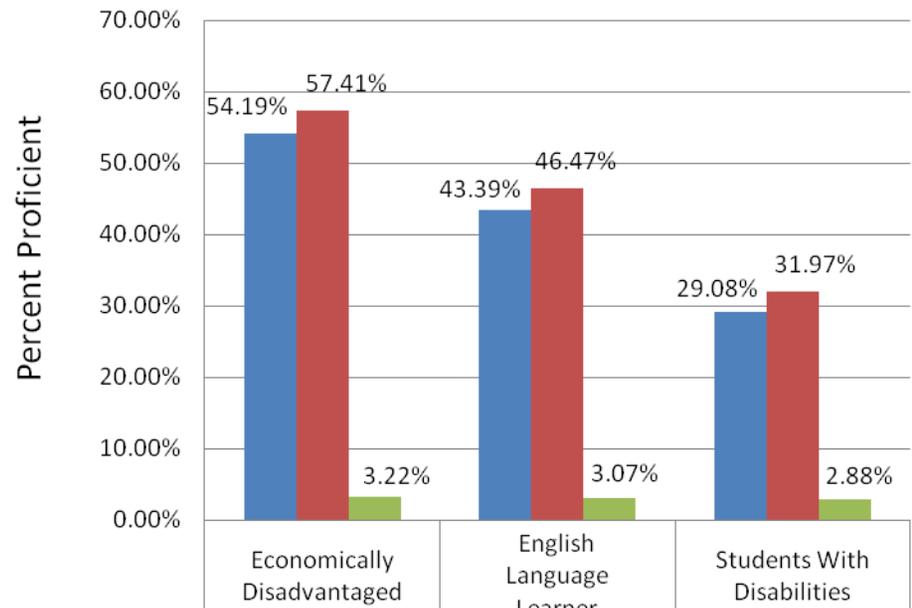
The Gap Analysis reports for the change in MEAP proficiency percentages for math and reading from the fall of 2008 to the fall of 2009 for cohort 1 schools that received TIAG services during this time showed a slight to moderate increase for all students in Math. The percent proficient increased 2.56% over the previous year which is a 5% change in results. This data also showed a significant increase of 9.26% for actual students who were proficient. This is a 16.5% increase over the results from the previous year. The other relevant piece of information from this data is the fact that all three subgroups: Economically Disadvantaged, English Language Learner, and Students with Disabilities all show similar increases in achievement from the previous year. Although this is just one year's worth of data, the initial findings and data support the Theory of Action of the TIAG. Student achievement can and will increase when schools focus on DDDM, EBI, and implementation with fidelity with the support of an Instructional Coach.

### MEAP Math Title I Schools Two Year Comparison - All Students (Cohort 1)



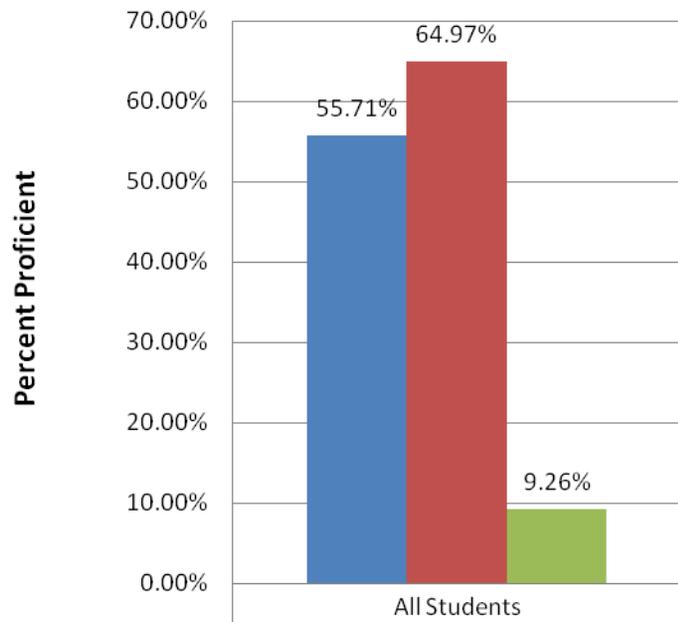
■ % Proficient Fall 2008	56.29%
■ % Proficient Fall 2009	58.85%
■ % Change	2.56%

### MEAP Math Title I Schools Two Year Comparison - AYP Subgroups by Program Participation (Cohort 1)



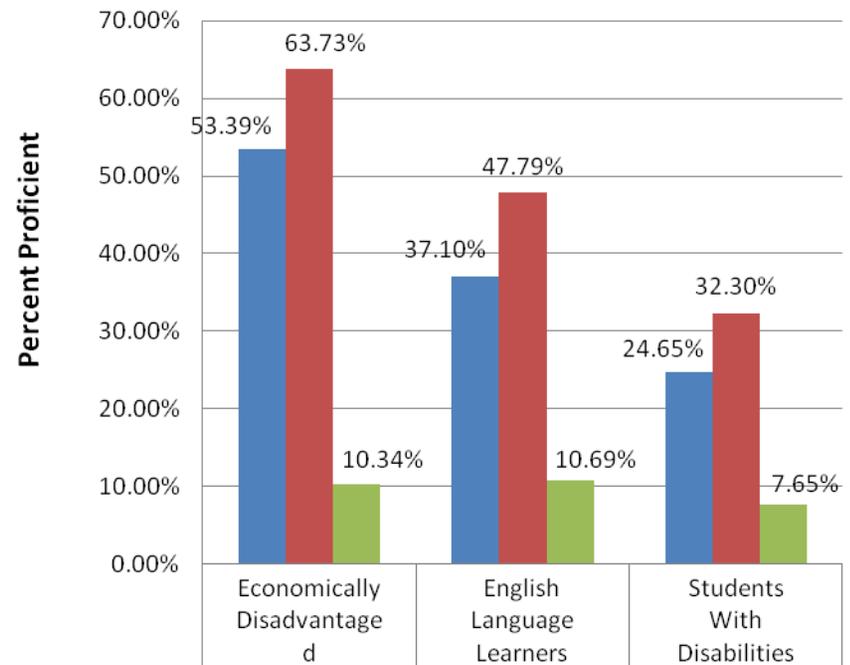
■ % Proficient Fall 2008	54.19%	43.39%	29.08%
■ % Proficient Fall 2009	57.41%	46.47%	31.97%
■ % Change	3.22%	3.07%	2.88%

### MEAP Reading Title I Schools Two Year Comparison - All Students (Cohort 1)



■ % Proficient Fall 2008	55.71%
■ % Proficient Fall 2009	64.97%
■ % Change	9.26%

### MEAP Reading Title I Schools Two Year Comparison - AYP Subgroups by Program Participation (Cohort 1)



■ % Proficient Fall 2008	53.39%	37.10%	24.65%
■ % Proficient Fall 2009	63.73%	47.79%	32.30%
■ % Change	10.34%	10.69%	7.65%



### **Exemplar 3: Job-embedded Professional Development**

The Instructional Support Model is build on upon the concept of job-embedded professional learning based on the implementation of the following three key components:

- Data-Driven Decision Making
- Evidence-Based Interventions
- Instructional Coaches

During the implementation of each key component, job-embedded capacity building and support are provided to principals, school leadership teams, teachers and support staff. Wei, Darling-Hammond, Richardson, and Orphanos (2009, p. 16) purport, "In line with other research on professional development, collegial, job-embedded models of support appear to have more effect on practice than traditional workshop models of training." The authors further state (p. 58), research also suggests that professional development is most effective when teachers engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement.

After an introduction to the Instructional Support Model and an in-depth work session on how to use data inquiry tools, which include local data warehouses, local assessments, and other data sources, school teams have the option of requesting the support of a Data Coach. Trained and certified Data Coaches are available to provide customized building-level professional development to teams of educators as they gather and analyze their student data. The Data Coach guides school teams through the process of completing their Study-Analyze Data Forms, which are part of the Comprehensive Needs Assessment (CNA) and School Improvement Planning (SIP) process. The intent of this targeted support is to build the capacity of the school's educators to use data in making instructional decisions to improve student achievement.

After completion of the Study -Analyze Data Form, school teams are ready to engage in the investigation of evidence-based interventions (policies, practices, programs) to address student achievement issues. To initially guide them through this process and to build their capacity to engage in this process in the future, Evidence-Based Intervention (EBI) Teams, comprised of the school's instructional coach/es, the Regional Support Coordinator, and possibly an ISD/RESA staff member, provide guided facilitation to build the school team's understanding of EBIs, introduce them to the process and support them through the investigation and selection of EBIs that meet their identified needs.

At the heart of this model is the availability of Instructional Coaches for English Language Arts and/or Math to support the implementation of the evidence-based intervention/s selected to increase student achievement. "The results of instructional reform in Community School District 2 in New York City provide a compelling example of how coaching can support improved teaching and student achievement when it is embedded in a sustained, coherent, districtwide effort to improve instruction" (Neufeld & Roper, 2003, p. 1). The MAISA instructional coaching support provides in the classroom, one-on-one coaching support for teachers to implement evidence-based practices to increase student achievement. Coaches are available, depending on building needs, to work with teachers in an on-going , sustained and coherent manner to improve instruction and achievement and to build their capacity to sustain this work.

NSDC defines professional development as: "A comprehensive, sustained, and intensive approach to improving teachers' and principals' effectiveness in raising student achievement" (<http://www.nsd.org/standfor/definition.cfm>). NSDC further states that: "Professional development fosters collective responsibility for improved student performance and must be comprised of professional learning that: 1) is aligned with rigorous state student academic achievement standards as well as related local educational agency and school improvement goals; 2) is conducted among educators at the school and facilitated by well-prepared school principals and/or school-based professional development coaches, mentors, master teachers, or other teacher leaders; 3) primarily

occurs several times per week among established teams of teachers, principals, and other instructional staff members where the teams of educators engage in a continuous cycle of improvement.”

Based upon NSDC’s definition of professional development and correlated standards of professional development (<http://www.nsd.org/standards/>), schools engaged in the Instructional Support Model will be provided a variety of professional learning options, based upon educator and student needs by the Instructional Coach/es. Learning formats will include one-on-one coaching sessions, small study/work groups, interactive trainings, and on-line resources and networking opportunities.

In addition, Wei et al., state in their 2009 publication:

As noted in the review of the research, there is increasing consensus that the most effective forms of professional development are those that are directly related to teachers’ instructional practice, intensive and sustained, integrated with school-reform efforts, and that actively engage teachers in collaborative professional communities. (p. 39)

The combination of job-embedded professional learning; a focus on shared, proven practices, and various forms of feedback constitute the elements of a continuous system of improvement. These systems, with the support of Regional Support Coordinators, Data Coaches, EBI Training Teams and Instructional Coaches, will quickly demonstrate more effective educator practices and improved student learning. Joyce and Showers (1995) found that when presentation of theory, demonstration, low-risk practice were combined with coaching and other forms of follow-up support, such as study groups, teachers’ use of the new instructional strategies increased dramatically.

#### **Exemplar 4: Experience with State and Federal Requirements**

MAISA and its staff have extensive experience with State and Federal Requirements, especially as it relates to the following areas:

*Michigan's Statewide System of Support for Title I High Priority Schools.* MAISA can demonstrate a deep understanding of Michigan's current SSOS for Title I High Priority schools through its partnership with the Michigan Department of Education (MDE) for the past three years. This work has been accomplished through the "Darkening the Dotted Lines" initiative, established by State Superintendent Michael Flanagan and the MAISA leadership, and supported by the State Board of Education (SBE). Since the 2007-2008 year, MAISA has been an active partner with MDE to implement Michigan's current SSOS.

This knowledge and understanding has been gained through active participation in SSOS events and activities over the past three years. MAISA's support to Title I HP Schools is built upon the School Improvement Framework (SIF) which includes a variety of tools, including the Comprehensive Needs Assessment (CNA) the Grade-Level Content Expectations (GLCE), the High School Content Expectations (HSCE), the School Improvement Plan (SIP) and District and Building Planning Templates and the electronic SIP portal for buildings and districts to submit their School Improvement Plans.

*Aligning model(s) with the School Improvement Framework and North Central Association.* MAISA, in collaboration with MDE curriculum consultants, aligned the Instructional Support Model to Michigan's School Improvement Framework, including the Comprehensive Needs Assessment. In addition, attention was paid to ensure alignment with North Central Association (NCA) accreditation and continuous improvement process. It was important to align not only the processes, but also the language. With this in mind, the Instructional Support model was designed to support MDE's vision of a "One Common Voice-One Plan," with common language, common forms and aligned processes. The alignment process to build a coherent system is an on-going effort of the Instructional Support Model.

*State Assessments (MEAP, MME, GLCEs, HSCEs, MMC).* MAISA with the support of its Instructional Specialists and Regional Support Coordinators assisted schools through the most recent round of school improvement planning. With their support and the additional support of Data Coaches and Instructional Coaches, schools gathered, analyzed data and examined why students were not achieving based on MEAP results and local data. In addition, they built the capacity of educators to investigate and select evidence-based interventions aligned with Michigan's Grade Level Content Expectations (GLCEs), Michigan High School Content Expectations (HSCEs), Michigan Curriculum Framework, and the Michigan Merit Curriculum

*Understanding of Title I (Targeted Assistance and School-wide.* In close collaboration with representatives from MDE, MAISA has assisted Title I High Priority (HP) schools, with Targeted Assistance or School-Wide Title I plans, to build their capacity to address AYP needs. School teams revised their SIP goals within the school improvement framework, focusing on areas of need evidenced in the MEAP or MME assessments. These processes include the careful analysis of GLCEs, HSCEs, Michigan Curriculum Framework, and the MMC through access to their regional data warehouse systems. As schools examined data, attention was paid to all subgroups within each school, individual student plans and needs, and coordinating efforts to ensure that each student achieves at a high level, so that schools can make AYP.

MAISA has built and expanded its expertise and experience with State and Federal Requirements over the past three years in order to support Title I HP Schools in assessing and addressing student achievement issues. Through the development and implementation of the Instructional Support

Model, MAISA staff continues to advance in its ability to support school teams and assist them in creating cultures of continuous improvement.

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

MAISA's support system is based on a Theory of Action, which states: If an aligned Statewide System of Support (SSoS) with instructional supports for targeted populations in Title I High Priority Schools is developed, that includes:

- data-based decision making (DDDM),
- evidence-based intervention (EBI) investigation/selection, and
- instructional coaching (IC) support to ensure implementation fidelity

and is designed to influence core instruction by developing leadership capacity and changing classroom practice, then there will be increased student achievement.

MAISA, in collaboration with its partners, has designed an expansion and sustainability plan for its Instructional Support Model. At the heart of this plan is a focus on building the capacity of local educators and ISD staff to engage in the continuous school improvement planning process.

The intent of the Instructional Support Model is to build capacity at multiple levels within a school building such as:

- Leadership
- Teachers
- Support Staff
- Students

Leaders, staff and students will ultimately be able to incorporate these processes (data inquiry, EBI investigation/selection, and use of feedback loops) into their daily practice which will prompt more effective instructional practices and results in increased student achievement. The effective use of data will insure that high priority schools make sound instructional decisions and have the capability to monitor and continue to improve performance. A school's ability to create and sustain improved performance at a systems level and the individual student level will be enhanced by the effective use of data and implementation strategies for evidence-based interventions.

Based on implementation research by Fixsen et al. (2005), we recognize that implementation of the Instructional Support Model will occur in the following stages:

- Exploration
- Installation
- Initial Implementation
- Full Implementation

During the Installation and Initial Implementation Stages, "at-the-elbow" support of trained and certified Data, EBI and Instructional Coaches is provided to build capacity. This support will be available to all schools. Once the stage of Full Implementation has been achieved, schools will be able to sustain a continuous school improvement process that assists them in addressing new challenges and making effective instructional decisions, without additional supports. In addition, ISD staff's capacity will be developed to continue to provide any requested support to maintain building cultures of continuous improvement.

Fixsen et al. (2005) describes sustainability of evidence-based practices and programs as an intense and lengthy process (often requiring 2-4 years) with the implementation site (school) needing to be maintained/sustained in subsequent years. The authors noted (p. 17),

Skilled practitioners and other well-trained staff leave and must be replaced with other skilled practitioners and well-trained staff. Leaders, funding streams, and program requirements change. New social problems arise; partners come and go. External systems change with some frequency, political alliances are only temporary, and champions move on to other causes. Through it all the implementation site leaders and staff, together with the community, must be aware of the shifting ecology of influence factors and adjust without losing the functional components of the evidence-based programs or dying due to a lack of essential financial and political support. The goal during this stage is the long-term survival and continued effectiveness of the implementation site in the context of a changing world.

With the challenge of counter acting staffing, leadership, funding and political changes, the task of sustaining ongoing school improvement initiatives against these odds is great. In light of these very real conditions, it is important to focus on building the capacity of Intermediate School District (ISD)/Regional Educational Service Agency (RESA) staff to provide the needed support to assist school staff to build and sustain continuous instructional improvement processes. MAISA proposes to support this goal by providing ISD/RESA staff with the opportunity to be trained and certified as:

- Data Coaches
- Evidence-based Intervention (EBI) Facilitators
- Instructional Coaches for Math and ELA

In addition, an invitation will be extended to ISD/RESA staff to become part of the training cadres for each of the above types of coaches. The addition of ISD/RESA trainers will assist in building a quality statewide training effort to build the capacity and involvement of ISD/RESA staff across the state. Another strategy for developing capacity and sustainability in schools is to develop teams of teacher leaders. By building the ability of teacher leaders to function in the role of School Improvement Facilitator, they will be able to nurture a culture of continuous improvement which supports the ongoing implementation of evidence-based interventions with fidelity, Teacher leaders will be able to sustain improvement efforts even during significant leadership, staffing and funding changes.

An additional sustainability effort is the development of Professional Learning Communities or Small Learning Teams to develop a culture of data-driven dialogue, which focuses on student assessment and student achievement. Troen and Boles (2010) state:

Common experience, along with a vast collection of research, demonstrates that schools can expect a range of benefits to accrue when teachers work together. Teacher teaming can reduce teacher isolation, increase collegiality, facilitate the sharing of resources and ideas, and capitalize on teachers' individual and shared strengths. And most recently, teacher teaming has been "discovered" as an avenue toward teacher learning and enhanced professional development that can lead to gains in student achievement.

## **Exemplar 6: Staff Qualifications (plus attached vitae)**

Charlotte Koger is the MAISA Grant Administrator, in partnership with the Michigan Department of Education (MDE) for the Title I Technical Assistance and Title I Accountability Grants which provide support through Michigan's Statewide System of Support (SSoS) to Title I High Priority (HP) Schools. She has successfully written grants, implemented initiatives and managed budgets. After retiring from Eaton ISD as Special Education Director and Associate Superintendent for Professional and Program Services, she worked for MDE in the Office of School Improvement in the Academic Support Unit.

Shelbi Frayer is the MAISA Financial Manager, responsible for two federal NCLB grants for Michigan's Statewide System of Support (Title I Technical Assistance and Title I Accountability) grants. Ms. Frayer creates and maintains contracts, coordinates payments, and maintains accurate and organized records for State, Federal, and Single Audits. Audits under her management have been without findings. Prior to joining MAISA, Ms. Frayer worked as an employee at MDE, and also as a contractor for the Reading First Initiative as a Financial Analyst.

Laska Creagh is an Instructional Specialist and the lead for the MAISA Instructional Coaches component. She has assisted in the development of a quality Instructional Coaches Academy where she has honed her outstanding facilitation skills. Ms. Creagh worked previously as a Facilitator with Reading First. Her roots in education are as a Kindergarten, first and second grade teacher with an expertise in reading. In addition Ms Creagh was a course instructor for "Literacy Frameworks for Teachers" and "Literacy Leaders, Year 1".

Sam LoPresto, is the Technology Facilitator who has been working with MAISA since the 1997-98 school year with overall association support and assisting with statewide technology and professional development projects. Mr. LoPresto has been involved with a number of statewide initiatives including Freedom to Learn, Michigan LearnPort and MI-LIFE. Currently Mr. LoPresto is coordinating PLC projects for the Regional Data Initiatives. Prior to joining MAISA, Mr. LoPresto was a principal and assistant superintendent for curriculum.

Dr. Myra Munroe is an Instructional Specialist and lead for the Evidence-Based Intervention component and Support Partnership initiative with MAISA. Dr. Munroe has experience as a special education teacher with middle school students. She was previously employed by Reading First, was a member of the state technical assistance team, and a professional development trainer. She brings years of experience as an elementary teacher and Elementary Principal.

Mark Rankin is an MAISA Instructional Specialist and lead of the Data-Driven Decision Making component and Support Partnership initiative. Prior to joining MAISA, he was Dean of Education at Baker College. He also brings years of experience as a Middle School teacher (Math) and Middle School Principal.

One hundred thirty certified Instructional Coaches for Math and English Language Arts have been trained in the National Staff Development Council (NSDC) Coaching Model through the MAISA Instructional Coaches Academy. These Instructional Coaches represent ISD/RESAs across the state, as well as a pool of MAISA coaches who are willing to travel in their support of teachers implementing evidence-based practices.

## APPENDIX

### Vitae (sent as attachments)

- Charlotte Koger, Grant Administrator
- Shelbi Frayer, Financial Manager
- Laska Creagh, Instructional Specialist
- Sam LoPresto, Technology Facilitator
- Myra Munroe, Instructional Specialist
- Mark Rankin, Instructional Specialist

### References

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**Mrs. Myra D. Munroe**

1406 North Intermediate Lake Road, Central Lake, MI 49622

231-675-3959

[my\\_munroe@yahoo.com](mailto:my_munroe@yahoo.com)

*"...exceptional educational leader. She leads by example and sets high standards for others to follow."*

Mark Coscarella, Reading First Director

*"...many outstanding personal qualities ... among those is her love for children ... She has a special place in her heart for the special needs child and for the children who live in poverty."*

Kari Groll,  
Kindergarten Teacher

## ***Professional Profile***

Eager to lead educational institutions into the twenty-first century using a unique combination of education experience with change management, instructional leadership, emotional intelligence, and adult-learning theory.

- EdD Candidate in Educational Leadership/Curriculum and Instruction, Masters Degree in Educational Leadership, and Bachelor of Science Degree in Elementary Education and Special Education with Emotionally Impaired Emphasis.
- Experienced in administration, instruction, and management.
- Dedicated to enthusiastic and dynamic teaching as a means of creating and nurturing a lifelong love of knowledge in children through creative, collaborative inquiry.

## ***Education***

**Doctoral Candidate in Educational Leadership/Curriculum and Instruction**  
University of Phoenix, Phoenix, AZ. 2009

**Masters of Educational Leadership**  
Grand Valley State University, Allendale, MI. 1995

**Bachelor of Science in Elementary Education and Special Education**  
Central Michigan University, Mount Pleasant, MI. 1989

## **Key Qualifications**

**Leadership and Organization.** A planner, an organizer, a person of vision; possess the ability to assess needs through inquiry, determine goals and create results; establish short- and long- range goals to meet building and district needs.

**Human Capital.** Establish and maintain positive, trusting, and mutually supportive relationships; promote continual learning organizational climate which is friendly, open, and conducive to academic growth of students.

**Mission and Purpose.** Commitment to being of service to students, families, staff, and communities; to continuous learning organizations by engaging teaching staff in reflective dialogue, inquiry, and collaboration.

**Curriculum and Program Development.** Understand and promote the concepts of effective schools and effective instructional leadership, a relevant curriculum, engaged learning; provide strategies and support for achieving program and curriculum goals.

**High Staff Expectations.** Creation of an environment which promotes high level of staff expectations as it correlates with high student achievement.

**Assessment and Interventions.** Analyze, disaggregate, and understand data to program instruction and intervention strategies for all students.

**Public Relations and Communication.** Keep the community aware of student programs/activities and student/staff achievements. An active listener and communicator; Committed to partnerships with the community.

## ***Special Experiences***

**Principal Mentor.**

**Co-Trainer of New Teacher Training.**

*"Instructional excellence is the cornerstone . . . challenges everyone, herself included, to always raise the bar. She will not accept mediocrity and strives to help each student reach top individual performance."*

J. Michael Washburn

*"...true understanding of curriculum, instruction, and assessment . . . led the staff in effectively using data to provide intentional and specific instruction . . . willing to share strategies, find resources . . ."*

Erica Boven

Third Grade Teacher

## **Employment**

### **Professional Development in Education**

**Michigan Department of Education, July 2005 to present**

#### **Reading First Facilitator**

- Administration of grant implementation for 3 school districts.
- Teacher/principal professional development
- Principal Leadership Training
- Literacy Coach Training
- State liaison with district central office
- Response to Intervention model implementation

#### **State Technical Assistance Team**

- Field team: schools not making AYP
- Implementation/Compliance Model

#### **Professional Development Trainer**

- Principal Training for Instructional Leadership.
- Meeting the Needs of All Learners.
- LETRS, Teacher Reading Academy, Special Education Reading Project.
- DIBELS

**Teaching for Learning Institute Coordinator, 2008-2009**

**Central Lake Public Schools, August 1996-June 2005**

#### **Elementary School Principal, PK-5**

- Researched and designed a developmentally appropriate literacy-based full day everyday preschool program for 3-4 year olds funded by Title I and private funds.
- A four-block literacy school.
- Pilot site for Michigan Literacy Progress Profile.
- Facilitated change in instruction and assessment design that incorporated building-wide use of portfolios, student-led conferences, authentic assessment rubrics, balanced literacy instruction, and backwards
- Designed, authored, and received a start-up grant for After School Child Care that included community support, licensing procedures, hiring, and all necessary handbooks and policies.

#### **Elementary Teacher**

- **First Grade, 1995-1996**  
Nash-Rocky Mount Schools, Middlesex, NC
- **Third Grade, 1992-1995**  
Ravenna Public Schools, Ravenna, MI
- **Second Grade, 1991-1992**  
Ravenna Public Schools, Ravenna, MI
- **Special Education Teacher – EI, Self-Contained Gr. 4-8, 1989-1991**  
Ravenna Public Schools, Ravenna, MI

“...outstanding professional developer  
and incorporates effective adult learning  
strategies ... she demonstrates high  
levels of leadership skills and mentors  
these skills in others.”

Dr. Betsy VanDeusen-MacLeod  
MAISA Instructional Specialist

“Having the needed thoughtfulness and  
dedication to be true to high standards  
for the initiatives in which she is  
involved in.”

Gus Bishop, Director of  
Instructional Services  
Charlevoix-Emmett  
Intermediate School District and  
former Central Lake Public  
School Superintendent

### **Professional Affiliations**

Michigan Elementary and Middle School Principals Association, *Regional Board of Directors, 2003-2005.*  
Michigan Elementary and Middle School Principals Association, *State Conference Planning Committee, 2003.*  
Michigan Elementary and Middle School Principals Association, *President, Region 13, 2001-2003.*  
Michigan Elementary and Middle School Principals Association, *President-Elect, Region 13, 2000-2001.*  
International Reading Association, *Member.*  
Association for Supervision and Curriculum Development, *Member.*  
National Staff Development Council, *Member.*

### **Honors**

2009 “I Am A Phoenix” Advertising Campaign  
2003 Hero in Education Spotlight  
2002 Principal of Year Regional Honors  
1992 Teacher of the Year

### **References**

Mr. Mark Coscarella  
Director of Reading First  
Michigan Department of Education  
P. O. Box 30008  
Lansing, MI 48909  
(517) 373-3324

Dr. Betsy VanDeusen-MacLeod  
Instructional Specialist  
Michigan Association of Intermediate School Administrators  
1001 Centennial Way, Suite 300  
Lansing, MI 48917  
(734) 644-2076

Mr. Augusta (Gus) Bishop  
Director of Instructional Services  
Charlevoix-Emmett Intermediate School District  
08568 Mercer Boulevard  
Charlevoix, Mi 49720  
(231) 547- 9947

Other references available upon request.

**MARK J. RANKIN**  
7720 Case Road \* Brooklyn, Michigan 49230  
Home: (517) 536-0682 Cell: (517) 937-7890

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## **EDUCATION**

- Doctoral Candidate (ABD), K-12 Education Administration, Michigan State University
- Master of Arts, Adult and Continuing Education, Michigan State University, 1996
- Bachelor of Arts, Education, Cornerstone College, 1992

## **PROFESSIONAL PROFILE**

- Highly organized, dedicated and committed to professionalism
- Excellent written, oral and interpersonal communication skills with experience in staff training, evaluations, and maintaining records.
- Trains, directs, and supervises staff and volunteers while coordinating efforts
- Plans and develops programs/activities and works well under pressure with attention to detail

## **PROFESSIONAL EXPERIENCE**

- **College Instructor** 2005-Present  
Baker College \* Jackson, Michigan  
Courses Taught using traditional, hybrid, and independent formats included:  
EDU 200: Introduction to Professional Education Experiences  
EDU 441: Classroom Management  
EDU 445: Educational Foundations  
EDU 451: Theory and Techniques of Elementary Instruction  
EDU 481: Directed Teaching I  
EDU 482: Directed Teaching II  
EDU 491: Seminar Directed Teaching I  
EDU 492: Seminar Directed Teaching II  
MTH 111: Introductory Algebra  
MTH 211: Learning and Teaching Number Concepts  
MTH 212: Learning and Teaching Geometric and Statistical Concepts  
MTH 491: Senior Seminar Elementary Math
- **Student Teaching College Supervisor** 2006-2008  
Baker College \* Jackson, Michigan  
Worked with students and local districts to identify and secure student teaching placements. Developed and completed forms related to placements. Planned observations, evaluations, and seminar classes.
- **Dean of Education and Human Service** 2005-2006  
Baker College \* Jackson, Michigan  
Supervised Department Chairs and 50 adjunct professors. Maintained budget for three separate departments. Instructed classes and advised students. Ordered materials and copies of textbooks for classes. Scheduled and staffed classes with the master schedule. Provided training for adjunct professors.
- **Principal** 1998-2004  
Napoleon Community Schools \* Napoleon, Michigan  
Planned and coordinated teaming concept and flexible schedule. Assisted and evaluated teachers and curriculum development. Developed and monitored annual budget and activity funds. Developed state and annual reports. Developed a four year rotation of technology equipment and peripherals. Approved new purchases and repairs. Supervised the technology staff. Developed and monitored annual budget. Helped coordinate the district professional development requirements for staff. Attended county and state curriculum meetings and workshops. Helped design and implement district and unit assessments. Ordered and completed the paperwork and requirements for the district MEAP.

## MARK J. RANKIN

7720 Case Road \* Brooklyn, Michigan 49230

Home: (517) 536-0682 Cell: (517) 937-7890

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- Principal's Assistant 1997-1998  
Hudsonville Middle School \* Hudsonville, Michigan  
Coordinated planned absences, building maintenance, security, discipline, and safety. Planned, supervised, and evaluated the extended opportunities programs, special projects, field trips, and assemblies. Assumed building responsibilities in principal's absence.
- Lead Middle School Teacher 1996-1997  
Central Middle Alternative School \* Holland, Michigan  
Developed referral, application, and screening process for students. Developed curriculum, schedule, management discipline, and procedures. Taught 7<sup>th</sup> & 8<sup>th</sup> graders.
- Wrestling/Baseball Coach 1996-1997  
Holland High School \* Holland, Michigan  
Junior Varsity Wrestling Coach and Assistant Varsity Baseball Coach
- Project Manager for Journey Program 1994-1996  
Michigan State University Extension \* Ottawa County
- Substitute Teacher 1992-1994  
Holland Public School District \* Holland, Michigan
- Elementary Program Director 1992-1994  
Boys and Girls Club \* Holland, Michigan
- Youth Director 1989-1991  
Otsego Church of God \* Otsego, Michigan
- Chaplain Assistant 1984-1987  
United States Army \* Fort Ord, California

### AWARDS AND RECOGNITION

#### Academic:

National Honors Society: 1984

Perfect Attendance Award: 1981-1984

Distinguished Honor Graduate: 1985

Comet Club Award: 1992

Citizenship Award: 1982-1984

Honor Roll: 1980-1984

Deans List: 1990, 1992, 1996, 1998-2001

#### Military:

Three Certificates of Recognition: 1985-1987

Four Letters of Commendation: 1985-1987

Three Army Achievement Medals: 1985-1987

Army Meritorious Medal: 1987

Three Letters of Appreciation: 1985-1987

Five Certificates of Achievement: 1985-1987

Good Conduct Medal: 1987

#### Other:

Achievement Award (MSU): 1995

Certificate of Recognition (Council for Exceptional Children) "For Outstanding Service to the Handicapped": 2000

### PROFESSIONAL REFERENCES

Dr. Patti Kaufman  
President & CAO  
Baker College of Jackson  
2800 Springport Rd.  
Jackson, MI 49202  
1-517-789-6123

Dr. Jack Jordan  
Dean of Business and Technology  
Baker College of Jackson  
2800 Springport Rd.  
Jackson, MI 49202  
1-517-789-6123

Mrs. Nancy Hill  
Dean of General Education  
Baker College of Jackson  
2800 Springport Rd.  
Jackson, MI 49202  
1-517-789-6123

# LASKA J. CREAGH

• 1965 Epley Road • Williamston, MI 48895 • 517-655-1729 • laskacreagh@cablespeed.com

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## EXPERIENCE

- 2003 - 2009      **MICHIGAN DEPARTMENT OF EDUCATION**      LANSING, MICHIGAN  
OFFICE OF SCHOOL IMPROVEMENT  
*Reading First Facilitator*
- Facilitate the implementation of the Reading First (RF) Grant in twelve schools across three districts
  - Liaison with district lead contacts to develop strategies to improve student achievement within failing schools
  - Consult with administration officials on techniques for building collaborative groups within various disciplines
  - Create staff meeting structures that enable teachers to empower their community as professional learners
  - Analyze data with RF Literacy Coaches and Teachers to determine instructional implications
  - Guide lesson plan development
  - Develop and manage a collaborative group of RF Literacy Coaches across three districts
  - Lead statewide professional development meetings for Principals and RF Literacy Coaches
  - Provide professional development on science-based reading instruction for teachers grade K-3
  - Conduct regular technical assistance visits to participating RF schools across Michigan
- 2000-2003      **INGHAM INTERMEDIATE SCHOOL DISTRICT**      MASON, MICHIGAN  
*Course Instructor*
- Taught "Literacy Frameworks for Teachers," and "Literacy Leaders, Year 1"
- 1986-2003      **LANSING SCHOOL DISTRICT**      LANSING, MICHIGAN  
GUNNISONVILLE ELEMENTARY SCHOOL  
*K-1-2 Multi-age Classroom Team Teacher (1994-2003)*
- 2000 Elsie Maile Outstanding Teacher recipient, awarded by the Lansing School District Board of Education
  - 2000 Michigan State University Hinman Scholarship recipient
- BINGHAM ELEMENTARY SCHOOL  
*Kindergarten and First Grade Teacher (1986-1987)*  
*K-5 Student Assistance Provider (1988-1994)*
- MAPLE GROVE ELEMENTARY SCHOOL  
*Kindergarten Teacher (1987-1988)*
- 1980-1983      **PENTWATER SCHOOL DISTRICT**      PENTWATER, MICHIGAN  
*First Grade Teacher*

## TRAINER CERTIFICATIONS

- Critical Friends Group
- Foundations and Teacher Reading Academy
- Reading First Coaching – Leading for Reading Success
- Advanced Coaching
- Michigan Literacy Progress Profile

## PROFESSIONAL PRESENTATIONS

- "External Review," Center for the Improvement of Early Reading Achievement (CIERA)
- "Creating Practical Solutions to Persistent Problems in Teaching of Reading: Key Ideas in Kindergartners," International Reading Association
- "Making Standards Come Alive at the K-3 Level, and Assessing Student's Comprehension of Key Ideas in Children's Literature," Michigan Reading Association
- "Multi-age Classrooms," Michigan Reading Association
- "Michigan Literacy Progress Profile: Oral Language Assessment" Michigan Reading Association
- "Balanced Literacy Overview for Primary Teachers," Michigan State University Collaborating Teachers
- "Writing with Kindergarten and First Graders: Integrating the Curriculum," University of Michigan Teacher Education Undergraduates
- "Understanding Emergent Readers and Writers" Michigan State University Teacher Education Undergraduates
- "Kindergarten Teachers: Scheduling and Classroom Management," Lansing School District
- "Balanced Literacy: MLPP and LIFT," Lansing School District Principals and Administration Leadership Session
- "Teacher-Targeted & Tailored Literacy," Ebersole Elementary, Ann Arbor Public Schools

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## EDUCATION

- 1997-2000      **MICHIGAN STATE UNIVERSITY (MSU)**      East Lansing, Michigan  
*Master of Arts in Curriculum and Teaching*
- 1972-1977      **CENTRAL MICHIGAN UNIVERSITY**      Mount Pleasant, Michigan  
*Bachelor of Science, Elementary Education*
- Child Development Major
  - ZA Endorsement

## ADDITIONAL PROFESSIONAL DEVELOPMENT

- “Meeting the Needs of All Learners,” Lansing, Michigan, August, 2008
- “Leading Literacy Dialogues I & II,” Lansing, Michigan, September-November, 2003 & 2004
- “Strategizing for Success,” Lansing, Michigan, September, 2007
- “Reading First Teachers in Practice – University of Michigan Field Researcher,” Ann Arbor, Michigan, 2004, 2005 & 2007

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## PERSONAL

- Administrative Council Chair, Williamston United Methodist Church
- Past Committee Member, Ingham County East, Habitat for Humanity Selection Committee
- Past Member, Williamston Schools Foundation Board
- Prior Negotiations Committee & Bargaining Team, Lansing Schools Education Association
- Past Chair and Member of School Improvement Teams
- Participated in various LSD selection committees for principals and teachers
- Personal hobbies include: running, biking, walking, yoga, reading, gardening, food preservation and boating

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## REFERENCES AVAILABLE UPON REQUEST

# SHELBI FRAYER

2405 Kuerbitz Dr | Lansing, MI 48906 | 517-749-1702 | sfrayer@gomasa.org

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## OBJECTIVE

To obtain a Financial position, paying close attention to detail.

## EMPLOYMENT HISTORY

### Financial Manager

[9/08] — [Present]

Michigan Association of Intermediate School Administrators  
(MAISA)

*[Lansing, MI]*

- Financially Manage two Federal Grants from the No Child left Behind, Statewide System of Support initiative (Title I Technical Assistance, and Title I Accountability)
- Create and maintain dozens of contracts as well as grant agreements
- Monitor and coordinate payments for above mentioned contracts
- Maintain accurate and organized records for auditors (State, Federal, and Single Audits)
- Interpret laws and policies out of EDGAR, OMB Circulars (both A-87 and A-122), NCLB, and State Laws regarding Federal Grants
- Create Excel and Power Point Presentations for various meetings on various topics and/or updates
- Report to Executive Board quarterly with updates

### Financial Analyst

[1/08] — [Present]

State of Michigan, Department of Education, Office of School Improvement, Reading First

*[Lansing, MI]*

- Oversee several school district and building level budgets and allocations
- Provide technical support and training to district staff on budgets and the use of the Michigan electronic systems (MEGS & CMS)
- Maintain accurate and organized records for auditors (State and Federal)
- Interpret laws and policies out of EDGAR, OMB Circular A-87, NCLB, and State Laws regarding Federal Grants
- Create Excel and Power Point Presentations for various meetings on various topics and/or updates

**Communications Assistant**

[12/05] — [1/08]

State of Michigan, Department of Labor & Economic Growth,  
Corporation Division

*[Okemos, MI]*

- Answered customer inquiries received via phone, fax, letter, or email
- Reviewed documents submitted by customers
- Processed and filed annual statements
- Processed order requests and composed correspondence

**EDUCATION**

- Currently pursuing Masters Degree in Administration  
*Central Michigan University- Expected graduation in 2010*
- Bachelors Degree in Business Management and Administration  
*Northwood University- 02/07*

**ADDITIONAL SKILLS & ABILITIES**

- Knowledge and use of MDE's Cash Management System (CMS), Michigan Electronic Grant System (MEGS), MAIN, and RStars.
- Proficient in all of Microsoft Office (Excel, Word, Power Point, Access, and Outlook)
- Team player and participant
- Honest and hard working
- Determined and driven, always want to learn more
- Functional and polite

**ACCOMPLISHMENTS**

- Financially managed over \$12 million dollars and recently passed our Single Audit without a single audit finding or comment. Showing my record and bookkeeping skills are proficient.

# SHELBI FRAYER

2405 Kuerbitz Dr | Lansing, MI 48906 | 517-749-1702 | sfrayer@gomasa.org

**CHARLOTTE C. KOGER**  
1140 Michigan Avenue  
East Lansing, Michigan 48823  
(517) 332-4012

## **OBJECTIVE**

Administrative and instructional leadership position

### **PRESENT EMPLOYMENT**

Grant Administrator. Michigan Association of Intermediate School Administrators. Lansing, MI. August 2007 – present

Responsibilities include:

Facilitate the development, support, implementation and assessment of the Title I Technical Assistance and the Title I Accountability Grants in partnership with the Michigan Department of Education and Michigan's Statewide System of Support.

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### **• PREVIOUS EMPLOYMENT**

Contracted Consultant..Michigan Department of Education, Lansing, MI. August 2006-July 2007.

Responsibilities included:

Provide program guidance in for a variety of programs in the Office of Schools Improvement, such as: Gifted and Talented, Alternative Education, Advanced Placement; and Expanding College Credit Earning Credits.

Associate Superintendent for Professional & Program Services, Eaton Intermediate School District, Charlotte, MI, September 12, 1989 to June 30, 2006.

Responsibilities included:

Supervise approximately 20 staff, gather and interpret program data, coordinate a continuum of training and development programs, develop program grants, monitor funding and evaluate program effectiveness.

Director of Special Education, Eaton Intermediate School District, Charlotte, MI, September 4, 1985 to September, 1989.

Responsibilities included:

Supervise and empower 80 professional staff, facilitate cooperative planning process, administer \$4,500,000 budget, evaluate program effectiveness, coordinate continuum of local & center programs, maintain extensive student data, submit federal & state reports, develop program grants & funding

Director-Project APEX, A Process for Education excellence  
(Effective Instruction), Eaton Intermediate School District,  
August, 1984 to 1989.

Awarded grants to design and implement staff development program.

Special Education Planner, Monitor & Data Collector, Eaton Intermediate School  
District, Charlotte, MI, August 1982 - July 1985. Responsible for monitoring  
compliance with federal and state special education rules.

Director, Teacher Training Program, Eaton Intermediate School District,  
Charlotte, MI, August, 1979 - June, 1982. Planned, implemented and evaluated  
teacher training program. Administered budget, developed grant and  
disseminated program information.

Instructor/Supervisor, Instructional Practices, Michigan State University.  
Department of Counseling, Educational Psychology, and Special Education,  
Summer 1980-81.

Administrative Assistant, Learning Disabilities Program, Michigan State  
University, Department of Elementary and Special Education, August 1978 -  
August 1979. Provided professional guidance and program development for  
graduate students.

Instructor, Student Teaching Program, Michigan State University, Department of  
Elementary & Special Education, August 1978 - June 1979. Supervised field  
placements and conducted seminars.

Teacher Consultant, M.S.U. Placement, East Lansing High School, East Lansing,  
MI, August 1978 - June 1979. Provided classroom teachers with curriculum  
modifications and instructional alternatives for mainstreamed students.

Teacher, English as a Second Language & German, Mott Adult High School &  
Mott Community Schools, Flint, MI, 1974 -1977.

German Teaching Fellowship, American University, Washington, D.C.,  
August 1971 - June 1972.

Teacher, Grades 3, 4 & 6, Department of Defense School System, Subic Bay,  
Philippines, 1969 - 1970.

Instructor, Art Education, Humanities & Fine Arts, Columban College, Olongapo, Philippines. 1968 -1969.

## **EDUCATION**

Ph.D. Candidate, Michigan State University, K-12 School Administrator

M.A., Learning Disabilities/Special Education, Michigan State University, Department of Elementary and Special Education, 1978 -1979.

Graduate Coursework, German Language and Literature, American University, Washington, D.C., 1971 -1973.

B.A., Education/German/Art History, Stephens College, Columbia, MO, 1963 - 1965, 1967 - 1968.

Undergraduate Coursework, Institute for European Studies, University of Freiburg, Freiburg-im-Breisgau, Germany, 1965 - 1967.

## **PROFESSIONAL DEVELOPMENT EXPERIENCES**

School Improvement Training with Larry Lezotte.

SUCCESS Training (School Improvement)

Classroom Management, Effective Instruction and Clinical supervision; Advanced Levels with Madeline Hunter, Carol Cummings, Ernie Stachowski, Dennis Sparks, LaBarbara Gragg, and Fran Mayeski.

Cooperative Team Learning with Dee Dishon.

T.E.S.A. (Teacher Expectations and Student Achievement)

Teaching as a Performing Art with Bob Burpee.

Adult Learners with Judy Arin Krupp.