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

Electronic Application Process
Applicants are required to complete and submit the application, including all required attachments to:

MDE-SSOS@michigan.gov

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

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

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

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

Contact Information

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

Mark Coscarella
Interim Supervisor
Office of Education Improvement & Innovation

OR

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

Telephone: (517) 373-8480 or (517) 335-4733
Email: MDE-SSOS@michigan.gov
Under the Final Requirements for School Improvements Grants, as defined under the Elementary and Secondary Education Act of 1965, as amended, Title I, Part A. Section 1003(g) and the American Recovery and Reinvestment Act as amended in January 2010, one of the criteria that the MDE (SEA) must consider when an LEA applies for a SIG grant is the extent to which the LEA has taken action to “recruit, screen, and select external providers...”. To assist LEA’s in this process, the MDE is requesting information/applications from entities wishing to be considered for placement on a preferred provider list that will be made available to LEA’s on the MDE website. If an LEA selects a provider that is not on the list, the provider will have to go through the application review process before engaging in the turnaround intervention at the LEA. Applications will be reviewed on their merits and not on a competitive basis. Please note that the application and accompanying attachments will be accessible online to LEA’s seeking to contract for educational services.

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

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

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

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

Applications will only be reviewed if:

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

Applications will only be approved if:

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

<table>
<thead>
<tr>
<th>Exemplar</th>
<th>Total Points Possible</th>
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<tbody>
<tr>
<td>1. Description of comprehensive improvement services</td>
<td>25</td>
</tr>
<tr>
<td>2. Use of scientific educational research</td>
<td>15</td>
</tr>
<tr>
<td>3. Job embedded professional development</td>
<td>15</td>
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<tr>
<td>4. Experience with state and federal requirements</td>
<td>15</td>
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<tr>
<td>5. Sustainability Plan</td>
<td>15</td>
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<td>6. Staff Qualifications</td>
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<td><strong>Total Points Possible</strong></td>
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<tr>
<td><strong>Minimum Points Required for Approval</strong></td>
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**Note:** Applicants may apply to become preferred providers in all or some of the program delivery areas listed in Section B. If applicant does not wish to become a provider in a program area, that should be noted on the application.

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

- **Section 1** 15 points  
- **Section 2** 10 points  
- **Section 3** 10 points  
- **Section 4** 10 points  
- **Section 5** 10 points  
- **Section 6** 10 points  

Section 6 must be completed by all applicants.
The Application is divided into four sections.

**Section A** contains basic provider information.

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

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

**Section D** Attachments
**SECTION A: BASIC PROVIDER INFORMATION**

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

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

<table>
<thead>
<tr>
<th>1. Federal EIN, Tax ID or Social Security Number</th>
<th>2. Legal Name of Entity</th>
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<tbody>
<tr>
<td></td>
<td>Macomb Intermediate School District</td>
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<tr>
<th>3. Name of Entity as you would like it to appear on the Approved List</th>
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<th>5. Check the category that best describes your entity:</th>
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<tr>
<td>☑ Non-profit</td>
<td>☐ Community-Based Organization</td>
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<td></td>
<td>☐ Educational Service Agency (e.g., RESA or ISD)</td>
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<td>☐ Institution of Higher Education</td>
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<td>☐ School District</td>
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<td>☐ Other (specify): ____</td>
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<th>6. Applicant Contact Information</th>
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<tbody>
<tr>
<td>Name of Contact</td>
</tr>
<tr>
<td>Judith P. Pritchett, PhD</td>
</tr>
<tr>
<td>Street Address</td>
</tr>
<tr>
<td>44001 Garfield</td>
</tr>
<tr>
<td>E-Mail</td>
</tr>
<tr>
<td><a href="mailto:jpritchett@misd.net">jpritchett@misd.net</a></td>
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<th>7. Local Contact Information (if different than information listed above)</th>
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<tr>
<td>Name of Contact</td>
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<th>8. Service Area</th>
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<tbody>
<tr>
<td>List the intermediate school district and each individual district in which you agree to provide services. Enter “Statewide” ONLY if you agree to provide services to any district in the State of Michigan.</td>
</tr>
<tr>
<td>☑ Statewide</td>
</tr>
<tr>
<td>Intermediate School District(s):</td>
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</table>
### 9. Conflict of Interest Disclosure

Are you or any member of your organization currently employed in any capacity by any public school district or public school academy (charter school) in Michigan, or do you serve in a decision making capacity for any public school district or public school academy in Michigan (i.e. school board member)?

- [x] Yes
- [ ] No

What school district are you employed by or serve: **Macomb Intermediate School District**

In what capacity are you employed or do you serve (position title): **Chief Academic Officer**

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

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

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

- Change in service area
- Change in services to be offered
- Change in method of offering services
SECTION B: PROGRAM DELIVERY AND STAFF QUALIFICATION NARRATIVES

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

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

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

- Support systems to ensure student and teacher success and sustain improvement
- Content and delivery systems and mechanisms proven to result in dramatic and sustained improvement linked to student achievement
- Job embedded professional development at leadership, teacher and support levels to increase internal capacity for improvement and sustainability linked to student achievement
- Comprehensive short cycle and summative assessment systems to measure performance and goal attainment linked to the building school improvement plan.
Exemplar 1 Narrative Limit: 4 pages (insert narrative here)

This application is presented by the Macomb Intermediate School District (MISD), located in southeastern Michigan where approximately 75% of the students from the state of Michigan are educated in Macomb, Oakland and Wayne Counties. MISD is the regional education service agency that directly serves 14 public school academies (charter schools) and 21 local school districts that include a student population of 140,000 in grades K-12. MISD provides leadership, technical assistance, instructional support, and professional development to over 16,000 school employees in local districts and charter schools.

The MISD Consultant Services Department has been serving high priority schools for several years. In 2009-10 the MISD served eleven schools in nine public school district along with two public school academies in Macomb County. In 2008-09 that number was seven schools in five districts. This support includes a comprehensive approach to systemic change that will sustain the schools’ improvement during and after the involvement of the MISD staff.

When a school is identified for improvement based on MEAP; MME; or AYP status, the Chief Academic Officer meets with the Superintendent of the district to outline the steps within the Student Achievement Seminar (SAS) process. This enables the MISD to implement the SAS with the particular school with the full support and knowledge of the leadership of the district. Additionally, initial meetings are held with the Curriculum Directors and the principal/s of the building to provide them with an overview of the process and enlist their cooperation and support for the assistance from the MISD.

The process continues with content specialists in English Language Arts and Mathematics from Consultant Services who work closely with staff in the building by providing intense professional development both within and out of the classroom. This also includes coaching by certified teachers (hired by the MISD) in those particular content areas. The coaches model research based strategies based on formative, interim and summative assessments either developed by staff at the MISD or through guided (by MISD staff) development by the teaching staff.

Leadership support is delivered by the School Improvement and Leadership specialists at the MISD who work closely with teacher leaders and the principal/s of each identified building. Together they examine the culture of the building and analyze the data. Then, they are trained in strategies that will assist the staff in working with diverse population of students. Included in this process is the development of goals and meaningful research based strategies that will provide a strong foundation for sustained growth and collaboration which will positively affect student achievement. Embedded in this training is professional development in highly effective leadership practices as identified in the works of Adaptive Schools, Robert Marzano, Doug Reeves, Peter Senge, Michael Fullan, Steven Covey, and Charlotte
During the SAS process, regularly scheduled meetings are held to determine progress by analyzing current data and providing time for leadership teams from each of the schools to interact with each other and set short and long term goals based on changes in achievement levels, demographics, and changes in personnel. If a challenge in implementation of the plan occurs, the Chief Academic Officer for the MISD meets again with central office personnel and the building principal to determine the exact issue and provide suggestions for support or remedy. The importance of this relationship building is to establish trust and confidence in the MISD staff and the direction of the SAS process.

At the center of the MISD SAS is a data management/data warehousing system. The Macomb Intermediate School District is a member of the Data For Student Success (D4SS) state collaborative and through the Technology Department at the ISD are able to provide extensive training to staff with the D4SS system along with Data Director. Data Director is an online student information system (SIS) that is a powerful tool for organizing, navigating, comparing, and managing educational standards, data, reports, and processes; including grades, attendance, behavior/discipline and demographics. A SIS allows for systematic planning and reporting through a one stop portal with transparent access to data in a secure interface.

Teachers throughout Macomb County have been trained on Data Director. Teachers are able to monitor student growth through aligning assessments to the GLCEs and HSCEs and subsequently the system is able to provide results immediately in several formats that allows for analysis, discussion and a change in instruction based on those results for students. Data teams are then trained by the MISD staff in data driven dialogue techniques so they are empowered to make instructional decisions based on the results and analysis of the data from the assessments.

The MISD staff has been extremely progressive in development of assessments for teachers in the county and around the state in the content areas. They have provided training and support to staff in understanding the expectations of quality assessments along with the analysis and interpretation of the results.

The MISD has provided leadership and relevant professional development to all schools in Macomb County for many years. The achievement gains as indicated in the charts below for MEAP and MME certainly verify the success in working with all of the diverse populations throughout this county.

Macomb County MEAP and AYP Results (Grades 3-8)

- Macomb County continues to achieve at levels above state average in every content area tested
- Of 143 elementary schools in the county, 141 made Adequate Yearly Progress
(AYP) in 2008
- Of 38 middle/junior high schools in the county, 36 made AYP in 2008

Macomb County MME and AYP Results (Grade 11)
- AYP (2006-2009)
  - 2006: 22 of 28 schools (79%) made AYP
  - 2007: 9 of 28 schools (32%) made AYP
  - 2008: 9 of 28 schools (32%) made AYP
  - 2009: 13 of 28 schools (46%) made AYP
- High schools achieving near state averages (remained stable in most areas for 2009)
  - 10 of the 30 high schools (includes two charters) met or exceeded the state average composite for ACT with an additional 8 achieving within 0.5 of the state average

Additionally, despite the fact that unemployment in Macomb County is more than 18%, the MEAP scores for the growing number of Macomb County economically disadvantaged students are rising significantly. This correlation is contrary to what is happening elsewhere according to the finds of the National Bureau of Economic Research (NBER) and other studies. The NBER study (2009) states that ‘parental job loss increases the probability of children’s grade retention by 0.8 percentage points or around 15%’. For example, the results for Macomb County Junior High/Middle Schools students who are identified as economically disadvantaged indicate these students are succeeding over time on the MEAP assessment. The results are: in mathematics 51% of the economically disadvantaged students in 2005 were proficient and in 2009 that result was 72% proficiency; in reading 68% of the economically disadvantaged students in 2005 were proficient and in 2009 that result was 79% proficiency.
**Exemplar 2: Use of Scientific Educational Research**
*(15 points possible)*

Describe how scientific educational research and evidence based practices will be used as the basis for all content and delivery systems and services provided to the LEA.

- The applicant should provide detailed data that supports successful performance in utilizing research and evidence-based practices in the delivery of systems and services, especially as applied to secondary school settings.
- Cite and reference available research studies (as appropriate) and provide data that indicate the practices used have a positive impact on the academic achievement of students in the subjects and grade levels in which you intend to provide services.
Exemplar 2 Narrative Limit: 3 pages (insert narrative here)

The Macomb Intermediate School District utilizes research and data for the delivery of systems and services at all levels. In the area of Mathematics, the MISD has been a leader in a process called Lesson Study. This is a protocol for professional learning communities and was previously a part of a Mathematics and Science Partnership grant entitled, “Lessons Studied Lessons Learned’ and is currently a part of the Embracing Mathematics, Assessment and Technology in High School (EMATHS) research. The TIMSS study refers to this practice as a highly effective form of professional development.

Below are data collected as part of the evaluation report of the MSP project “Lessons Studied Lessons Learned”. From the Survey of Enacted Curriculum, the item-by-item analysis was determined from Lesson Study participants self-selected from the Treatment group (n=26) as compared to all non-Lesson Study participants denoted as Control in the following:

- Lesson Study participants felt well prepared to teach problem solving strategies. Treatment (M=2.38, SD=.69) Control (M=1.88, SD=.80) [F=4.69, p<.03]
- Lesson Study participants reported having their students complete or conduct proofs or demonstrations of their mathematical reasoning more frequently. Treatment (M=.57, SD=.36) Control (M=.28, SD=.36) [F=6.49, p<.01]
- Lesson Study participants reported attending conferences related to math and math education more frequently. Treatment (M=.85, SD=.67) Control (M=.37 SD=.50) [F=5.81, p<.02]
- Lesson Study participants reported more frequent participation in a teacher study group. Treatment (M=1.73, SD=.96) Control (M=.56, SD=.81) [F=16.36, p<.00]
- Lesson Study participants observed more demonstrations of teaching techniques. Treatment (M=1.81, SD=.74) Control (M=1.00, SD=1.09) [F=8.06, p<.00]
- Lesson Study participants developed assessments as part of a formal PD activity more frequently. Treatment (M=1.46, SD=1.02) Control (M=50, SD=.81) [F=10.04, p<.00]
- Lesson Study participants practiced what they learned and received feedback as part of a professional development activity more frequently. Treatment (M=1.73, SD=1.00) Control (M=.88, SD=1.02) [F=7.10, p<.01]
- Lesson Study participants received PD activities with more emphasis on instructional approaches (for example: use of manipulatives). Treatment (M=2.19, SD=.69) Control (M=1.44, SD=.96) [F=8.69, p<.00]

An excerpt from a document entitled “Educator’s Guide What Works in Teaching Math?” done by researchers: Robert E. Slavin, Cynthia Lake of Johns Hopkins University and Cynthia Groff of University of Pennsylvania January 2010 states “that programs designed to change daily teaching practices - particularly through the use of cooperative learning, classroom management, and motivations programs - have larger impacts on student achievement than programs that emphasize textbooks or technology alone. The most successful math programs encourage student interaction.” EMATHS currently provides professional development to 461 secondary mathematics educators in...
37 counties across Michigan. Educators who complete EMATHS professional development: a) increase content knowledge and have a deeper insights into mathematics; b) maximize the effective use of technology in instruction; c) use research-based pedagogy to create models of instruction that incorporate communication, inquiry and investigation; e) implement formative assessment for improved instruction in Algebra I, Algebra II and Geometry.

Additionally, interim assessments for Algebra I, Geometry and Algebra II units developed as part of the EMATHS grant are being used at the secondary level. The Algebra I multiple-choice items are currently being field tested for reliability and validity. The open-ended items have not been field tested but are available. Geometry and Algebra II items will be field tested in the fall depending on continued EMATHS funds.

In the area of English Language Arts (ELA), the MISD staff has also used research findings to develop and implement professional development in Reading Apprenticeship based on a project from several studies. One study included research questions that examined the effect of the interventions (the Reading Apprenticeship Academic Literacy) on students’ reading skills and other academic outcomes such as attendance, persistence in school, course-taking patterns, and performance on high stakes assessments? Early findings from this evaluation demonstrate that Reading Apprenticeship has a positive and statistically significant impact on student reading comprehension scores. The Reading Apprenticeship Academic Literacy program improved reading comprehension test scores by 1.4 standard score points and this impact was statistically significant (p<.015). The impact of 1.4 points on reading comprehension test scores represents a 33 percent improvement over and above what the Reading Apprenticeship Academic Literacy students would have achieved if they had not had the opportunity to attend the intervention course (Reading Apprenticeship: Academic Literacy Course and its Effect on Reading Comprehension, WestEd).

The MISD ELA consultants have in this past year done extensive research and training in Close and Critical Reading. This professional development is based on several studies:

The ELA Consultants for the MISD have provided teachers across the state with many resources which are listed for reference to demonstrate the deep knowledge and application skills of personnel in this department. Those include:

- Learning Life’s Lessons through Literature (Grades 9–12) – Unpacking the sixteen model units of instruction based upon the Michigan Merit Curriculum

- Learning Life’s Lessons through Literature (Grades 6–8) – Unpacking the 9 model units of instruction based upon the Michigan Grade Level Content Expectations

- English Language Arts Common Assessment (Grades 6–12) – Comprehensive teacher and administrator professional development to implement formative and summative assessments created by the Macomb ISD.

- Common Assessments have been created for English Language Arts for Grades 6–12. These assessments are aligned to the Michigan High School Content Expectations and Grade Level Content Expectations. They have been placed into Data Director and used as both summative and formative assessments.

- MiCLASS (F.L.I.G.H.T.) Grades 6–8 is a 30 hour training for reading and writing in the content areas. All the resources are on missionliteracy.com. The purpose is to prepare content area teachers with instruction and assessment for developing literacy skills in each of the four content areas.

- Close and Critical Reading with ACT-type reading passages for grades 9–11. These materials are designed to guide students to become more fluent readers who can summarize, analyze and determine the meaning of the passage from different content areas.

- Extensive professional development has been provided to teachers and administrators for teaching, administering, and analyzing the data of for these modules and common assessments.

This partial list of professional development research and implementation by the professionals in the MISD Consultant Services Department in the areas of Mathematics and ELA demonstrate the commitment of this organization to provide reliable and relevant professional development opportunities along with continuous support to all teachers in this county and statewide.
Exemplar 3:  *Job Embedded Professional Development*  
*(15 points possible)*

Describe how a job-embedded professional development plan will be put in place to support principals, school leadership teams, teachers, and support staff.

- The applicant should provide detailed data that supports successful performance in developing job-embedded professional development plans for:
  - principals
  - school leadership teams
  - teachers
  - support staff
A job-embedded professional development plan is an integral part of the SAS system of the Macomb Intermediate School District. Each school staff, after analysis of the data, and a review of the current professional development experiences within the school will develop a comprehensive and individualized development plan for each department and educator in the building.

Currently, the MISD has an extensive system of professional development that includes a year long teacher leader program. This program provides the teacher leadership teams (including the building administrator) an opportunity to learn facilitation skills, research based theories on culture, change, student achievement, and data analysis for implementation at the school level.

In addition to the support detailed above another group that is actively learning all year is a Facilitators of School Improvement (FSI) team from each school that meets to examine a comprehensive needs assessment and then develop strategies based on the most current student data (from the D4SS and Data Director systems). This teacher, support staff and administrative group are able to have the time to discuss issues at the particular school and a MISD Consultant is available to assist with planning for the next opportunities for professional development. The team is able to develop their own plan for improvement that includes relevant training in the areas where their students have the highest need.

The MISD is actively involved in the RtI and MiBliSi initiatives in the state and are leaders in having experts within the organization assist schools individually or in small groups related to behavioral issues or those that include students with special needs including English Language Learners (ELL). The MISD has a full time ELL consultant who works closely with schools that are experiencing a rapid growth in immigrant children. One of the districts in the southern part of the county has over 57 languages spoken throughout its schools. The Special Education Consultants and Consultant Services personnel work closely throughout the year by often providing services together to staff that have a particular request or need additional help with special populations.

Since July 2009, the Consultant Services Department has provided the following professional development services reaching over 10,000 participants.

- Assessments – 764 participants
- Career & Technical Education – 409 participants
- Early Childhood Education – 284 participants
- Economically Disadvantaged Awareness – 26 participants
• Language Arts – 1856 participants
• Mathematics – 619 participants
• New Teacher Academy – 944 participants
• Response to Intervention (RtI) – 896 participants
• School Health – 253 participants
• School Improvement – 341 participants
• Science – 932 participants
• Social Studies – 142 participants
• Staff Development/Leadership – 1409 participants
• Student Assistance – 760 participants
• Universal Design for Learning – 64 participants
• Algebra for All – 55 participants
• EMATHS Grant – 134 participants
• Dynamic Assessment – 179 participants
• Implementing Algebra I – 271 participants
• Implementing Algebra II – 36 participants
• Implementing Geometry – 35 participants
• Close and Critical Reading – 282 participants

This list of opportunities is available to all educators, and can be specifically designed and delivered to staff to meet the needs of specific high priority schools that are identified as lower achieving buildings.
Exemplar 4: Experience with State and Federal Requirements
(15 points possible)

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

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

Models, tools and practices that are provided by the Macomb ISD are aligned to the School Improvement Framework Strands. MISD personnel work with districts and schools to identify researched-based practices that address the key characteristics and/or achievement areas targeted for improvement.

Macomb ISD has two consultants who interface with MDE monthly to keep current with School Improvement (SI) and Title I. These consultants are responsible for serving on MDE’s, MI-CSI team or MAS/FPS council. Each has been a presenter for MDE and NCA demonstrating how the Macomb Teacher Leadership aligns with the SI Framework.

Macomb’s School Improvement Consultant helped create the One Common Voice, One Plan. These training modules are being used throughout the state.

The Michigan Comprehensive Needs Assessment

Over the past 2.5 years Macomb has provided critical training and support to 21 districts on how to conduct a quality comprehensive needs assessment at the school and district level. The Facilitators of School Improvement (FSI) at the high, middle and elementary school levels provide school administrators and two School Improvement Chairs an opportunity to meet monthly to receive tools, training and support in how to facilitate the MI-CSI stages at their schools. This year the Macomb Instructional Technology and School Improvement Consultants designed and published a manual to assist schools and districts with building their School Data Profile and conducting analysis. They provide D4SS and Data Director training so school improvement facilitators have the necessary tools to conduct a CNA that leads to identifying challenges and strengths. FSI participants work through their School Process Profile (SA/SAR or 40/90) to determine if they have evidence to support the proficiency levels selected.

The Macomb SI Consultant is one of the state’s Regional Model trainers to district level administrators responsible for conducting District CNA’s.

Individual School/District Improvement Plans, North Central Association (NCA)

The staff at Macomb designed FSI (6 days) to support schools and districts in facilitating stakeholders through the MI-CSI process. This training provides opportunities for schools and districts to use their CNA to identify goals and develop improvement plans. Both MDE and NCA schools work simultaneously to produce improvement plans that exemplify the mantra “One Common Voice–One Plan”. Built into the FSI curriculum are opportunities for participants to understand how Title I, NCA and MDE all relate to the findings from a CNA. The alignment between MDE/Title I or NCA/Title I are fostered and trained so schools and districts develop a comprehensive
plan with one voice.

Macomb has a consultant who is a NCA Ambassador who works closely with NCA schools and districts to prepare them for Quality Assurance Reviews.

Macomb consultants attend and present at both MDE, NCA, and Title I state conferences.

Understanding of Title One (differences between Targeted Assistance and School-wide)

Macomb has identified a consultant to support districts in the development and implementation of Title One programs. The consultant is available to help guide districts through the process of determining programs that would best meet the needs of students within the framework of Targeted Assistance or School-wide regulations. This consultant also serves as the Region 12 Representative for the Michigan Association of State and Federal Program Specialists (MAS/FPS). MAS/FPS has partnered with the OEII to provide quality professional development to educators across the state regarding the implementation of federal and state programs. The Macomb ISD has offered to be a host site for numerous trainings conducted by MAS/FPS and will be continuing this relationship in the upcoming years.

The Macomb consultant also designates meetings throughout the year whereby district Title One directors receive the most current updates and information related to state and federal programs. The Macomb School Improvement and Title One consultants work closely together to insure that "One Common Voice-One Plan" becomes a living document within Macomb schools.

State Assessments; GLCEs; HSCEs

The MISD has one consultant with a PhD in statistics and assessments that is responsible for all state assessment and assisting the districts with this function. Additionally, all content level consultants have served on state committees who have written and reviewed the GLCEs and HSCEs.

Michigan Merit Curriculum; Michigan Curriculum Framework; Section 504

The MISD has been very involved in the implementation of the Michigan Merit Curriculum and has three consultants who work directly with High Schools on all issues pertaining to the requirements. Several consultants serve on statewide committees related to all curriculum areas and are very familiar with the Michigan Curriculum Framework. Consultant Services works collaboratively with the Special Education Department at the MISD related to issues involving Section 504.
Exemplar 5: Sustainability Plan
(15 points possible)

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

- The applicant should demonstrate significant knowledge and experience in developing sustainability plans.
Exemplar 5 Narrative Limit: 2 pages (insert narrative here)

The staff of the MISD is extremely knowledgeable in development of sustainability plans. This has been demonstrated through the implementation of many federal and state grants awarded to the MISD. After the funding was finished, the project or program was sustained through careful pre-planning.

As the MISD partners with schools involved in the SAS system, one of the primary goals is for the school to build its capacity level in knowledge, skills, and competencies to not only increase the achievement level for all students but as important be able to maintain that improvement over time. Much of that plan is based on the professional development provided by this organization that focuses on developing leaders throughout the building. The Teacher Leader program and a monthly Principal Leadership program that has been successfully implemented for over three years will be the foundation of that plan. Research is clear that as teachers are empowered with competencies to analyze data, make decisions, and develop the skills to individualized instruction, then they are able to sustain the programs and strategies that are implemented in the building. In fact, they will monitor those programs and make adjustments as needed. Together with the building administrators and central office personnel they will understand the professional learning community culture and will work to nurture and preserve that environment for all students. This takes time, but the experience of the MISD with these two programs as an example have provided data (teacher perception surveys and changes in the building achievement levels) along with the academic research that these changes will then become sustained over time and be maintained even through challenges involving finances, change in personnel and the demographic make-up of students.

In fact, one of the Middle Schools in the county that was at Phase 6 three years ago was honored recently for reaching Phase 0 in just two years. This is a school that has a high poverty level and a transient population. However, the staff worked closely with the MISD consultants in understanding the importance of collaboration, data analysis (through data-driven dialogue) and made student achievement a priority for all students. This building continues to succeed this year.
Exemplar 6: **Staff Qualifications**  
(15 points possible)

Provide names and a brief summary of qualifications for the primary staff who will be involved in providing services to LEA’s. Provide criteria for selection of additional staff that are projected to be working with LEA’s. Include vitae of primary staff.

- Staff qualifications and vitae should match with areas that the applicant wishes to serve. Staff should have extensive experience in implementation of all applicable areas.
The staff that will be primarily working the lower achieving schools includes:

Dr. Judith Pritchett – Chief Academic Officer – former local Superintendent; curriculum director; high school principal; and high school teacher

Dr. Laurie VanSteenkiste – Teacher and Principal Leadership Consultant – former curriculum director – Galileo Leader – Adaptive School Leader

Lisa Asaro – Education Specialist – School Improvement Facilitator – former special education teacher – Galileo Leader – Adaptive School Leader – D4SS Facilitator

Grace Velchansky, Education Specialist – PhD candidate – Reading Consultant – Title I Consultant – former special education teacher and Title I specialist – Adaptive School Leader

Carrie Wozniak – PhD Candidate – Secondary Reading/Writing Consultant – former high school English teacher

Dr. Elaine Weber – Internationally known researcher and Reading/Writing Consultant – represented Michigan on the Common Core National Committee for review of the ELA standards – served on several statewide committees

Marianne Srock – Mathematics Consultant – former high school mathematics teacher

The criteria to be used for selection of additional staff will be based on the goals of the school. Each of the twenty-five consultants in this department has varied degrees and experiences to share with the LEAs. It is expected that each consultant have a primary knowledge of each district and to have worked with them in some capacity during the year. This will provide the level of trust needed for an outside consultant to develop relationships in assisting the staff and students.
The applicant entity:

1. will follow all applicable legislation and guidance governing the Section 1003(g) school improvement grants.

2. will follow all applicable Federal, state, and local health, safety, employment, and civil rights laws at all times.

3. will comply with the MDE Standards for Monitoring Section 1003(g) School Improvement Grants Preferred External Education Services Providers.

4. agrees to make all documents available to the MDE or LEA for inspection/monitoring purposes, and participate in site visits at the request of the MDE, the district, or facilitators/monitors for the SIG grant.

5. agrees to notify MDE and applicable district(s), in writing, of any change in the contact information provided in this application within ten business days.

6. ensures that it will provide written notification to MDE, when external preferred provider services will no longer be provided, thirty days prior to termination of services.

7. assures that they have accurately and completely described services they will provide to the LEA.

8. assures they will comply with SEA and LEA requirements and procedures.
• **Licensure:** Applicants must attach a copy of their business license or formal documentation of legal status with respect to conducting business in Michigan (e.g., certificate of incorporation, proof of 501(c)(3) tax-exempt status). Schools, school districts, and ISDs/RESAs may substitute documents that include address/contact information and the appropriate building or district code as found in the Educational Entity Master (EEM).

• **Insurance:** Applicants must provide a proof of their liability insurance or a quote from an insurance agency that reflects the intent to obtain general and/or professional liability insurance coverage.

**LICENSURE AND INSURANCE DOCUMENTS ARE ON FILE WITH MDE**
Lisa Guzzardo Asaro
4766 Fawn Hill Ct., Oakland Twp., MI 48306
248.321.8735
lasaro@misd.net

EDUCATION

Administrative Certificate
Oakland University, Rochester Hills, MI 2008 – 2014

Ed Specialist Educational Leadership 2007
Oakland University, Rochester Hills, MI GPA 3.9

Masters of Ed Learning Disabilities 1980
Wayne State University, Detroit, MI GPA 3.8

Bachelor of Arts Elementary Education 1977
Michigan State University, East Lansing, MI

PROFESSIONAL DEVELOPMENT and AFFILIATIONS

- MI-CSI Model Michigan Department of Ed
- District MI-CSI Model Michigan Department of Ed
- Adaptive Schools Leadership Training Bob Garmston
- Covey’s 7 Habits of Highly Effective People Covey Institute
- Cognitive Coaching 4-day Jane Ellis
- Data Driven Dialogue 4-day Bruce Wellman and Laura Lipton
- National Reading Apprenticeship 3-day Institute WestEd National Institute
- Reading Apprenticeship 5-day Workshop WestEd
- Reading Apprenticeship Certified Trainer WestEd National Institute
- Reading Reasons Kelly Gallagher
- Facilitative Leadership 5-day Training Interaction Associates
- Facilitative Leadership Certified Trainer Interaction Associates
- Cognitive Coaching 5-day Training Art Costa and Robert Garmston
- Qualified Evaluator Land Associates
- Differentiated Instruction Carol Ann Tomlinson
- ASCD Conferences and Membership
- NSDC Conferences and Membership
- Classroom Instruction That Works Robert Marzano
- Managing Complex Change Bailey Alliance
- Clinical Supervision Sue Wells-Welch
- Collaborative Strategic Planning Interaction Associates
- Whole Systems Change Strategies Peter Singe
PROFESSIONAL HIGHLIGHTS

- National Staff Development Co-Presenter, Macomb ISD’s Teacher Leader Program, 2010
- Publication: Co-author of *Data Reference Points for the Michigan School Data Profile*, 2010
- MDE, District Regional Trainer, 2009-present
- Michigan Association of School Boards Presenter, 2009
- MDE, OEII/OFS Advisory Board, 2008-present
- MDE, MI-CSI Team, 2008-present
- Governor’s Summit Presenter, 2008
- North Central Chair, 2007-2009
- NCA, MDE, MAS/FPS Director’s Institute Presenter, 2007-present
- Oakland University Instructor of record for 530 Reading, 2006-2008
- MAS/FPS Mid-Year Director’s Institute Presenter: The Role of the Literacy Coach, 2006 - 2008
- Michigan Reading Association Presenter: The Role of the Literacy Coach, 2006
- Design and co-facilitate the MISD’s Coaching Network, 2006 - 2008
- Reading Apprenticeship 5-day trainer for middle and high school teachers, 2005-2009
- Co-designed an extensive, 4-day Reading Apprenticeship Program Curriculum Guide for MISD’s High School Literacy Initiative, 2005-2006
- Coordinate and co-facilitate the MISD’s Secondary Literacy Network, 2005-2008
- Facilitative Leadership 3-day trainer for teachers, administrators, corporate managers, and leaders, 1999-2004
- Agenda Design and Facilitator for Assistant Superintendent Team, 1999-2004
- Designed and conducted training in supervision, leadership strategies, classroom management, facilitative learning and instructional delivery, strategic planning, and effective instruction, 1999-2004
- Designed, implemented, and monitored the Kyrene School District’s 3-year Educational Assistance Program involving 350 novice and experienced teachers new to the district, 1995-1999
- Designed, implemented, and facilitated the Kyrene School District’s Mentor Program that involved 60 mentors and approximately 150 to 200 new teachers, 1995-1999
- Designed and conducted Continuing Ed Courses for district employees: Facilitative Learning and Instruction Delivery, Facilitative Leadership Strategies, Teaching the Adult Learner, 1995-1999
- Served as instructor for Northern Arizona University Cohort Master’s Program, 1997 & 1998
LEADERSHIP and WORK EXPERIENCE
Macomb Intermediate School District; Clinton Township, Michigan—School Improvement Consultant
2005 - Present
• Literacy Coach
• Reading Apprenticeship Certified Trainer servicing middle and high school staffs in 21 districts
• Creator and Facilitator of Facilitators School Improvement servicing 21 districts
• Creator and Co-Facilitator MISD Teacher Leader Program
• Covey Trainer 7 Habits of Highly Effective People
• Co-Designer and Facilitator of High Priority Schools: Student Achievement Seminar Teams
• MDE, MI-CSI Trainer

Capacity Builders—Senior Associate
1999 - 2004
• Facilitated the Teaching and Learning Council for the Kyrene School District’s Assistant Superintendent
• Presenter for 3-day Facilitating Learning and Instructional Delivery which involved two classroom teacher observations and coaching opportunities
• Presenter for 3-day Facilitative Leadership Training
• Evaluated teacher performance for the Pay for Performance Program

Kyrene School District; Tempe, Arizona—Assistant Director of Staff and Organizational Design
1994 - 1999
• Assistant Director of 3-year District Induction Program
• Assistant Director of District Mentor Program

Kyrene School District; Tempe, Arizona
1988 – 1996
• Resource Special Education Teacher
• Teacher-in-Charge
• Grant Writer
• Facilitator, Presenter and Trainer for Leadership Initiative
• Special Education Trainer and Mentor

Algonac Community Schools; Algonac, Michigan—Teacher
1977 - 1988
• Fourth Grade Teacher and High School Special Education Teacher
• Teacher Consultant
• PreVocational Liaison to Superintendents in St. Clair County
• Published Curriculum: PreVoc I and II
Awards and Recognition

- Co-designer of the School Data Profile Manual on Data 4 Student Success Website, 2010
- Trained 2,000 secondary teachers throughout Michigan in Reading Apprenticeship, 2005-2008
- Outstanding Leader as a YMCA Board Member, 2003
- Outstanding Presentation Certificate from the National Staff Development Council, 1998
- Certificate of Appreciation for Outstanding Facilitator, 1997
- State of Arizona: School Restructuring Incentives Project: One of four project leaders, awarded $52,500.00, 1993
- Participant in Video for Outstanding Leadership: Cornerstones of the Learning Organization with Peter Senge, 1993
- Special Education Mini Grant Recipient, 1991
- Author of Prevocational Curriculum that was purchased by Oakland County School District, 1987
- Recipient of Golden Nugget Award from the St. Clair County Council for Exceptional Children for outstanding service to a handicapped student, 1985
- Special Education Mini Grant Recipient, 1985
- Teacher Consultant Endorsement, 1982
Judith P. Pritchett, Ph.D.
62823 Tournament Drive
Washington Township, MI 48094
(586) 992-9332

Professional Vision:

- Maintain a strong systemic organization that supports an environment where all constituent districts will be provided with necessary support.
- Plan, develop and administer consultative instruction, evaluation and assessment support services.
- Maintain fiscal responsibility that supports the vision, mission, and goals of the Macomb Intermediate School District.
- Plan, develop and implement initiatives in the areas of instruction, grants, educational policy research and development, professional development, planning and compliance.
- Develop and coordinate initiatives designed to link the community to the Macomb Intermediate School District.
- Advocate for the Macomb Intermediate School District and constituent districts with community, state and national leaders who have direct impact on the policies affecting public schools.
- Implement and assess the goals and objectives of the Macomb County School Improvement Plan.

Education:
Ph.D., Educational Leadership, Oakland University, Rochester, MI - May, 2002
  - Dissertation Title: “The Effects of Learning and Performance Goal Orientation on Middle School Females as Related to Technology Classes”

Education Specialist in Curriculum, Instruction and Leadership, Oakland University, Rochester, MI June, 1997 (GPA 3.93/4.0)

Master of Arts in Curriculum, Instruction and Leadership, Oakland University, Rochester, MI - June, 1994 (GPA 3.94/4.0)

Bachelor of Arts in Social Studies, Oakland University, Rochester, MI - April, 1988 (GPA 3.93/4.0)

Associate of Arts in Secondary Education, Lorain Community College, Elyria, Ohio - June, 1971

Additional Professional Development:

Michigan School Business Officials - Conferences and seminars related to school finance in Michigan, 2003-Present

Federal Relations Network (FRN) - National School Board Conference focusing on issues of federal policies related to public schools, 2004 - 2009

Michigan Association of School Boards - Conferences and seminars focusing on state and local policies related to public schools, 2003 - Present

Supes Academy - Superintendent Preparation Series (Michigan Leadership Institute), Fall, 2002

Leadership Macomb - Eight month leadership series for potential civic leaders, Macomb County, 2002/03

Certificates:

- Administrative, State of Michigan – September, 2008 (expires in 2013)
- Continuing, State of Michigan - June, 1991
- Endorsement/English, State of Michigan - June, 1990
- Provisional, Secondary Social Studies, State of Michigan - April, 1988
Experience in Education:

Chief Academic Officer, Macomb Intermediate School District, Clinton Twp., MI – July 2009 – Present

- Develop professional development opportunities for constituent districts and provide leadership and assistance in the areas of school improvement and accreditation
- Provide leadership in the development of innovative curriculum approaches, business/school partnerships and demonstrate ability to work in an entrepreneurial environment
- Monitor state and national initiatives to provide analysis of data; develop programs to enhance public school performance and improve student achievement
- Respond to the needs of diverse learners and is knowledgeable regarding public school choice options and alternative instructional service delivery
- Survey education research, student data and communicates best practices and evidence-based strategies to constituent district
- Establish program evaluation and assessment systems
- Develop curriculum esource center
- Monitor legislation in areas of responsibility, informs constituent districts of changes in law/educational policy and provide analysis and input related to educational concerns and responses
- Supervise and evaluate all personnel in the area of responsibility and prepare reports and documentation as required
- Serve as chief spokesperson to the Media in the areas of curriculum and instruction

Superintendent, Center Line Public Schools, Center Line, Michigan – July 2003 – July 2009

Major Responsibilities:

Policy:

- Implement the policies and regulations approved by the Board of Education
- Develop and revise policies based on state, national and local requirements
- Advise Board of Education of legal requirements and changes in statutes affecting the school district operations in the areas of Finance, Student Relations, Personnel and Facilities

Finance:

- Monitor the short and long term financial status of the district
- Advise and recommend financial adjustments to the budget to maintain fiscal responsibility
- Provide guidance to the Board of Education in understanding the impact of financial decisions for the long term future of the school district
- Develop and recommend the general and capital budget

Student Achievement:

- Monitor the current achievement levels of all students in the district based on local, state and national assessments
- Direct administrators to monitor and adjust when necessary the instructional strategies of teaching staff to align with the district goal of increasing student achievement
- Direct administrators to provide staff development in the areas of research based instructional strategies and assessment to align with the district goal of increasing student achievement
- Direct administrators to develop curriculum guides that align with the Grade Level Content Expectations and High School Content Expectations
Strategic Planning:

- Recruit the Strategic Planning Team consisting of students, staff, community members, parents
- Develop timeline for five year implementation of goals and objectives
- Implement the objectives to support the school district’s five year strategic plan
- Provide yearly updates to the Board of Education and community related to progress of the strategic plan

Legislative:

- Monitor the legislative and political initiatives and laws that impact public schools
- Attend State Board of Education meetings and present research and perspective from local district and/or Macomb County
- Present educational perspective regarding current or pending legislation to legislators
- Attend legislative committee meetings and advocate education positions at hearings when appropriate

Supervision and Evaluation:

- Provide direction, guidance and summative evaluation for Administrators in the district
- Communicate the expectations and goals of the school district to all staff in various formats
Community:

- Represent the Board of Education and school district at local, state and national events
- Communicate the goals and objectives of the school district to the community in various formats
- Develop and implement community forums to provide a vehicle for sharing of new initiatives or explanation of decisions being considered by the Board of Education
- Meet with students, staff and community members individually or in groups to receive feedback on the school district’s goals and objectives

Assistant Superintendent for Curriculum and Instruction, July, 2001 – June, 2003
Center Line Public Schools

Director of Curriculum, Instruction and Accountability, July 1999 - July 2001
Mount Clemens Community School District

Director of Secondary Instruction (Principal - 6-12), November 1997 - July 1999
Mount Clemens Community School District

Associate Principal, 1994 - 1997
Utica Community Schools, Stevenson High School

Special Assignment, Administrative Intern, 1994
Utica Community Schools, Eisenhower High School

Teacher, Social Studies and English, 1991 - 1994
Utica Community Schools, Eisenhower High School

St. Clement High School, Center Line, Michigan

Professional Affiliations:

- Association of Supervision and Curriculum Development
- Macomb County Association of School Administrators – President, 2005-2006
- Macomb Association of Curriculum Administrators
- Michigan Association of School Administrators
- Michigan School Business Officials
- Tri-County Alliance – Secretary, 2008-2009
- Galileo Institute Board

Honors:

- Woman of Distinction – Girl Scouts of Macomb County - 2006
- Graduated Summa Cum Laude, Oakland University, Rochester, Michigan - April, 1988
- Golden Key Honor Society – 1988- Oakland University

Community Service:

- Center Line Lions Club – 2008 - Present
- South Oakland Shelter (SOS) local church coordinator, Summers, 2002-2005
- Committee Member - local church, 1999 - Present
Professional References

Dr. Joan Sergent
Executive Director
Tri-County Alliance
2111 Pontiac Lake Road
Waterford, MI  48328
248-209-2044

Dr. Terry Follbaum (retired) Superintendent
Center Line Public Schools
11953 Whispering Oaks
Shelby Township, MI  48315
586-786-1175

Dr. William Keane
Interim Dean, School of Education and Human Services
Oakland University
480D Pawley Hall
Rochester, MI  48309
248-370-4204
Marianne Srock  
69220 Campground Rd.  
Romeo, Michigan 48065  
Phone: (586) 752-5535  
Email: msrock33@comcast.net

EDUCATION:
1973-1977 Bachelor of Science in Mathematics from the University of Detroit, College of Engineering, cum laude.
1978-1981 Master of Arts in Administration from Wayne State University, College of Education, summa cum laude.
1982-2000 Postgraduate work in Education, Marygrove College (15 Hours).
2000-2010 Numerous technology workshops from Texas Instruments

EMPLOYMENT:
2002-2004 Principal/Assistant Principal/Athletic Director, Powell Middle School, Romeo Community Schools.
1978-2002 Mathematics Teacher, Romeo Community Schools.
2004-2005 Professor-Adjunct, Oakland University, EST 535
1999-2008. Professor-Adjunct, Math, Davenport University, MTH 020,030,120
1997-1999 Professor-Adjunct, Math, Detroit College of Business
1977-1978 Mathematics Teacher, St. Alphonsus High School, Dearborn.

CURRICULUM & LEADERSHIP WORK
2004-pres. MISD Mathematics Consultant, responsible for professional development of teachers K-12, curriculum alignment, program adoptions etc for 21 school districts. Published County Curriculum Math Guide K-12 on Blackboard aligning the GLCEs and HSCEs from the State of Michigan with engaging instruction, vocabulary, etc.
2006-pres Project Director, Macomb County, EMATHS MSP Grant through the United States Department of Education - $2,000,000
2006-pres Certified Instructor, Dynamic Classroom Assessment I & II
2008-2009 Facilitated Power Standards Project for Macomb County Mathematics
2006-pres Project Director, Macomb County, w/RAND Corp & National Science Foundation, $50,000 field study of Carnegie Learning-Cognitive Tutor Software
2004-pres Assistant Project Director of an MSP Grant in Lesson Study (Math-Science Partnership Grant-$500,000)-received national recognition for Quasi-Experimental Design
2004-2005 Project Director for Macomb County, dissemination of 99b Funds, $450,000 for Middle School Mathematics Education
2003-2004 In absence of a curriculum director, serving as district leader in the adoption, teacher training, and benchmark aligning of Connected Mathematics Project, Romeo
2004-2005 State of Michigan, Bias Review Team Member, MEAP
2004-2010 MCTM State Conferences
2004 NCTM National Conference in St. Louis
June 2004  Consulted w/ Freeman & Associates on development of a new Mathematics Textbook, New York City, NY
2002-2003  Ohio Regional Conference, Texas Instrument, MATYC/OCTM/MAA
1994-2004  Macomb County Mathematics Steering Committee
2003-2004  School Improvement & NCA Leader, Powell Middle School.
1994-2003  County Representative MEAP Analysis.
2000-2001  Writer of MEAP Questions for the State Dept. of Education.
1994-1995  Through a partnership with General Motors/Saginaw Gear Plant, designed and implemented eight Math/Science Units to expose our 8th Graders to the Mathematics involved in Automotive Engineering and the Skilled Trades.
1990-1991  Analyzed the Cord/Applied Mathematics Curriculum and Aligned its Labs throughout the Math Curriculum of Romeo Community Schools.
1980-2004  Have successfully written and am writing numerous grants to fund projects in Math Education, at the state and national level.
1990-2004  Wrote and initiated a “hands on” Geometry Curriculum in the Romeo Schools which featured daily classroom use of the TI-92, Cabri and Cabri Jr., and a 3-D Geometry program.
2003-2004  Participant, Great Lakes Initiative for Mathematics, from the National Conference in Utah.
2003-2004  Increased Academic Support at Powell Middle School and developed an afternoon tutoring program to maintain MEAP scores and AYP for No Child Left Behind.
2003-2004  Worked as liaison between the Romeo Engineering and Technology Center and the middle schools in Romeo to promote an increase in student enrollment in the Applied/Tech fields as well as the Math/Science advanced program. Developed criteria for acceptance and placement.

AWARDS
1992  WDIV Teacher of the Year, District & County Level.
2002  Davenport University, Teacher of the Year.

PROFESSIONAL AFFILIATIONS
Member NCTM (National Council of Teachers of Mathematics)
Member MCTM (Michigan Council of Teachers of Mathematics)
Member MMLA (Michigan Mathematics Leadership Association)
Member MMC (Michigan Mathematics Coordinators)
Member MASSP (Michigan Association of Secondary School Principals)
Member MHSAA (Michigan High School Athletic Association)
Member MAMSAA (Michigan Association of Middle School Athletics Assoc).
EDUCATION

Doctoral Program, Capella University
Education Specialist, Wayne State University
Certification in the teaching of Reading Recovery, Western Michigan University
Masters in Education Leadership, Wayne State University
Bachelor of Arts in Special Education, University of Detroit

PROFESSIONAL EXPERIENCE

2006 -
Elementary Language Arts Consultant, Macomb Intermediate School District
- Support districts and schools in the development of a language arts curriculum.
- Develop and provide professional development in the areas of reading and writing based on researched based practices.
- Analyze assessment data in order to assist schools in writing and achieving their school improvement goals.
- Assist districts in navigating the requirements set forth in state and federal grants.
- Co-facilitate the Macomb Teacher Leader Program which focuses on developing the leadership skills of teachers in order to move schools toward a distributive model of leadership.

2003 –2006
DIRECTOR OF SPECIAL EDUCATION AND STUDENT SERVICES, FITZGERALD PUBLIC SCHOOLS
- Coordinated state and federal programs optimizing educational opportunities for students.
- Restructured preschool programs to include research based instruction aligning with the elementary curriculum.
- Initiated a response to intervention model of supporting at-risk students leading to a reduction of referrals to special education.
- Provided staff development and support in the areas of curriculum, guidelines, policies, and procedures bringing continuity to programs.
- Revised programs to meet the criteria as set forth in grant proposals.

1999 – 2003
ELEMENTARY CURRICULUM COORDINATOR, MOUND PARK ELEMENTARY SCHOOL
- Led K-5 teachers with the implementation of the state and district curriculum resulting in increased MEAP scores.
- Conducted professional development and modeling of instructional practices that became the core of a K-5 literacy program with an extension across content areas.
- Analyzed MEAP data to determine curriculum focus and develop school improvement plans thereby raising student achievement at or above the state level.

1994 – 1999
READING RECOVERY TEACHER, MOUND PARK ELEMENTARY SCHOOL
- Instructed at-risk first grade students in the acquisition of literacy skills enabling them to become competent readers and writers.
- Established instructional practices which became the precursor to a balanced literacy program.

1990 – 1994
ELEMENTARY SPECIAL EDUCATION TEACHER
- Provided instruction to students in a self-contained classroom with a focus on mainstreaming to the general education setting.
- Co-chaired the development and implementation of a building based child study intervention program to identify resources for at-risk students. This served as a model for future child study teams within the district.
ADDITIONAL EXPERIENCE

1999 – Present  Macomb Intermediate School District
• Certified Trainer for Covey’s 7 Habits
• Certified Trainer for Thinking Maps
• Consulted in the development and presentation of the Macomb Response to Intervention framework via MCAASE.
• Actively participated as a member of the MLPP Management Team.
• Supervised districts participating in Camp Literacy - 1999 and 2000.
• Developed modules and videos for MLPP grades K-5.
• Trained teachers in MLPP and DIBELS for Macomb, Lapeer and St. Clair counties.

PROFESSIONAL ORGANIZATIONS

• Michigan Reading Association: Board Member, Region 7 Representative
• Michigan Association of State and Federal Program Specialists: Board Member, Area 12 Representative
• International Reading Association
• Association of Supervision and Curriculum Development
• National Staff Development Council
Elaine M. Weber, Ph. D.
38849 East Golfview Drive
Clinton Township, Michigan 48038
Telephone: 810-286-3428

Current Position
Director of the Macomb Regional Literacy Training Center
Language Arts Consultant

Professional Address
Macomb Intermediate School District
44001 Garfield Road
Clinton Township, Michigan 48038
586 228 3479 gweber@misd.net

Mission Statement: Respond to the urgency for literacy development in times of rapid change.

Education
Doctor of Philosophy - Michigan State University, East Lansing, MI 1975
Master of Arts - Eastern Michigan University, Ypsilanti, MI 1972
Bachelor of Science - Eastern Michigan University, Ypsilanti, MI 1968

Employment:
Macomb ISD, Director of Macomb Regional Literacy Training Center/ ELA consultant 1998 - present
Department of Defense Dependents Schools, Educational Coordinator, ELA /ESL
Michigan State University, Professor in Residence and Lecturer, 1977 – 1979
Michigan State University Special Assignment (Egypt), 1985
Saginaw Intermediate School District, Professor in Residence, 1975 – 1977
Michigan State University, East Lansing Michigan, Lecturer 1969 – 1795
Public School Teacher - Elementary/Middle 1961 - 1969

Conferences Coordinated
MiCLASS National Conference August 2004
Michigan Literacy Progress Profile 4/5 March 2002
Becoming Literate, Macomb ISD, February 2000
Language Arts Tools for Learning, DoDDS – Atlantic Region February 1994
Across the Curriculum Writers’ Workshop, DoDDS – Atlantic Region January 1994
Standards for English, DoDDS – Atlantic Region November 1993
English/Language Arts Standards, Michigan State Department of Education October 1992
National Teleconference State Reading Policy
New Vision for Reading, Great Lakes Regional International Conference October 1991
Leadership in Reading, Wisconsin Reading Association January 1990
Reading for Special Populations, Michigan State Department of Education November 1990
Celebrate Reading, Michigan State Department of Education May 1989
State of Reading Goes National, Michigan State Department of Education September 1988
Keynote Presentations:
Mission Literacy – Adolescent Literacy - America’s Choice Conference (California) January 2008
Profundity Scales - Michigan Reading Association March 2002
Reading – It’s Past - Michigan Reading Association March 1999
Reading and Outcome Based - Oakland University October 1992
New Visions in Reading Education Montana Reading Association March 1990
New Directions in Reading - University of Western Kentucky June 1990
Leadership in Reading Education - Virginia Reading Association April 1989
Professional Development: Reading - Wisconsin Reading Association March 1989
Professional Leadership: Reading - Minnesota Reading Association April 1989
Leadership in Reading Education - Central Florida University February 1989
Reading for the Future - American Reading Forum Sarasota, Florida December 1998

Presentations:
Michigan Reading Association State Conference (annually) 1971 - present
Michigan Council of Teachers of English (annually) 1984 - present
International Reading Association – Annual Conference
  - Profundity Scales, Orlando, Florida March 2002
  - Summer School New Orleans, Louisiana April 2001
  - Profiles of Writing Orlando, Florida May 1998
  - Principals of Leadership in Reading Toronto, Ontario May 1994
  - Establishing Reading Policy Orlando, Florida May 1992
  - Secondary Special Interest Group Atlanta, Georgia May 1985
  - Leadership in Reading (Pre-conference) New Orleans, Louisiana May 1984
International Reading Association – Regional Conference
Profiles in Writing, Tucson, Arizona October 2001
New Visions for Reading, Grand Rapids, Michigan October 1991
Reading Programs: Literature-Based, Anchorage, Alaska June 1989
Instructional Aides to Education, Tucson, Arizona September 1982
International Reading Association – World Congress
Profiles in Writing, Auckland, New Zealand July 2000
Reading: Professional Development, Brisbane, Australia July 1988

Publications:

Media Productions:

Awards:
Michigan Reading Association, Literacy Educator of the Year, 2002
Grand Valley University Literacy Award, 2001
International Reading Association, 1989 Celebrate Literacy Award
Resourceful, energetic teaching professional with an honest and caring interest in students’ learning and social development. Actively involved in all areas of education including curriculum development, teacher mentoring, and community work. A self-driven leader with excellent communication and interpersonal skills who effectively collaborates with all levels of staff members and fosters quality relationships with students, parents, and community members.

KEY STRENGTHS INCLUDE:

- English Language Arts Unit Design for Michigan Department of Education
- Reading Apprenticeship Trainer
- Universal Design for Learning Trainer
- Professional Development Designer and Trainer for Macomb ISD
- Data Director Trainer and Assessment Design
- Curriculum design and instruction using Best Practices
- Web design and maintenance [www.swiftpens.com](http://www.swiftpens.com), [www.missionliteracy.com](http://www.missionliteracy.com), [www.macombtl.com](http://www.macombtl.com)
- Developed and designed Macomb ISD Middle School and High School Learning Life’s Lessons Through Literature for English Language Arts Units
- Developed and designed Macomb ISD Middle School and High School Assessment Units
- Common Core and Power Standards Training

EDUCATION & CERTIFICATIONS

**Oakland University – Ph D (currently enrolled)**
Educational Leadership

**Oakland University – Educational Specialist (2008)**

**University of Michigan – Masters of Education (2002)**

**University of Michigan – Bachelor of Arts (1995)**
Major: English  Minor: Social Science

**Professional Education Certificate**
English (BA) 7-12
Social Science (CX) 7-12

TEACHING AND EDUCATIONAL EXPERIENCE

**Macomb Intermediate School District – Clinton Township, MI**  2006 to Present
Secondary Language Arts Consultant
Working with local districts as an ELA consultant providing instruction and teacher training. Writing and presenting ELA curriculum units. Presenting at the state level the new High School ELA grade level content expectations. Presenting and designing Universal Design for Learning Professional Development.

Lake Shore High School – St. Clair Shores, MI  1997 to 2006

English Teacher
Taught various classes including *English 9, English 9 AC, English 10, English 11, English Literature, Greek Mythology,* and *Advanced Placement English.* Coordinated and organized 9th grade THINC program.


English Teacher
Taught various classes including *English 9, English 9 AC, English 10, Survey of Drama,* and *Contemporary Reading.*


Director of Summer Warehouse Program
Responsible for student learning, supervisor of the adults on my staff, and manager of warehouse day-to-day operations. Wrote and balanced budget for entire program. Taught and directed 20-35 special needs students every summer. Incorporated job training and academic skills in order to prepare students for the world of work.

LEADERSHIP ACTIVITIES

- 2007, 2008 Adaptive Schools Training
- West Ed Reading Apprenticeship
- 2002 to 2006 – NCA Chairperson
- 2000 to 2006 - Lake Shore Public Schools – ELA Curriculum Committee
- 2004 to 2006 - National Honor Society Advisor
- 2000 to 2006 - Member of (DIT) District Improvement Team
- 2003 to 2006 - ESP Advisor
- 2000 to 2002 - School Improvement Chair
- Presenter Macomb ISD- Curriculum Integration As Best Practice: Redefining Curriculum and Instruction for the 21st Century Learner
- Member of two NCA Visitation Teams
  (Royal Oak Dondero and Madison Heights)
- Mentor Teacher to three teachers

PROFESSIONAL DEVELOPMENT

- Summer 2004 – Advanced Placement Certification - English Literature
- MI-Plan School Improvement Training
- MI CLIMB Training
- Golden Package Data Analysis Training
- Macomb County Making Connections Training and Presenter
- Using Data Analysis for Assessment Training
- NCA Data Analysis Training for School Improvement
AWARDS & RECOGNITIONS

- 2002 Lake Shore High School – Teacher of the Year Award
- 2002 Detroit Free Press – Teacher of the Week
- 2003-2004 MAC – Advisor of the Year Award

References available upon request