



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



JENNIFER M. GRANHOLM
GOVERNOR

MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

May 24, 2010

MEMORANDUM

TO: State Board of Education

FROM: Michael P. Flanagan, Chairman 

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

Eleven positions are open on the State Board of Education's (SBE) Professional Standards Commission for Teachers (PSCT) advisory group. These openings are as follows:

Number of Vacancies	Category	Current Member
1	Community College	Mary C. Belknap
1	Dean of Education	Elaine C. Collins
1	Local School Board Member	Gary Scholten
1	Principal - Elementary	Amy Tebo
1	Principal - Middle School	Penny Snyder
1	Principal - Secondary	VACANT
1	Public or Private Research Institute	John C. Burkhardt
1	SBE Liaison	John Austin
1	School Administrator	Kathy Griffey
1	Teacher - Science	Carol L. Jones
1	Teacher Non-Public	VACANT

Nominations were solicited for all membership categories in which vacancies have occurred. Significant effort was expended seeking nominees for representation in the categories of Non-Public Teacher, Middle School Principal, and Local School Board Member, but no nominations were received. Only one nomination was received for Dean of Education, which was a request to re-appoint Elaine C. Collins for a second term due to the large number of vacancies at teacher preparation institutions. The individuals below have been nominated to the PSCT. Nomination forms, biographical resumes and educational philosophy statements are provided (Attachment A). The charge and composition (Attachment B) and current membership (Attachment C) of this Advisory Group are also provided.

STATE BOARD OF EDUCATION

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608 WEST ALLEGAN STREET • P.O. BOX 30008 • LANSING, MICHIGAN 48909
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Professional Standards Commission for Teachers

Mary H. Brown is recommended in the category of Community College Representative for a four-year term from July 1, 2010 to June 30, 2014.

Ronald J. Collins is recommended in the category of Elementary Principal Representative for a four-year term from July 1, 2010 to June 30, 2014.

Jennifer Brown is recommended in the category of Secondary Principal Representative for a four-year term from July 1, 2010 to June 30, 2014.

Sherry Cormier-Kuhn is recommended in the category of Research Institution Representative for a four-year term from July 1, 2010 to June 30, 2014.

Jan Van Gasse is recommended in the category of School Administrator Representative for a four-year term from July 1, 2010 to June 30, 2014.

Jermaine D. Evans is recommended in the category of Science Teacher Representative for a four-year term from July 1, 2010 to June 30, 2014.

Elaine C. Collins is recommended in the category of Dean of Education for a four-year term from July 1, 2010 to June 30, 2014, as a re-appointment to her present term which expires June 30, 2010.

It is recommended that the State Board of Education approve the appointments of Mary H. Brown, Ronald J. Collins, Jennifer Brown, Sherry Cormier-Kuhn, Jan Van Gasse, and Jermaine D. Evans, and the re-appointment of Elaine C. Collins to the Professional Standards Commission for Teachers for a four-year term ending June 30, 2014, as discussed in the Superintendent's memorandum dated May 24, 2010.

**PROFESSIONAL STANDARDS COMMISSION FOR TEACHERS
NOMINATION FORM**

Name:

Mary H. Brown, Ph.D.

Address:

1660 S. Onondaga Rd.
Mason, MI 48854

Present Position:

Professor – responsible for Science Education series

Business Address:

MC 5400 Science Department
POB 40010
Lansing Community College
411 N. Grand Ave
Lansing, MI 48901

Supervisor:

Dr. Thomas Deits

Telephone: Business:

517-483-1115

Home:

517-628-2495

E-mail Address:

BrownM@lcc.edu

Prior Experience:

Lansing Community College faculty for 29 years in Science Department

Jackson Community College faculty for 2 years in Biology

Central Michigan University adjunct professor for methods biology for 3 semesters

Western Michigan University adjunct professor for educators in environmental biology for 3 semesters

Educational and Other Organizational Affiliations:

Michigan Science Teachers Association

National Science Teachers Association

National Association of Biology Teachers

National and Michigan Association for Community College Teacher Preparation Programs

Education:

Bachelor of Science, Central Michigan University

Master of Science, Central Michigan University

Doctorate in Science Education, Western Michigan University

Mary Helen Porter Brown, PhD

Science Department
Lansing Community College
(517) 483-1092

MC 5400
Lansing, MI 48901
(517) 483-1115
E-mail: BrownM@lcc.edu

EDUCATION

Ph.D. Science Education, Mallinson Institute of Science Education, Western Michigan University. April 2005

Dissertation: Understanding Photosynthesis and Plant Cellular Respiration as “Nested Systems”: The Characterization of Pre-Service Teachers’ Conceptions.

Advisor: Dr. Renee Schwartz

Doctoral Candidate Course Work, Institute of Animal Behavior, Rutgers State University, left without completion of degree, conducted research in physiology and adaptive behavior.

Advisor: Dr. Mai Cheng

Master of Science. Biology with cognitive in Psychology, Central Michigan University, May 1975

Thesis: A Quantitative Study of the Reproductive Behavior of the Ring Dove (*Streptopelia risoria*) and the Diamond Dove (*Geopelia cuneata*).

Advisor: Dr. Nicholas Cuthbert

Bachelor of Science. Biological Science, minor in Psychology. Certified to teach at the secondary level. Central Michigan University, May 1973.

EXPERIENCE

Lansing Community College. 1978-present, Full Professor

Taught Anatomy, Anatomy & Physiology, Cell Biology, General, Organic and Biological Chemistry, Living Systems, Histology, Physiology, Natural Sciences (Living World and Physical World), Foundations of Biological Science (for education majors), General Biology and Science Discovery-A Process.

Course Coordinator for Integrated Science for Education I, II and Nature Study for Educators. 1999-present

Primary assignment in Physical Science Program, secondary assignment in Biology Program

Director of Science and Math Elementary Exploration (formerly Elementary Science Olympiad) since 1999, each Fall semester

PROFESSIONAL STANDARDS COMMISSION FOR TEACHERS

- Mary Brown-

This is a statement of my philosophy, what I think teachers need to know, and be able to do to affect appropriate student achievement outcomes. It also includes my knowledge of current teacher preparation programs.

My personal teaching philosophy is respectful challenge. I believe that students will meet high expectations if respect is given for prior knowledge and guidance is given towards accurate knowledge conceptions.

Teachers in the state of Michigan need to have substantial content knowledge of the subjects they are expected to teach. The phrase “highly qualified” suggests that teachers should have content knowledge and a willingness to be learners throughout their professional careers. Teachers in the state should have the appropriate “Habits of Mind” which includes computational skills, ability to estimate, and research skills. These habits should also include appropriate values and attitudes regarding education. Affective values should include honesty and integrity as well as holding students to high expectations without such disequilibrium that the students find the challenge too overwhelming.

Teachers in Michigan should have pedagogical skills. They should have classroom management skills in that they should be able to keep the classroom psychologically safe for all learners. They should be able to teach to multiple intelligences, and be inclusive to those learners who need special attention. Classrooms in Michigan should be respectful, organized opportunities for learning, with teachers providing guidance to the learning process.

Teachers in Michigan should have pedagogical content knowledge. This suggests that they should be able to match a specific content with an appropriate pedagogy. Educational research provides opportunities for the classroom teacher to find appropriate methods for delivery of content. Content assimilation can then be measured by authentic formative and summative assessment. There should be active research within classrooms as teachers assess the scaffolding of their learner’s knowledge construction. Teachers should be collaborators with other education professionals so that students are appropriately challenged as they move through the educational system.

Most of my experience with the teacher certification process in Michigan has been with introductory level students and only recently with students nearer their certification. I know that the State of Michigan requires a basic skills test of education students. At least one university demands that test be taken before their admission to the education program. Universities within the state have autonomous boards which set their graduation requirements. Ideally, collaboration takes place within the multiple layers of this process so that community colleges, universities and MDE have a unified message to potential and current teachers. Universities which grant education degrees to education majors submit to the MDE a list of graduates who then must take state certification tests in the disciplines they expect to teach.

**PROFESSIONAL STANDARDS COMMISSION FOR TEACHERS
NOMINATION FORM**

Name: Ronald J. Collins

Address: 4678 Kingswood Ave.
Brighton, MI 48116

Telephone: 810-599-7988

E-Mail Address: collinsr@aaps.k12.mi.us

Present Position: Elementary Principal

Business Address: Carpenter School
4250 Central Blvd.
Ann Arbor, MI 48108

Telephone: 734-997-1214

Supervisor: LeeAnn Dickinson-Kelley

Supervisor's title: Administrator for Elementary & Preschool Education

Telephone: 734-994-2252

Your one-page vitae or professional resume should include the highlights of your educational background, prior experience, educational and other organizational affiliations, and must be included with the nomination form.

A one-page personal statement regarding your philosophy of what teachers need to know and be able to do to affect appropriate student achievement outcomes, and your knowledge of the current teacher preparation program must also be included.

The Network of Michigan Educators Ron Collins

4678 Kingswood
Brighton, Michigan 48116

Home Phone: (810) 220-8059
Cell Phone: (810) 599-7988
Email: collinsr@aaps.k12.mi.us

QUALIFICATIONS

Seventeen years of classroom teaching experience make it possible for me to understand curriculum and to relate to the daily challenges faced by children and teachers in the classroom. As a principal in four schools and two districts, I have demonstrated the ability to work with diverse groups to establish and accomplish a variety of goals.

WORK HISTORY

Consultant work through both Michigan State University and MI LIFE project sponsored by MDE and Microsoft Corporation. Member of Core Faculty with MSU staff that developed initial curriculum for and trained first group of ABC coaches to work with high priority schools. Core Faculty with MI LIFE project developing and implementing curriculum and delivery protocol for proposed state administrative training and possible certification.

Principal, Carpenter School, Ann Arbor, Michigan & Principal, Thurston School, Ann Arbor, Michigan, and Principal, Eagle Lake Elementary and Edwardsburg Primary School, Edwardsburg, Michigan, Teacher of grades 4 – 7 across Michigan and in Australia

Partner Educator with the Michigan Department of Education's Partnership for Success Program. I was selected by the Michigan Department of Education to participate in this pilot program focused on interventions for with High Priority Schools.

EDUCATION

Completed coursework for Ed.D. in Educational Administration at Western Michigan Univ.
Master of Arts in Curriculum from Eastern Michigan University
Bachelor of Arts with Distinction & Scholarship Key from University of Michigan, Dearborn

PROFESSIONAL DEVELOPMENT

Completed work in Developing Cultural Competency with Dr. Deborah A. Harmon of Eastern Michigan University, "Courageous Conversation & Courageous Leadership" with Dr. Glenn Singleton, and Implemented a professional development program for Ann Arbor teachers from two schools with Dr. Cathy Reischl or U of M under a grant from MEA to develop understanding of and skill in teaching English Language Learners
Comer 101 and 102 Training, School Development Program at Yale; Baldrige Quality Training, extensive summer training and on going implementation refinement of facilitator skills, data analysis, and developing collaborative groups that included working with Gary Phillips, Bruce Wellman, Steve Kaagan, Ben Perez, Dennis Sparks, Jody Westbrook, Elaine McEwan, Ruby Payne, Lorraine Monroe, and others
Completed year long training and practice of Process Consultation using Edgar Schein's model

References

LeeAnn Dickinson-Kelley, Administrator for Elementary and Preschool Education

Ann Arbor Public Schools
2555 S. State Street
Ann Arbor, MI 48104
734-994-2252

Betty Underwood,

3141 Tecumseh River Dr.
Lansing, MI 48906
517-335-3401

Malverne Winborne, Ph.D

Office of Charter Schools
Eastern Michigan University
734-487-2086

I believe that every teacher must have knowledge, intelligence, flexibility and empathy. Knowledge of both content and pedagogy is essential to do the work of teaching. Potential candidates must understand and be able to communicate the subjects they will teach. Ideally their knowledge will go well beyond the basics needed to pass a certification test. Knowledge of content is a necessary but not sufficient criterion. Our work is too difficult and our students too diverse to allow content knowledge to be our only criterion. A candidate must also be aware of research-based practices and committed to continuous improvement of her or his professional skills. Only by combining content knowledge with skillful pedagogy can we be sure a teaching candidate will be able to provide the rigor our students need.

Intelligence, the effective teacher is a life long learner. He or she must be aware that they are a work in progress and willing to constantly work with others for the improvement of their individual skills.

Flexibility, without the ability to adjust on the fly a candidate cannot succeed as a teacher. No other profession must react to such a constantly changing environment. No other profession works with 25 – 30 clients simultaneously while negotiating the constantly shifting pressures of parental groups, administrative directives, and political mandates. If you are not flexible, you cannot survive in a classroom.

Empathy, this is not the paternalistic feeling sorry for “those kids”. That kind of empathy only lowers expectations and erodes motivation. The empathy effective teachers must have is an understanding of the cultural differences in their classrooms. Every teacher must develop an understanding of the lives and values of their students and how to differentiate instruction to facilitate their success. This will enable teachers to build productive, professional relationships with their students.

I have been working over the last several years with both Eastern Michigan University and the University of Michigan in the placement and supervision of pre-service and student teaching students. We have had several U of M ELMAC students in our building. EMU has also placed student teachers with us, but we have gone beyond this to hosting both undergrad and graduate teacher education programs in our building. EMU held their Reading 310 class in our building and college students spent weekly time supporting teachers and children in our building. We have partnered with EMU's Reading Clinic during the last four summers to give graduate students the opportunity to learn and work in our building. I have also been involved with the EMU Reading Program Area Advisory. I also have strong feelings about how important it is to improve the preparation and advising of candidates for teaching certification and therefore I am committed to working to improve professional standards for Michigan's teachers.

**PROFESSIONAL STANDARDS COMMISSION FOR TEACHERS
NOMINATION FORM**

Name: Jennifer Brown

Address: 100 Birchwood Lane
Cadillac, MI 49601

Telephone: (231) 920-0492

E-Mail Address: Jennifer.brown@cadillac.k12.mi.us

Present Position: Assistant Principal Cadillac High School
Curriculum Director Cadillac Area Public Schools

Business Address: 400 Linden St
Cadillac, MI 49601

Telephone: (231) 876-5800

Supervisor: Paul Liabenow

Supervisor's title: Superintendent Cadillac Area Public Schools

Telephone: (231) 876-5000

Your one-page vitae or professional resume should include the highlights of your educational background, prior experience, educational and other organizational affiliations, and must be included with the nomination form.

A one-page personal statement regarding your philosophy of what teachers need to know and be able to do to affect appropriate student achievement outcomes, and your knowledge of the current teacher preparation program must also be included.

Jennifer Brown

100 Birchwood Lane Cadillac, MI 49601

Residence (231) 779-3183 jennifer.brown@cadillac.k12.mi.us Cellular (231) 920-0492

EDUCATION

Masters Degree in Education Technology and Instructional Design, Michigan State University, Michigan (2003)

B.A. in History and Secondary Education, Lake Superior State University, Michigan (1998)

Valid Teaching Certificate through Michigan State University and Michigan Department of Education (1999)

Associates Degree in Liberal Arts Lake Michigan College, Michigan (1995)

PROFESSIONAL EXPERIENCE

ASCD – At Large Board Member

2009-Present

Lansing, Michigan

- Committee work with professional development
- To advise, govern, oversee policy and direction, and assist with the leadership and general promotion of ASCD so as to support the organization’s mission and needs.

Curriculum Director

Cadillac Area Public Schools

2008- Present

- Coordinate and align curriculum vertically and horizontally
- Data analysis and presentation/ Evaluate test data and create assessment plans
- Coordinating communication, teacher collaboration through PLC’s, and resource management

High School Assistant Principal

Cadillac Area Public Schools

2007-Present

- Manage staff and student efficacy and achievement
- Monitor and evaluate teachers - provide support and encouragement following their individual development plans
- Discipline and attendance/Parent communication

Mentor Teacher

Cadillac Junior High

2004-2007

- Support and encourage non tenured teachers/ Meet and plan curriculum delivery and assessment
- Work towards IDP goals
- Model differentiated instruction and best practice teaching strategies

Junior High English/High School Humanities teacher/ Volleyball Coach

Cadillac Area Public Schools

1999-2007

- Plan and coordinate curriculum, testing, academic and behavior plans for students to meet proficiency with state benchmarks and MME/ACT standards.
- Worked closely with special education department as I served as lead teacher for 504 plans and inclusion classes

CEA Building Representative

Cadillac

2006-Present

- Be knowledgeable of the teacher contract/ Represent the needs and concerns of union members
- Communicate with CEA members about union issues

ADDITIONAL EXPERIENCE

Secondary Tech Coordinator

Member of the School Improvement Team

Professional Learning Communities in English/ Distance Learning

Star Discovery Learner

School Improvement Team

Member of the Policy team making changes to the handbook

Work with school staff to research, plan and implement school reform initiatives

English Department Head

PRESENTATIONS

Differentiated Instruction

Technology tools

Trimester Instruction

Formative/summative assessment

ORGANIZATIONS

ASCD

MASSP

MACUL

In my 12th year of service in the field of education, I have had the privilege of being a part of hiring new teachers, mentoring non tenured teachers, evaluating teachers, as well as creating and monitoring individual development plans. Through this experience, I have come to learn a lot about the strengths and weaknesses of our teacher preparation programs here in Michigan. The significant amount of subject matter knowledge has increased considerably over the past decade making our teacher cohorts increasingly more successful and prepared for the rigor expected at the secondary level. The general education they receive in their programs associated with instructional design and differentiation of curriculum to meet the needs of all students has also improved. New teachers seem to have more background in assessing their students and developing lessons that address student needs according to state standards and requirements. Lastly, there is also evidence that new teachers have been given instruction about classroom management and creating a classroom that fosters a positive learning environment including relationships, rigor and relevance.

In addition to the above mentioned, teachers need to be experienced with how to use technology as an instructional tool as well as how it can enhance the learning environment. Teachers are asked more than ever to evaluate, adapt and modify instruction to meet the individual needs of students. In order to do this, teachers must be experts in balanced assessment and differentiated instruction. There is a plethora of resources that support best practice strategies and instructional design. Young teachers are coming out of college better equipped than ever; however, there are places that could be improved. There needs to be more emphasis on collaboration and how to play an effective role on a collaborative team. Teachers need to be equipped with tools to self evaluate and identify gaps and laps in curriculum or students achievement. Once identified, they need to be able to draw on resources or peers to fill the gaps and balance their instruction to ensure student achievement. Moreover, teachers need to be prepared to implement interventions once problems are identified and progress monitor until the students are at grade level or on track. The most important attribute teachers need to bring to the classroom is the ability to establish relationships with students. To find a way to engage a student and hold high expectations while showing empathy and compassion is not an easy feat. Young teachers need to be skilled in building relationships.

Teachers need to be active in the community at large. They are role models and should be able to exemplify life long learning. They should have a deep understanding of their civic duties and be mindful of the democratic values of society. They should provide opportunities for students to learn, partake and grow as young democratic citizens taking responsibility for their own choices. Lastly, good teachers support a change in culture from a focus on teaching to a focus on learning. Teachers need to have a systematic response when students "don't get it" or are not proficient. No longer are teachers isolated and solely vehicles for curriculum delivery where the responsibility of learning was with the student. Teachers are now focused on learning and proficiency demonstrated through balanced assessments; moreover, if the students do not show proficiency, the teachers must respond with interventions and support. Teachers must rely on each other collaborating and goal setting in order to build shared knowledge and instructional strategies that work. The focus is on measurable goals and accountability in order to sustain the commitment to progress for ALL students.

**PROFESSIONAL STANDARDS COMMISSION FOR TEACHERS
NOMINATION FORM**

Name: Dr. Sherry Cormier-Kuhn

Address: 1595 Pebble Point

Troy, MI 48085

Telephone: Cell# (248) 227-2482 or Home# (248) 828-9909

E-Mail Address: Ck604@aol.com or ab9296@wayne.edu

Present Position: Instructor, Advisor, and Coordinator of SE Programs

Business Address: WSU at the University Center of Macomb

44575 Garfird Rd.

Clinton Township, MI 48038

Telephone: (586) 263-6700

Supervisor: Dr. Gerry Oglan – Assistant Dean

Supervisor's title: WSU College of Education – Teacher Education

Telephone: (313) 577-9069

Your one-page vitae or professional resume should include the highlights of your educational background, prior experience, educational and other organizational affiliations, and must be included with the nomination form.

A one-page personal statement regarding your philosophy of what teachers need to know and be able to do to affect appropriate student achievement outcomes, and your knowledge of the current teacher preparation program must also be included.

WAYNE STATE UNIVERSITY
Faculty Professional Record

Dr. Cheryl (Sherry) Cormier-Kuhn	Date Prepared: 3/07/2010
Office Address: 44575 Garfield Rd. Clinton Twp. MI 48038	Home Address: 1595 Pebble Point Troy, MI 48085
Office Phone: (586) 263-6700	Home Phone: (248) 828-9909

EDUCATION

Baccalaureate: Michigan State University, East Lansing, MI, June 1976
Major: Elementary and Special Education
Minor: Fine Arts

Graduate: Michigan State University, East Lansing, MI, June 1991
Masters Degree in Curriculum and Instruction
Minor: Special Education

Graduate: Wayne State University, Detroit, MI, June 1998
Education Specialist Degree in Administration

Graduate: Wayne State University, Detroit, MI, May 2006
Doctor of Education Degree in Curriculum and Instruction
Cognate: Administration

Post Graduate: Wayne State University, Detroit, MI, 2009 - Present
Educational Leadership – Special Education

CERTIFICATION

National Board for Professional Teaching Standards (NBPTS) Exceptional Needs
Specialist-Birth through Adult: 2002 – Present

Michigan Continuing Teaching Certification Elementary Education (K-8), 1991 – Present

Michigan Continuing Teaching Certificate Special Education (K-12), 1991 – Present

National Commission for the Accreditation of Teacher Education (NCATE) Board of
Examiners, 2004 – 2009

TEACHING: Courses Taught at Wayne State in Last Five Years

Undergraduate – SED 5010
Graduate – SED 5600, SED 7800 (Part 1), and SED 7800 (Part 2), SED 7790,
SED 5290, and RRL – 4031

RESEARCH (Publications)

Cormier-Kuhn, S. (2006). **A journey within: Reflective practices of the National Board for Professional Teaching Standards process and its impact on personal and professional development.** Detroit, MI: Wayne State University. This study explores the nature of the NBPTS certification process and focuses on a reflective inquiry approach to professional development as it relates to teaching practices and student learning. Key findings emerged that support current research: candidates involved in collaborative inquiry, action research, and portfolio development do make changes that impact teaching practices and student learning.

Teaching Philosophy

As an educator, I rely on the vision, principles, and framework of Universal Education adopted by the Michigan State Board of Education (Oct. 2005) to inform, guide, and support my teaching practices. Universal Education promotes students with diverse abilities learning together to improve teaching and learning for all. Student skills develop by using a wide range of tools, instructional practices, and social supports to those with special needs, students with high abilities, second language learners, and the range of diverse learners in between. A vision of schooling that is inclusive, heterogeneous, and respectful to human diversity helps build strong citizenship while also promoting a democratic community.

Schools, Parents, Teachers, Students, and other members of a community have tools available to define, support, and improve teaching and learning. The Interstate New Teacher Assessment and Support Consortium (INTASC) is a consortium of state and national organizations dedicated to the reform of the preparation, licensing, and on-going professional development of teachers. The National Board for Teaching Standards (NBPTS) have developed Core Propositions that form the foundation for what all accomplished teachers should know and be able to do and provides a reference for educators to link teaching standards to teaching practice. Through a process of professional accreditation of schools, colleges and departments of education, the National Council for Accreditation of Teacher Education (NCATE) works to make a difference in the quality of teaching and teacher preparation today, tomorrow, and for the next century. All three of these organizations have integrated their beliefs to form a continuum of core propositions which I believe will make a significant difference today and in the future of education for teaching and learning. The core propositions include the following:

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.

**PROFESSIONAL STANDARDS COMMISSION FOR TEACHERS
NOMINATION FORM**

Name: Jan Van Gasse

Address: W5745 River Meadows

Norway, Michigan 49870

Telephone: 906-563-8791

E-Mail Address: jvangasse@kingsford.org

Present Position: Director of Instruction

Business Address: 445 Hamilton Avenue

Kingsford, Michigan 49802

Telephone: 906-779-2680

Supervisor: Craig Allen

Supervisor's title: Superintendent

Telephone: 906-779-2650

Your one-page vitae or professional resume should include the highlights of your educational background, prior experience, educational and other organizational affiliations, and must be included with the nomination form.

A one-page personal statement regarding your philosophy of what teachers need to know and be able to do to affect appropriate student achievement outcomes, and your knowledge of the current teacher preparation program must also be included.

JANICE M. VAN GASSE

W5745 River Meadows Lane Norway, Michigan 49870 (906) 563-8791

**EDUCATIONAL
EXPERIENCE**

AB, The University of Michigan, 1973. Major in Spanish, Minor in Sociology

MA, Eastern Michigan University, 1979. Guidance and Counseling

20 hours completed beyond Master's Degree, 1983-present

Michigan Elementary and Secondary Continuing Certificate, 1977 (K-8 all subjects; 9-12 Spanish, sociology, social sciences)

Counselor Endorsement on above certificate, 1979

**EMPLOYMENT
EXPERIENCE**

Director of Instructional Services, Breitung Township Schools, Kingsford, MI, January 2001-present

Adjunct Professor, Graduate Education Department, Northern Michigan University, Marquette, MI, May 2000-2002

Coordinator – Curriculum, Assessment, and School Improvement, Lenawee Intermediate School District, Adrian, MI, September 1994-January 2000

Adjunct Professor, Graduate Counseling Department, Siena Heights University, Adrian, MI, August 1998-December 1999

Counselor and teacher at Clinton High School and Clinton Middle School, 1973-1994, Clinton, MI

AFFILIATIONS

Michigan Association of Supervision and Curriculum Development (MASCD)

Michigan Assessment Consortium

Michigan School Improvement Facilitators' Network

Upper Peninsula Curriculum Network

Michigan School Counselor Association (MSCA)

Phi Delta Kappa

Michigan Department of Education, Special Education Advisory Committee (SEAC)

Jan Van Gasse

I believe that in order for teachers to affect appropriate student achievement outcomes, they must have the ability to set rigorous standards, know how to make those standards relevant to students, and know how to have positive relationships with students.

Curriculum knowledge is critical. Teachers must know what the achievement standards are and have the ability to align their curriculum to those standards. The standards need to be non-negotiable and the mission of each teacher must be to deliver the curriculum and to inspire students to learn.

Knowledge of appropriate teaching strategies is also critical. Exemplary teaching is responsive to students' needs. Teachers need to be able to express their creativity and professional expertise. Therefore, teaching cannot be packaged or scripted. Relevancy of the curriculum is extremely important. Students need to know why what they are learning is important. Differentiating instruction is not about changing the standards, but rather about determining different ways to teach different students and different ways for students to demonstrate their knowledge. Therefore, teachers need to have the knowledge to differentiate and also need to have strong positive relationships with students. This is particularly critical for secondary teachers, who often tend to be subject matter specialists, but don't focus on relationships.

I also believe that a strong knowledge of assessment practices is critical for teachers to affect student achievement outcomes. Formative assessment is critical and should guide instruction. Summative assessment needs to be tightly aligned to what it is trying to measure. In other words, teachers need to be able to develop assessments that really do assess the achievement targets. Teachers also need to have a strong knowledge of how they might involve students more in the learning. Students need to know what it is they are being asked to know and be able to do. Teachers should know how to develop student-friendly learning targets that will be shared with students. In addition, students need to know how they are going to be assessed and evaluated.

Teachers must have strong student management skills. Often students will find themselves in a classroom where they can't learn if the class is poorly managed. I believe that teachers need to know positive behavior support. This involves teaching the behavior expectations to all students in addition to the academic expectations. We often expect that students just know how to behave rather than teaching them the behavior expectations and practicing what those look like.

In my position as Director of Instruction for Breitung Township Schools, I have the pleasure to work with all of our student teachers in the areas of curriculum, assessment, and school improvement. Our student teachers generally are from Northern Michigan University's teacher preparation program. I also work with all K-12 teachers and therefore am aware of their teacher preparation programs. I also have been an adjunct professor for Northern Michigan University and Siena Heights University.

PROFESSIONAL STANDARDS COMMISSION FOR TEACHERS
NOMINATION FORM

Name: Jermaune D. Evans

Address: 18948 Burt Rd

Detroit, MI 48219

Telephone: 313-244-5135

E-Mail Address: je.87934@yahoo.com

Present Position: Science Teacher 6-8 grades

Business Address: 1771 Henry Ruff Rd

Inkster, MI 48141

Telephone: 734/326-7041

~~UNION~~
~~Supervisor~~ AFT MICHIGAN

~~UNION~~
~~Supervisor~~ title: LOIS DORTON-DONNER ^{Secretary-Treasurer}
_{Professional Develop Director}

Telephone: 313/393-2200

Your one-page vitae or professional resume should include the highlights of your educational background, prior experience, educational and other organizational affiliations, and must be included with the nomination form.

A one-page personal statement regarding your philosophy of what teachers need to know and be able to do to affect appropriate student achievement outcomes, and your knowledge of the current teacher preparation program must also be included.

Jermaine D. Evans

18948 Burt Road
Detroit, MI 48219
(313) 244-5135

evansj@inksterschools.org or je87934@yahoo.com

Summary of Qualifications	Ten years of Science Teaching and Leadership experience in public middle schools. Expertise in integrating science and technology Effective verbal and written communication skills. Extensive organizational and presentational experiences.
Certification	Michigan Professional Education Certificate Elementary K-5 All Subjects (K-8 Self contained), May 2005 Science (DX) 6-8, May 2005
Education	Wayne State University, Detroit, Michigan Education Specialist, General Administration and Supervision, 2010 (Pending) Lawrence Technological University, Southfield, Michigan Masters in Science Education, June 2003 30 Credits (Accredited by Aquinas College) Oakland University, Rochester, Michigan Bachelor of Science Education; Minors: Math, Science, June 1999
Professional Experience	Blanchette Middle School, Inkster, MI (2007- Present) <ul style="list-style-type: none">• Science Department Head/ Teacher• School Improvement/ School Leadership Team Member• Science Coordinator, Blanchette Middle School• Supervisor, ScienceTech Lab• Michigan Math & Science Teacher Leadership Collaborative Consultant (MMSTLC)• Central Office Intern (2008) Alonzo Bates Academy for the Gifted and Talented, Detroit MI (1999-2007) As a LETUS Lead Teacher <ul style="list-style-type: none">• Successfully integrated the LETUS Curriculum• Participated as a member of the School Improvement Plan Committee, 2002-2006• Participated as a member of the Union Committee, 2001-2006• Implemented the ALTT Initiative (Handhelds in the classroom) (2005-2006)• Wrote and Award Skillman's Good School Grant (2005 -2006)• Coordinated annual Eighth grade activities, 2000-2006• Assistant Principal Intern, 2005 Jefferson Middle School, Pontiac, MI (Sept. 1998-Oct. 1999) <ul style="list-style-type: none">• Hired full-time after a successful Internship• Implemented a parent night initiative for middle school students• Mentored a half dozen students throughout the district• Consulted to assist with organizing the Pontiac Communities Beautification Project

Wednesday, April 28, 2010

Statement of Philosophy:

Currently, I am the Lead Science Teacher/Coordinator for Middle School Science in the Inkster Public School District. In addition to teaching a full schedule, I am apart of the Loraine Monroe Leadership team for the Lorraine Monroe Academy. During three short years with Inkster Public Schools some of my responsibilities has included but not limited to developing strategic plans for improvement on standardized test. It also included the creation and supervision of a Science Tech Lab at Blanchester Middle School, which opened fall 2008, supported by Flagstar Bank. Concurrently, I developed, coordinated, and delivered professional development workshops for the district via the MMSTLC collaborative while acting as a liaison and consultant from Wayne RESA. Finally, during the school year I served as a central office Intern assisting building administrators with daily building operations. All the above has given me a birds eye view of the education process, in particularly science. Reflecting on these experiences; several things come to mind that teachers should know and be able to do to efficaciously affect student achievement in schools, mainly urban sites.

The first is having a critical and creative acumen of students and their social and academic needs. This quality will ensure differentiation and adjustment of learning so that any student can experience success regardless educational status. Next, science teachers should be cognizant of current, proven and effective teaching trends that create the atmosphere for high academic achievement. Such trends may be the use of PASCO probes to collect and analyze instantaneous data, the usage of computers, multimedia devices and science related interactive sites to encourage educational independence. The incorporation of classroom labs and dynamic science demonstrations is critical and also needed to gain student's attention in the discipline of science respectively. Another such trend that science teachers should be aware of is Thinking Maps, which bridges the gap between visual representation and language. Lastly, but certainly not exhaustive, science teachers need to be actively involved in some form of continuing science experience outside the traditional classroom setting. These experiences may include summer research programs for teachers that immerse them in the process of science as well as content while deepening their knowledge and making them more of an asset in the classroom. This in turn should make science teaching and learning more organic and all the while positively affect student achievement. It further should serve as credentials needed to continue or maintain a professional status as a Michigan science educator.

Jermaine Evans

**PROFESSIONAL STANDARDS COMMISSION FOR TEACHERS
NOMINATION FORM**

Name: Elaine Collins, Ph.D.

Address: 2757 East Arthur Road

Rothbury, MI 49452

Telephone: 231-861-8613

E-Mail Address: collinel@gvsu.edu

Present Position: Dean, College of Education and Professor of
Education

Business Address: 920 Eberhard Center

301 West Fulton
Grand Valley State University

Grand Rapids, MI 49504-6495

Telephone: 616-331-6250

Supervisor: Dr. Gayle Davis

Supervisor's title: Provost

Telephone: 616-331-2400

Your one-page vitae or professional resume should include the highlights of your educational background, prior experience, educational and other organizational affiliations, and must be included with the nomination form.

A one-page personal statement regarding your philosophy of what teachers need to know and be able to do to affect appropriate student achievement outcomes, and your knowledge of the current teacher preparation program must also be included.

ELAINE COLLINS, Ph.D.

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Rothbury, Michigan 49452
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EDUCATION

Ph.D.
(1990)

The Ohio State University
Educational Policy & Leadership:
Curriculum and Instruction
Educational Research
Cultural Anthropology & Teacher Education (cognate areas)

**Supervisory
Credential**
(1990)

The Ohio State University
Educational Policy & Leadership

M.A.
(1986)

The University of California, Davis
Curriculum and Instruction

Teaching Credential
(1980)

The University of California, Los Angeles (UCLA)
Ryan Single-Subject Credential

B.A.
(1979)
cum laude

The University of California, Los Angeles (UCLA)
Music

Continuing Education

(2005)

Grand Valley State University
Mediation Training

(2003)

Leadership West Michigan
Leadership Institute / Economic Development

(2001)

West Shore Community College
Marketing Institute

Philosophy Statement – Elaine C. Collins, Ph.D.

What teachers need to know and be able to do to effect appropriate student achievement outcomes

Teachers need to recognize that students enter a course with prior knowledge that influences that nature of the classroom experience. Additionally, the students' prior schools experiences and strategies will not necessarily match those of the teacher. Thus, students will not enter a course at the same point; students will not get the same information out of a lesson, and students will not interpret the same experience identically.

As such, teachers need to focus on learning and the application of specific tools in the classroom. These tools are developed from the teacher's strong academic background, clinical experience, and certification in the field taught. Additionally, teachers need to have knowledge of content pedagogy and a wide range of resources for learning, so that their lessons are sound (e.g., rich in knowledge and skills, but also coherent). Clearly, planning a unit of instruction around standards for students and standards for teaching is paramount in a teacher's career.

In the classroom, the teacher's role is to guide, challenge, and provide a supportive environment. The teacher must instruct, but also assess and analyze student learning. Students should be encouraged to take an active part in their own learning through discussion, lecture, selected readings, group and individual projects. Since teaching is highly communicative in nature, the teacher should develop a culture of academic language among all students. Once a lesson is taught, the teacher must reflect on what took place during that lesson and how it can be improved.

Knowledge of current teacher preparation program

I have been fortunate to have worked on the Professional Standards Commission for Teachers for the past three years (finishing Dr. Mary Otto's term). In this capacity, I also serve on the subcommittee appointed with the task of conceptualizing the Michigan Framework for Excellence in Teacher Preparation. This work has kept me particularly current in the field, well versed in national policy that has implications for teacher preparation (e.g., Race to the Top, Elem and Sec Education Act, Turnaround Schools Initiatives). I am also well versed in the Professional Standards for Michigan Teachers. Additionally, my current position as Dean of Education of the College of Education at Grand Valley State University and service on the Dean's Education Council allow me to have an up-close-and-personal understanding of a wide range of teacher preparation programs across the state.

THE PROFESSIONAL STANDARDS COMMISSION FOR TEACHERS
State Board of Education Appointed
Charges 1-7 adopted 3/14/06 Charge 8 adopted 8/14/07

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

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

1. Investigate and recommend standards of professional preparation and practice to improve the quality of the teaching profession and its positive impacts on student achievement;
2. Develop and recommend standards for the implementation of teacher internships, student teaching programs or other clinical teaching experiences for persons preparing to become teachers;
3. Review and recommend improvements in professional development, continuing education and recertification of teachers;
4. Review and recommend changes in policies related to the revocation of teaching certificates;
5. Advise the SBE and the Michigan Department of Education (MDE) on policies regarding teacher preparation quality, including standards for the preparation of teachers;
6. Review the "Educators Code of Conduct" and recommend revisions to strengthen the emphasis on ethical conduct and professional behavior of teachers; and
7. Review and recommend changes in the teacher preparation institution periodic review process based on current best practice and research.
8. Create a new set of standards for alternate routes to teacher certification that will fulfill the Board goal to "Develop multiple pathways for entry into teaching. Authorize structures for lateral entry into teaching to accommodate the transition of teacher cadets, paraprofessionals, and other school support personnel into teaching. Expand credential options to accommodate mid-career changers and experts/artists" as stated in the Policies for Ensuring Excellent Educators (April 2002).

THE PROFESSIONAL STANDARDS COMMISSION FOR TEACHERS
State Board of Education Appointed

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

- One (1) member representing public universities approved for teacher preparation by the SBE;
- One (1) member representing independent colleges approved for teacher preparation by the SBE;
- Twelve (12) members representing teachers (half elementary, half secondary teachers of content specialties) including: 1 nonpublic, 1 intermediate school district, 1 public school academy, and 4 representing each of the four core content areas of mathematics, English/language arts, science (group or individual subject), and social studies (group or individual subject), 1 career and technical education (CTE) teacher, and 1 school counselor. Teachers must have five years of experience to be eligible for recommendation to the PSCT;
- One (1) school administrator (superintendent, curriculum director, human resources director);
- Three (3) principals: one elementary, one middle school, and one secondary. Principals must demonstrate that they have met standards established by the "Elevating Educational Leadership Task Force";
- One (1) local school board member;
- One (1) Dean of Education from a public or private SBE approved teacher preparation institution;
- Three (3) members representing the global community (i.e., parents, community members, business and industry, etc.);
- One (1) member representing a public or private research institution or institute;
- One (1) member representing a community college; and
- One (1) SBE member (ex officio).

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

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

PROFESSIONAL STANDARDS COMMISSION FOR TEACHERS

APPOINTMENT LIST – January 2010

Meeting dates: September 17, 2009, October 22, 2009, January 14, 2010, March 11, 2010, and May 20, 2010.

<u>CATEGORY</u>	<u>APPOINTMENT</u>	<u>EXPIRATION DATE</u>	<u># Meetings Attended/# Meetings Held</u>
<u>Community College</u>			
Dr. Mary C. Belknap Jackson Community College Teacher Education 2111 Emmons Road Jackson, MI 49203	1/9/2007	6/30/2010	2/5
<u>Dean of Education</u>			
Dr. Elaine C. Collins Grand Valley State University 301 W. Fulton Street Grand Rapids, MI 49504	1/9/2007	6/30/2010	4/5
<u>Global Community Member</u>			
Ms. Lois Lofton-Doniver AFT Michigan 2661 East Jefferson Detroit, MI 48207	7/19/2001	6/30/2013	2/5
<u>Global Community Member</u>			
Mr. Michael S. Hutto PVS-Nolwood Chemicals, Inc. 10900 Harper Detroit, MI 48213	8/14/2007	6/30/2011	4/5
<u>Global Community Member</u>			
Ms. Eileen L. Weiser 855 Colliston Road Ann Arbor, MI 48105	8/14/2007	6/30/2011	4/5
<u>Independent Teacher Preparation Institution</u>			
Dr. Susan J. English Aquinas College 1607 Robinson Grand Rapids, MI 49506	6/10/2008	6/30/2012	4/5

<u>CATEGORY</u>	<u>APPOINTMENT</u>	<u>EXPIRATION DATE</u>	<u># Meetings Attended/# Meetings Held</u>
<u>Local School Board Member</u>			
Mr. Gary Scholten 1425 Steaders Pass Zeeland, MI 49464	1/9/2007	6/30/2010	3/5
<u>Principal - Elementary</u>			
Ms. Amy Tebo Star Elementary School 1900 Star School Road Hastings, MI 49058	1/9/2007	6/30/2010	3/5
<u>Principal - Middle School</u>			
Ms. Penny Snyder Jonesville Middle School 401 E. Chicago Jonesville, MI 49250	1/9/2007	6/30/2010	4/5
<u>Principal - Secondary</u>			
VACANT			
<u>Public or Private Research Institute</u>			
Dr. John C. Burkhardt Nat'l Forum on Higher Education for the Public Good 610 East University Ave., Suite 2339 Ann Arbor, MI 48109	1/9/2007	6/30/2010	0/5
<u>Public University of TPI</u>			
Dr. Larry Corbett Central Michigan University 421 EHS Building Mt. Pleasant, MI 48859	10/11/2005	6/30/2013	1/5
<u>SBE Liaison</u>			
Mr. John Austin Michigan State Board of Education P.O. Box 30008 Lansing, MI 48909	1/9/2007	6/30/2010	1/5
<u>School Administrator</u>			
Dr. Kathy Griffey Battle Creek Public Schools 3 Van Buren Street West Battle Creek, MI 49015	1/9/2007	6/30/2010	3/5

<u>CATEGORY</u>	<u>APPOINTMENT</u>	<u>EXPIRATION DATE</u>	<u># Meetings Attended/# Meetings Held</u>
<u>Teacher - Career & Tech Ed</u>			
Ms. Rosa Johnson Mt. Pleasant High School 1155 South Elizabeth Street Mt. Pleasant, MI 48858	7/19/2001	6/30/2013	3/5
<u>Teacher - English/Language Arts</u>			
Ms. Jeanine M. Clever Farmington Public Schools Maxfield Training Center 3300 Thomas Street Farmington, MI 48336	8/14/2007	6/30/2011	2/5
<u>Teacher - ISD</u>			
Dr. Greg Johnson Wayne RESA 33500 Van Born Road Wayne, MI 48184	8/14/2007	6/30/2011	3/5
<u>Teacher - Math</u>			
Mr. Michael F. Lehman 5740 Academic Way Haslett, MI 48840	6/10/2008	6/30/2012	3/5
<u>Teacher - Other</u>			
Dr. Albert J. Lewandowski Port Huron Northern High School 1799 Krafft Road Port Huron, MI 48060	8/14/2007	6/30/2011	1/5
<u>Teacher - Other</u>			
Ms. Susan Pagen New Buffalo Area Schools 1112 East Clay Street New Buffalo, MI 49117	9/13/2005	6/30/2013	4/5
<u>Teacher - Other</u>			
Ms. Kristin W. Grattan Mason Public Schools North Aurelius Elementary School 115 N. Aurelius Road Mason, MI 48854	4/14/2009	6/30/2013	4/5
<u>Teacher - School Counselor</u>			
Ms. Vivian Davis Albion High School 1418 Cooper Street Albion, MI 49224	9/13/2005	6/30/2013	2/5

<u>CATEGORY</u>	<u>APPOINTMENT</u>	<u>EXPIRATION DATE</u>	<u># Meetings Attended/# Meetings Held</u>
<u>Teacher - Science</u>			
Dr. Carol L. Jones Macomb ISD 8710 Miller Road Clarkston, MI 48348	1/9/2007	6/30/2010	4/5
<u>Teacher - Social Studies</u>			
Mr. Kevin Harris Dearborn High School 19501 Outer Drive Dearborn, MI 48124	10/11/2005	6/30/2013	1/5
<u>Teacher Non-Public</u>			
VACANT			