

# SUBMISSION INSTRUCTIONS

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

## EXTERNAL PROVIDERS: BACKGROUND & APPROVAL PROCESS

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

<b>Exemplar</b>	<b>Total Points Possible</b>
1. Description of comprehensive improvement services	25
2. Use of scientific educational research	15
3. Job embedded professional development	15
4. Experience with state and federal requirements	15
5. Sustainability Plan	15
6. Staff Qualifications	15
<b>Total Points Possible</b>	<b>100</b>
<b>Minimum Points Required for Approval</b>	<b>70</b>

**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.

## APPLICATION OVERVIEW

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.

1. Federal EIN, Tax ID or Social Security Number		2. Legal Name of Entity	
		Eastern Michigan Writing Project	
3. Name of Entity as you would like it to appear on the Approved List			
Eastern Michigan Writing Project			
4. Entity Type:	5. Check the category that best describes your entity:		
<input type="checkbox"/> For-profit <input checked="" type="checkbox"/> Non-profit	<input type="checkbox"/> Business <input type="checkbox"/> Community-Based Organization <input type="checkbox"/> Educational Service Agency (e.g., RESA or ISD)	<input checked="" type="checkbox"/> Institution of Higher Education <input type="checkbox"/> School District <input type="checkbox"/> Other (specify): _____	
6. Applicant Contact Information			
Name of Contact William D. Tucker		Phone 734-649-2169	Fax 734-483-9744
Street Address Eastern Michigan U. - English Department		City Ypsilanti	State   Zip MI   48197
E-Mail wtucker@emich.edu		Website http://www.emichwp.org	
7. Local Contact Information (if different than information listed above)			
Name of Contact		Phone	Fax
Street Address		City	State   Zip
E-Mail		Website	
8. Service Area			
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.			
<input type="checkbox"/> Statewide			
Intermediate School District(s): Washtenaw, Lenawee, Wayne		Name(s) of District(s): All districts in Washtenaw and Lenawee, plus Hamtramck and western Wayne	

## 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)?

Yes

No

What school district are you employed by or serve: \_\_\_\_\_

In what capacity are you employed or do you serve (position title): \_\_\_\_\_

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)**

The Eastern Michigan Writing Project is a site of the National Writing Project located at Eastern Michigan University and has a proven record of embedded professional development in the teaching of writing in schools in western Wayne, Washtenaw, and Lenawee Counties. Among the schools that have directly benefited from our services in the past year are Dickinson West Elementary (Hamtramck), Fortis Academy (Ypsilanti), Britton-Macon Area School, Willow Run Middle School, Adams Middle School (Westland), Lincoln Elementary (Westland), Jefferson Barnes Elementary (Westland), and Adrian High School.

**I. Mission**

Schools are best served by a variety of professional development formats selected by teachers, according to their learning styles. Effective professional learning in writing pedagogy requires:

- Identifying with the role of writer
- Studying relevant research about practice
- Learning from experienced teacher consultants
- Applying an effective practice through hands-on workshop experiences
- Implementing an effective practice in the classroom
- Reflecting on the results and receiving feedback from teacher consultants
- Modifying the practice by considering the context of the classroom
- Applying multiple forms of assessment, including student portfolios, impromptu writing, case studies of student writers, collaborative assessment conferences, and student self-evaluations and reflections.

**II. Program**

Our Partnership Program offers choices for professional development in several formats: weeklong institutes, sequential inservice series, group study of topics and texts, and individual coaching and consulting in classrooms and summer camps. In addition, our annual Invitational Institute provides leadership training to teachers of writing throughout our service area. This institute follows the model of teacher development of the National Writing Project and has been offered at EMU for seventeen consecutive summers.

**A. Invitational Institute: A 4-week selective institute for teachers of writing K-12.**

"We seek teacher applicants who demonstrate their commitment to the teaching of writing and who wish to expand their knowledge. We encourage teachers from all disciplines and grade levels to apply. Some activities during the Institute include:

- Writing and responding to each other's writing
- Reading and talking about current research in the teaching of writing
- Demonstrating to each other our own teaching practices
- Learning from other teacher consultants who continue their research in the field" (from the Application for the Invitational Institute).

**B. Fall Writing Conference: Annual demonstration of effective practices in writing by EMWP teacher consultants. Teachers demonstrate practices in digital writing, writing-across-the-curriculum, genre study, family literacy, and writing-on-demand, to name a few. This fall: "Writing Beyond Expectations," September 25, 2010 in the EMU Student Center.**



### C. In-service Series

Each partnership plan may include an annual in-service series of approximately 10 hours addressing the topical needs of the school partner. Delivered across the school year, the interactive demonstrations of the EMWP Teacher Consultants are arranged in a coherent sequence that shifts from general dilemmas associated with process writing instruction to specific issues. Schools may choose to segment the time in a way that best serves their needs—any combination of full or half-days, after-school or staff meeting time slots. Coaching and teaching demonstrations available for additional charges.

A full range of workshop topics such as Units of Study, Writing-Across-the-Curriculum, Digital Writing, Reading/ Writing Workshop, Portfolio Assessment, Collaborative Assessment Conferences, and Writing for Inquiry.

### D. Professional Learning Communities

A facilitated PLC can take the form of a book study group or teacher research/inquiry group to investigate issues raised by the inservice workshop. We model the Collaborative Assessment Conference, systematic inquiry into practice-based questions, and reflection and planning through professional book study. (6 sessions; may be extended)

### E. Open Institute

The Open Institute prompts teachers to explore their own writing and teaching practices as a means of improving their writing instruction. We offer a five-day summer institute for ten to fifteen teachers. Topics might include: the teacher as writer, developing a teacher research question, or writing assessment. With a minimum of ten enrolled, we can design a special topics course on literacy education for three graduate credits.

### F. Writing Camp/Teaching Lab

The summer Writing Camp for students is a wonderful way to reach out to the community. It provides enrichment for students who are talented writers or who need help with writing. It also serves as an excellent staff development experience. EMWP consultants co-teach with school faculty in the morning, and then spend the afternoon in professional development work centered on the writing lessons being taught.

### G. The Family Literacy Initiative

The Family Literacy Initiative offers parents and caregivers insight into the writing process so that they can encourage and help their children and teens with writing at home. Various programs are available: a workshop for parents

and caregivers who want to learn more about how to encourage their student writers in grades K – 12; a workshop that brings family members together to experience the joy of writing stories about growing up; and a third, more intensive offering, which brings family members together to write, revise, and publish stories about their communities and growing-up during four 90-minute sessions. In this third workshop, family members will participate in a Celebration of Family Writing and learn practical tips about how to continue the family writing project at home. In addition: "Preparing for College Writing," workshops for teens and parents of teens.

#### 8. School Improvement/ NCA Consulting/ AdvanceEd Consulting

Our professional development coordinator is an experienced NCA/ AdvanceEd program planner and can assist in planning, implementation and assessment of writing goals. EMWP is an official consultant and resource for AdvanceEd.

We believe a combination of the above offerings will support a community of writing teachers, each developing classroom strategies through trial, feedback, reflection and support of colleagues. We practice this cycle of learning every summer in our Invitational Institute and model it in our professional development offerings.

**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)**

I. The professional development model of the National Writing Project (the model for our program), has been studied in numerous sister sites, showing positive effects on all traits of writing. Nine studies have been conducted in the classrooms of NWP-trained teachers. The following summary may be viewed in detail at [www.nwp.org](http://www.nwp.org)

From: Local Site Research Initiative Report, The National Writing Project (2008), University of California, Berkeley, CA

"The results, taken across sites and across years, indicate a consistent pattern favoring the NWP. For every measured attribute of writing and in every site, the improvement of students taught by NWP-participating teachers exceeded that of students whose teachers were not participants. Moreover, in 36 of the 70 contrasts (51%) the differences between NWP participants' students and comparison students were statistically significant" (3).

From Research Brief: Writing Project Professional Development for Teachers Yields Gains in Student Writing Achievement, Key Findings (2008).

"In nine independent studies, in every measured attribute of writing, the improvement of students whose teachers participated in NWP professional development exceeded that of students whose teachers were not participants. The studies took place in rural, urban, and suburban areas across the country and included students with diverse economic, language, racial, and ethnic backgrounds.

Student results are strong and favorable in those aspects of writing for which the NWP is best known, such as development of ideas and organization.

Students in writing project classrooms made greater gains than their peers on writing conventions as well, suggesting that NWP professional development also helps teachers improve their students' basic skills."

II. The National Writing Project surveys and follows the participants of all Invitational Institutes, which comprise 15-20 teachers of writing annually. The survey results are reflected in the responses of our 200 participants over ten years of participation in NWP:

From: Nagin, Carl. Inverness Report Surveys Benefits of Summer Institutes for Teachers and Students. *The Voice*, Vol 7, No. 3, May-June, 2002.

"Of those teachers surveyed, 95 percent also gave high ratings "to the institute's contribution to their understanding of the teaching of writing and its usefulness for their own classrooms and students." In the follow-up survey, respondents were asked to explain how. A full 93 percent said the experience

had brought them up-to-date with the latest research and practice, and nearly the same percentage said they were motivated to seek more professional development. The institute had also enabled them to improve how they assessed students. In other survey findings, 86 percent said they were better able to teach more diverse students, and 85 percent said they were better able to help their students reach high standards."

III. The specific strategies we teach have been validated in the meta-analysis of eleven strategies of writing improvement in the study "Writing Next."

Graham, S. and Perrin. P (2006). Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools. New York: Carnegie Corp of New York.

The study shows effect sizes from 0.25 - 0.82 for writing workshop techniques, such as strategies for "planning, revising and editing," collaboration, goal setting, prewriting, inquiry activities, and the study of models. The highest effect size (.82) was for "Writing Strategies," which is " explicit instruction in strategies for planning, revising, and editing" (Graham and Perrin 2006), which we incorporate in our apprentice model of teaching writing. In this model teachers and students demonstrate their own strategies by referring to texts they have composed and naming composing and revising strategies, such as MAPS (Mode/Media, Audience, Purpose, Situation), loop writing, snapshots, thoughtshots, and reflective writing (self-assessment), to name a few.

These and comparable strategies have been shown to improve reading comprehension in the recent meta-analysis "Writing to Read."

Graham, S and M. Hebert. Writing to Read: Evidence for How Writing Can Improve Reading. A Report from the Carnegie Corporation, 2010.

"Writing instruction did in fact show a small, but consistently positive impact on reading comprehension, when measured by both norm-referenced published standardized tests and researcher designed tests. The outcomes in all studies were positive. The control conditions in most of these studies (79 per cent) was reading or reading instruction. When only these studies were considered, the average weighted effect size rose slightly, to .23 on published standardized tests and .30 on researcher-designed tests" (18).

Such self-regulating strategies, analyzed across controlled studies in the above reports, are integrated consistently in our in-service workshops.

IV. In our Writing-Across-the-Curriculum workshops we model a response-centered approach to learning through response journals, inquiry logs, and weblogs (blogs). This practice, called "extended writing" has shown strong

effects on reading comprehension in the recent meta-analysis "Writing to Read." "Extended writing produced greater comprehension gains than simply reading the text, reading and re-reading it, reading and discussing it, and receiving reading instruction" (14).

Graham, S. and M. Hebert. Writing to Read: Evidence for How Writing Can Improve Reading, A Report from the Carnegie Corporation, 2010.

V. Our disciplined approach to classroom inquiry follows the format of the Invitational Institute, an approach developed by the National Writing Project. We have prepared 250 teachers in this model of study, about fifteen per cent of whom have demonstrated the model in a classroom or in-service setting outside their districts. The model has been studied and evaluated by

A. Lieberman, A. and Wood, D.R., "The National Writing Project." Educational Leadership. , 2002. , 59 (6), 40-43.

"The local networks of the Writing Projects sites encourage posing problems and asking questions rather than providing prescriptive or prepackaged answers, offering teachers an opportunity to respond to the particular needs of their urban, rural or suburban contexts. Involved in creating and implementing these activities, teachers develop an appreciation of the continual challenges of teaching and a sophisticated notion of what it means to be a professional teacher capable of responding to the needs of diverse students in a changing world." p. 43.

B. The Teacher Researcher Network of the National Writing Project explored the impact of Teacher Research Groups on Schools through a comparative study funded by the Spencer Foundation.

Mohr, M. and C. Rogers, B. Sanford, M. Nocerino, M. MacLean, and S. Clawson. Teacher Research for Better Schools. New York: Teachers College Press, 2004. Among their findings:

1. Teacher researchers created learning communities in their schools.
2. They directed their professional growth in ways that addressed the needs of their students and school community.
3. They developed a perspective on the school as a whole and the need for collective action to improve teaching and learning within the school.
4. They developed skills in data collection, analysis, and collaborative work with colleagues on schoolwide issues.
5. Their research contributed to assessment of existing school programs and generated new programs.
6. Teacher researcher communities in different schools collaborated with each other to exchange information and support professional development.

VI. Our own site (Eastern Michigan Writing Project) has been studied as a model of professional knowledge development. While this was an ethnographic, rather than an evaluative study, it documents the development of professional knowledge through a summer institute and into the school year.

Fredricksen, James. (2008) "You Know What I Mean?" National Writing Project Teachers **Explaining** their Judgment: A Case Study of **Teacher** Rhetoric." Doctoral dissertation

"This dissertation finds that teachers in this group primarily turn to their own experiences in order to

justify their positions, and they secondarily refer to their views on learning and learners as support. In

forwarding arguments, teachers in this group reveal their knowledge about students, teachers and

teaching, and about the subject matter of writing. In addition, the arguments teachers forward serve the

social purposes of creating affiliation between group members."

**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



**Exemplar 3 Narrative Limit: 2 pages (insert narrative here).**

I. How We Structure the Offerings in Exemplar I

From Professional Learning Partner Plans [EMWP Document]:

Partnership services include the support of a Program Facilitator, usually a local educator or faculty member who is also an EMWP Teacher Consultant, working as a liaison between the school and EMWP. The Program Facilitator attends all professional development activities related to the partnership, serving as a voice of continuity and relating the work to the school's goals. Other teacher consultants will lead the individual sessions, but possibly different consultants at each session. The Program Facilitator insures continuity among the meetings.

These school-based programs are complemented by elective university-based programs such as the Invitational Institute, the Fall Writing Conference, the Inkstains Youth Writing Camp, and a (proposed) Literature Institute.

Examples of one-, two-, and three-year plans

Year One

Choose one or more school-year options:

- In-service Series (3-5 meetings; classroom coaching extra)
- Professional Learning Community (facilitated book study or teacher research/inquiry groups, 6+ meetings)
- Family Literacy Initiative (6 interactive workshop in total)

Choose one or more summer options:

- Summer Open Institute (for CEU's, no credit, five days)
- Writing Camp/Teaching Lab

Year Two

Choose from all of the above options plus

- Summer Special Topics class (for three graduate credits; ten days)  
On-site institute modeled after Invitational Institute

Year Three

Choose from all of the above options"

## II. How We Have Served the Constituents and Stakeholders of Schools.

Prior to 2010 our professional development has addressed the stakeholders of school improvement separately. Schools have contracted to specifically support their larger initiatives with the teaching of writing. For example:

### A. Principals

#### 1. Professor Cathy Fleischer (currently co-director of EMWP)

Supporting Teachers in Process Writing: A Workshop for Principals," 3-session series for

principals in Washtenaw County, Winter 1996.

#### 2. Professor Rebecca Sipe (currently chair, EMU English Department)

- a. "Writing for Life, Writing for School, Writing for Tests." Morning sessions for Ann Arbor Elementary Principals, Washtenaw Intermediate School District. January 25 and 26, 2007.
- b. Ann Arbor Public Schools, Curriculum Department. Ann Arbor, Michigan. "Supporting Curricular Change through Literacy Reform." April 30 and May 28, 1999.  
Ann Arbor Public School, Elementary Education Division. Ann Arbor, Michigan. "Literacy Leadership for Elementary Principals." April 15, April 29, May 13, and May 20, 1999.

### B. School Leadership Teams

#### 1. Sarah Lorenz, Co-director and Professional Development Co-ordinator

- a. Since 2004 the EWMP has continued its long-term relationship with NCA/CASI/AdvancEd. The North Central Association/AdvancEd is the regional accrediting body for K-12 schools in 30 states.

Each year, we offer one or two workshops for NCA. In 2009 it was a day-long offering on integrating writing workshop, Six Traits, and assessment. NCA organizes the workshop around school leadership teams, which represent a range of grades and subjects. In these workshops we help leadership teams develop 1-3 year plans to meet their school improvement goals in writing.

#### 2. We schedule professional development sessions across the span of the school year or several years. We meet with school or district leadership to discuss their needs and resources, then tailor a plan specifically designed to meet those needs with a variety of professional development structures. The following are some examples from the past two years:

- a. In Dexter Public Schools, two of our consultants worked with the elementary curriculum director and writing leadership team of teachers for an extended strategic planning session. (2008)
  - We helped guide the team to a deeper understanding of their writing needs and a refinement of their improvement plan.

- - As a follow-up to this work, we facilitated a multi-session book study

- for the leadership team, plus others, around literacy improvement
- One of the team members later attended our four-week Invitational Institute for further training, published an article on her classroom practice based on her inquiry during the Institute.
- b. At the Detroit Open School, a K-8 magnet in Detroit Public Schools, our consultants met with a leadership team to plan a strategy for writing improvement in 2008-09,
  - This planning led to series of 8 professional development sessions and demonstration lessons spread throughout the school year. Some sessions were held during inservice days, some after school, and demonstration lessons were scheduled with the help of substitutes during the school day. The work at DOS included the principal, leadership team, substitutes, paraprofessionals, K-8 teachers.

#### C. Teachers

1. In Hamtramck Public Schools, the Eastern Michigan Writing Project has provided a wide range of embedded services from 2008-10
  - a. We have conducted a series of workshops for elementary and middle school teachers, then arranged demonstration lessons in another district so that teams could observe advanced implementation of the strategies.
  - b. We have worked in cooperation with the district to facilitate ten of their teachers attending our four-week summer Invitational Institute for in-depth training. One of their teachers is involved in multiple areas of leadership in both the district and at the Eastern Michigan Writing Project. She has moved from the classroom into a coaching position to support daily implementation of the writing strategies on a school-wide basis.
2. In Adrian High School, we presented a Writing-Across-the-Curriculum workshop to the whole faculty, followed by a year of subject-specific workshops for writing in content areas facilitated by one of our teacher consultants. (2008-2009)
3. At Britton-Macon Area School, we organized a teacher inquiry group to study writing in specific disciplines (including Math, History, Art, Music and English), and received a Teacher Inquiry Communities grant from the National Writing Project, which supported month inquiry group meetings and a summer institute (2009-10).

#### D. Parents, Administrators, Staff

1. Kim Pavlock, Co-director for Youth and Family Programs
  - a. For the past five years, we have offered the Family Literacy

Workshops to parents, administrators and staff to model the lessons typical of the writing workshop. This is a three-four workshop series in which participants write and share writing to experience the power of expression and publication.

- b. This year we have begun a new collaboration with Eastern Michigan University and the Institute for the Study of Children, Families, and Communities. Through "Bright Futures," an after-school program which is funded by the Michigan Department of Education 21<sup>st</sup> Century Community Learning Centers Grant, we have presented The Family Writing Project, our four-workshop series, at four different locations in southeastern Michigan this 2009-2010 school year.

**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)

**Exemplar 4 Narrative Limit: 2 pages (insert narrative here)**

The Eastern Michigan Writing Project has direct experience with the following:

- I. Michigan Grade Level Content Expectations: Rebecca Sipe, then co-director and now English Department Chair, was the lead facilitator in the design of the High School Grade-Level Content Expectations for Language Arts
  
- II. Individual School and District Improvement Plans: Our Co-director and Professional Development Coordinator, Sarah Lorenz, is a MAISA-trained instructional coach working in high priority schools and knowledgeable about Title I designations and restrictions.
  
- III. School Improvement Framework and Comprehensive Needs Assessment: Our Co-director and Professional Development Coordinator (Sarah Lorenz) has been trained to use and administer these tools, and One Common Voice, One Plan.
  
- IV. NCA/ AdvanceEd: Sarah Lorenz has worked with NCA/Advance Ed for the last seventeen years. We have provide extensive professional development for schools going through the NCA school improvement process, including assistance with writing school improvement plans that meet NCA requirements. Our assistance has been targeted toward writing, but can also include reading, assessment, culture, climate, professional learning, etc.
  - A. Provided numerous workshops around writing and literacy for NCA in Michigan, on the official NCA roster along with their technical assistance workshops, (2004- 2009)
  - B. Coordinated the writing strand at the fall NCA workshops, 2005- 2008)
  - C. Created a model school improvement plan for writing, based on NCA's reading plan, and distributed to schools attending the above venues (2006-2008)
  - D. Created a model writing assessment with related professional development to satisfy NCA's requirement for a local assessment piece.
  - E. Hosted a state-wide workshop with national experts on writing assessment, training teachers to use the Analytic Writing Continuum, a specialized form of Six-Traits Writing Rubric designed for large scale writing assessment and for research ( 2007).
  - F. Trained representative teachers at various schools in the Collaborative Assessment Conference, a protocol for looking at student work.
  
- V. Michigan Merit Exam  
Many of our high school teacher consultants (e.g. Andrea Gillies, Sarah Andrew-Vaughn, Michelle McLemore) have designed preparation materials that address the writing test as a genre of writing.

### **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)

Our theory of sustainability is the development of professional identity through collegial support and reflection. We emphasize three critical identities of the writing teacher:

I. The Teacher as Writer

A. In a "culture of writing" participants find their voices by choosing their own topics, taking risks, giving and receiving constructive responses, and celebrating completed work through publication. Such a culture celebrates writing in all subjects, especially writing for real audiences (e.g. blogs, book reviews, genres of inquiry). Teachers write along side their students, publish writing in classroom anthologies, participate in teacher writing groups and attend teacher writing retreats, such as those sponsored by the Eastern Michigan Writing Project. The EMWP has professionally published anthologies of teacher narratives for 2007-08.

1. *Killing the Blues: Optimism Returns: An Anthology of Teacher Narratives*, Ed: Debora Marsh; Contributing Authors: Chelly Eifert, Cynthia Fassbender, Beth Harris, Nick Kalakailo, Angela Knight, Debora Marsh, Lauren Nizol, Carol Sliwka, Sarah Soebbing Jeff Taylor (2008).
2. *Swim at Your Own Risk: Treading Water from Fall to Spring* [Paperback] The Eastern Michigan Writing Project Summer Institute Participants 2008 (Author), W. Douglas Baker (Editor), Angela K. Knight (Editor), Jeffrey R. Taylor (Editor)
3. Family Literacy Initiative publishes parent/ student anthologies of writing at least twice a year.

II. The Teacher as Consultant

A. Teachers develop professional efficacy by preparing professional demonstrations of teaching writing, such as those modeled in our Invitational Institute. In this process, some teachers serve as mentors and coaches, some participate in study groups to reflect on, and revise teaching demonstrations, some develop their demonstrations for transfer across grades, subjects and schools, and some compile demonstrations in digital archives, such as wikis, blog and collaborative word processing (e.g. GoogleDocs). When teacher knowledge is valued as constructive, collaborative, and transferrable, it is disseminated and celebrated by internal and external publication and conference presentations.

1. The EMWP invites proposals for its annual Fall Writing Conference
2. We prepare and assign our teachers as consultants outside of their own district.
3. Our teacher consultants are prominently featured in professional journals:
  - a. *Language Arts Journal of Michigan*, Ed: Doug Baker (Co-director of EMWP) Contributing Authors: Val Johnson (Fall, 2007-08); Lisa Eddy, Angela Knight, Neha Shah, David Kangas, Jeff Taylor, Cassandra Korinek, Melissa Israel, Susan Anderson, Anne Gomez Rubin, Jennifer Buehler (Fall, 2008),



### III. The Teacher as Researcher

A. Teachers develop professional learning communities by self-selected, relevant, and rigorous inquiry. EMWP models how groups study student work (Collaborative Assessment Conferences), systematic inquiry (classroom research on a common question), and book inquiry (selected professional works and related readings). These models are sustainable once the group has completed a research cycle of one year, culminated by a summer institute. The EMWP annually sponsors summer teacher research institutes at the EMU Student Center.

#### 1. Research studies published by EMWP Teacher Researchers:

- a. Writing Outside Your Comfort Zone Cathy Fleischer, Sarah Andrew-Vaughan. Heinemann, 2009
- b. Purposeful Writing. Rebecca Sipe ,Tracy Rosewarne. Heinemann, 2006
- c, They Still Can't Spell? Rebecca Sipe , Karen Reed-Nordwall , Tracy Rosewarne, Dawn Putnam , Jennifer Walsh, Heinemann, 2003

### **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.

**Exemplar 6 Narrative Limit:** 1 page plus vitae for personnel (insert narrative and vitae here)

I. Primary Staff

- A. William D Tucker, Ph.D., Director Eastern Michigan Writing Project (10 years).  
Taught high school English (20 years), taught pre-service and in-service teachers at EMU (17 years), consulted for writing-across-the-curriculum at Lincoln High School, Adrian High School and Britton-Macon Area School.
  
- B. Sarah Lorenz, Co-director for Professional Development  
Taught English 7-12 and first grade writing workshop (11 years), taught college-level literacy classes, served in principal and curriculum director positions for K-12 schools, presented literacy workshops throughout southeastern Michigan, trained as an NSDC Instructional Coach, worked as Instructional Coach in Title I High Priority schools.
  
- C. Kim Pavlock, Co-director for Youth Programs and Family Literacy  
Kimberly C. Pavlock, M.A., Co-Director Eastern Michigan Writing Project (1 year). Taught high school English (3 years), taught first-year writing at EMU (4 years), consulted for portfolio assessment and family literacy outreach at various k-12 schools in Wayne, Washtenaw, and Oakland Counties (5 years).
  
- D. Cathy Fleischer, Co-director for Teacher Research and Family Literacy  
Cathy Fleischer, Ph. D., Co-director for Teacher Research and Family Literacy, 18 years. Taught high school English (5 years), taught pre-service and inservice teachers at EMU (20 years). Author of 6 books and numerous articles on writing pedagogy and teacher research. Advisory Board member, ReadWriteThink. Conference on English Education Executive Committee (newly elected). Special Imprint editor, NCTE.
  
- E. Doug Baker, Co-director for New Teachers (Summer Institute/ Early Career)  
Taught high school (11 years); taught pre-service and in-service teachers (12 years—9 years at EMU). Co-editor, Language Arts Journal of Michigan; Michigan Conference on English Education (president, 2009-2010).

Recent publication: Baker, W. D. (2009). Swim at Your Own Risk: First-Year Teacher Narratives. EMWP.

F. John Staunton, Co-director for Teacher Research

Taught pre-service and inservice teachers at EMU (3 years), UNC Charlotte (4 years), and Hanover College (2 years). Consulted for Professional Learning Community at Britton-Macon Area School. Author of a book, articles, and conference presentations on teacher research and writing and literature pedagogy.

II. Criteria for selection of Additional Staff

- A. Completed Invitational Institute in a Michigan Writing Project site
- B. Successful in-service presentation experience
- C. Mentoring by a Co-director in relevant role

CURRICULUM VITAE

WILLIAM D. TUCKER

6110 Mapleview Lane Ypsilanti, MI 48197

(734) 340-2270 (Home) (734) 487-0279 (Office) wtucker@emich.edu

EDUCATION

BOSTON COLLEGE

Chestnut Hill, MA

Ph.D., Curriculum, Instruction, and Administration, 1994

Coursework in composing processes, curriculum theory, instructional theory, psychology of creativity, evaluation, educational change, teaching methods, school leadership

Dissertation: "The Composing Styles of Verbalizers Visualizers Among High School Writers"

UNIVERSITY OF MASSACHUSETTS - BOSTON

Institute for Learning and Teaching, Dorchester, MA

Hemingway Institute, 1990-1991

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Boston Writing Project, Summer, 1986  
Coursework in curriculum development and supervision

HARVARD UNIVERSITY  
Graduate School of Education, Cambridge, MA

M.AT., Language and Literature, 1971  
Coursework in English education, German education, psychology, English literature

HAMILTON COLLEGE  
Clinton, N.Y.

B.A., English literature, Departmental Honors, 1970  
Coursework in English and American literature, composition,  
writing for publication, German literature and composition

TEACHING            English and language arts methods, Composition instruction: INTERESTS            theory and  
practice, secondary education, literacy and writing instruction, writing-across-the-curriculum, service-learning.

RESEARCH            Reflective writing in pre-service and in-service teaching and  
INTERESTS            online discourse, composing styles and cognitive profiles,  
multiple intelligences in secondary English.

ACADEMIC            Sabbatical Research Award, "When Teachers Write  
HONORS                Reflectively: Goals, Constraints, Benefits." March, 2002.

Spring-Summer Research Award for "How Preservice Teachers  
View Secondary Writers," Eastern Michigan University, May-  
August, 1996.

James Berlin Memorial Outstanding Dissertation Award,  
Finalist, Conference on College Composition and  
Communication, 1995.

TUCKER - Continued]

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TEACHING  
EXPERIENCE

EASTERN MICHIGAN UNIVERSITY  
Department of English Language and Literature, Ypsilanti, MI  
1993-present

Professor , Teaching Language Arts Methods, Writing Pedagogy,  
Advanced Composition, Literacy and Written Literacy  
Instruction.

Director, Eastern Michigan Writing Project (2000-present)

Co-director , Eastern Michigan Writing Project (1995-1999)  
Taught "Open Institutes" (1994-95, 1999)  
Taught "Invitational Institute" (1997-98, 2000-01, 2006,  
2007).

Co-director, Writing-Across-the-Curriculum, Eastern Michigan  
University, Co-taught Faculty Fellows Institute, June, 2000,  
Chaired Screening Committee for Writing Intensive Courses,  
2008-2009.

BOSTON COLLEGE  
School of Education, Chestnut Hill, MA, 1988-89  
Supervisor of pre-practicum and practicum teachers in  
secondary English and history.

BROCKTON HIGH SCHOOL  
Brockton, MA, 1973-1993  
Teacher of English, grades 9-12 in urban, multicultural setting.  
Team taught with Chapter I, regular education teachers, and  
special education teacher. Developed senior English course:  
Science and Technology in Literature

CURRICULUM EASTERN MICHIGAN U. - EASTERN MICHIGAN WRITING

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& PROGRAM DEVELOPMENT PROJECT, Ypsilanti, MI  
Director - Administered and renewed national grant,  
developed teacher consultant corps, led six summer institutes  
(1997-98, 2000- 2001, 2006-07)

EASTERN MICHIGAN U. - ONLINE COMMUNITIES Ypsilanti, MI

Developer of Web Caucuses for pre-service teachers in  
-Methods classes (with Plymouth-Canton High School 9<sup>th</sup>  
grade, 1998)  
-Student teachers in secondary English (1998-99)  
-Methods classes (with Milan High School 11-12th grades,2000)

[TUCKER - Continued]

Web 2.0 Course Development – Constructed wikis for all writing  
and Pedagogy classes:

Engl 515 [www.neologophilia.pbwiki.com](http://www.neologophilia.pbwiki.com)  
Engl 408 [www.neographophilia.pbwiki.com](http://www.neographophilia.pbwiki.com)  
Engl 409 [www.synergyphilia2.pbwiki.com](http://www.synergyphilia2.pbwiki.com)  
Engl 531 [www.graphocopia.pbwiki.com](http://www.graphocopia.pbwiki.com)

EASTERN MICHIGAN U. - ACADEMIC SERVICE-LEARNING  
Ypsilanti, MI

Developer of writing tutorial program for middle school students  
as field component of "Teaching English in the Secondary  
Schools" under a service-learning grant (1995-96) and under  
"Artful Living" community development grant (1996-97)

COLLEGE TEACHING Invitational Institute (Engl 675) Professional development in  
writing pedagogy and research - 1997,1998. 2000-01, 2006,  
2007-08

Teacher as Writer (Engl 531) – Graduate seminar in professional writing, 2009.  
Open Institute (Engl 590) Writing pedagogy and research - 1995-96, 1999  
Issues in the Teaching of Writing (Engl 514) – 2004-2005, 2009-10  
Literacy and Written Literacy Instruction (Engl 515) -1998, 2002-2003, 2007-08  
Writing for Writing Teachers (Engl 408) Theory & Practice - 1995-2010  
Teaching English in Secondary Schools(Engl 409)-1993-2010  
Writing for Elementary Teachers (Engl 307) - 2004  
Writing: Style and Language (Engl 328) - 1995-96, 1998-99, 2002, 2005  
Intermediate Composition (Engl 225) - 1995-96  
Freshman Composition (Engl 121) - 1993-95  
Reading of Fiction (Litr 101) – 2002, 2005  
Reading of Literature (Litr 100) - 1993-95, 1997, 1999, 2001, 2003-2004.

#### SERVICE

Graduate Committee, (2006-07, 2009-present)  
  
Personnel Committee, 2004-2006, Co-chair (2005)  
  
Search Committee, Creative Writing (2004)  
Engl Education (2008)  
  
Secondary Methods Committee (2002-2005)  
EMU Institutional Values Award (March 31, 2004)  
  
Chair, Department Curriculum Committee (1998-2000)  
Member (1997-2001).

[TUCKER - Continued]



English Dept Conference, "Extending Conversations"  
Critical Theory and Young Adult Literature (2003)  
Using Reading Groups in the Classroom (2004)  
Reflective Writing About Standards (2005)  
Genres of Social Justice (Chair, 2006)

Arts & Sciences Representative, Advisory Board,

Teacher Quality Improvement Grant, Eastern Michigan University (2000-2001).

Reviewer for English Education (2000-2001. 2006 -present)

Member, Substitute Chair, Basic Programs Committee  
(1995-2000).

Test Development for Michigan Test for Teacher Certification  
Objective and Item Review Conferences, Lansing, MI  
(1994-95,1999-2001).

Co-ordinator, NCATE and MDE Reports for English Education  
Wrote "Conceptual Frameworks," NCATE Review (1997, 2000).

Moderator, Undergraduate Symposium (1997, 1999, 2000,  
2002, 2004, 2007-08).

Nominee for Governor's Community Service Awards,  
service-learning with preservice teachers (April, 1997).

NCA Accreditation Team Member for Lahser High School,  
West Bloomfield Public Schools, West Bloomfield, MI, April, 1996).

#### PROFESSIONAL PRESENTATIONS

Tucker, William, and Cathy Fleischer, and John Staunton  
Roundtable Presentation, "What Do You Say When You  
Talk about Student Writing?" CEE Conference, Chicago,IL,

June 18-21, 2009.

Tucker, W. and David Kushman, Lindsey Robinson, and Leah Petrovich. "The Compleat Pre-service Teacher: Studying Complementary Models of Teaching English." NCTE, (Nashville, November 18, 2006).

Tucker, W. and Linda Denstaedt. "Uh-huh! Ah-hah! Oh-oh: Approaches to Reflective Writing by NBCT-TC's" Michigan Reading Association, (March 6, 2004).

Tucker, W., Tracy Amond, Linda Denstaedt,, Kathleen O'Shaughnessy, Ed Sugden, "Uh-huh! Aha-ha! Uh-oh: Approaches to Reflective Writing by NBCT-TC's" NCTE (San Francisco, November 20, 2003).

[TUCKER - Continued]

Tucker, W., Aimee Grant and Joe Valentine, "What Do Teachers Actually Write? Genre as a Window to the Secondary Classroom," NCTE,(Baltimore, November 17, 2001).

Tucker, W. and Sue Kohfeldt. "The Web Caucus and Reflection," NCTE (Milwaukee, November 17, 2000).

Tucker, W. "Reflection: The Heart-Mind Connection," Michigan Department of Education Service-Learning Conference (Ypsilanti, MI, January, 27, 2000).

Tucker, W. "Revision Revisited." Michigan Council of Teachers of English, (Lansing, October 9, 1999).

Tucker, W., "Collaboration and Reflection' (College Conversations), NCTE (Nashville November 20, 1998).

Tucker, W., "Multiple Paths to Multiple Genres: The Multi-genre Research Paper" Michigan Council of Teachers of English. (Lansing, MI, September 19, 1997).

Tucker, W. and Deanna McGraw, "'Maybe My Expectations Were Unreasonable 'Early Encounters with Middle School Writers.'" Expanding the Conversation on Reflection, NCTE, (Montreal, June 27, 1997).

PROFESSIONAL  
PRESENTATIONS

Tucker, W., "What is Reflection? Process Analysis in Three Disciplines," Association for Integrative Studies, (Ypsilanti, MI, October 5, 1996).

Tucker, W. "What Should Be the Real Goal of Service-Learning?" A National Gathering: Educators and Service-Learning, (Indianapolis, IN, June 23, 1996).

PUBLICATIONS

Tucker, Bill. "The Interpretation not Taken," in Killing the Blues: Optimism Returns. Dexter, MI: Wordsmith Press, 2008.

Tucker, William. "The Listener's Stance," Language Arts Journal of Michigan, 22 (1), Spring-Summer, 2006.

Tucker, Bill. "Pippy and the Reflective Turn: A Model for Pedagogical Thinking." Journal of Teaching Writing, 18 (1), 2001.

Tucker, Bill. "The Teacher as Explorer: A Review of Exploring and Teaching the English Language Arts, Fourth Edition." in The Michigan English Teacher, Spring, 2000.

[TUCKER - Continued]

Tucker, Bill; and others "What is Reflection? Process Analysis in Three Disciplines, "Association for Integrative Studies, Ypsilanti, MI, October 5, 1996, (ERIC Document Reproduction Service No. 404 933)

Tucker, William D. (1996). "Stranger in Process Land," California English, 2 (2), 8-10.

Tucker, Bill. (1995). "Minds of Their Own: Visualizers Compose," English Journal, 84 (8), 27-31.

Sarah Lorenz  
1161 Wendy Street  
Ann Arbor, Michigan 48103      734-709-5699  
sarah.lorenz@gmail.com

Instructional Coach 2008-present      Detroit Open School, Academy of Oak  
Park, Pontiac High School

Offering support to teachers and administrators in low-performing urban schools  
as they implement new strategies to improve student achievement

Michigan Association of Intermediate School Administrators and Michigan Department of  
Education Title I Accountability Grant      Oakland Schools

Training:

- . National Staff Development Council's Instructional Coaches' Academy
- . Data-driven decision-making/Data for Student Success
- . Evidence-based interventions
- . Implementation research
- . MDE school improvement conferences
- . Concerns-Based Adoption Model
- . AdvancEd/NCA

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Oversight of curriculum, professional development, strategic planning, hiring, and evaluation.

Assistant Principal  
1998-2003

Franklin Road Christian School  
Novi, Michigan

Specialized in strategic planning, professional development, curriculum coordination and NCA accreditation. Experience in organizing professional learning communities, scheduling, purchasing, policy, hiring, meeting facilitation, fundraising, parent relations and student activities.

Teacher  
1993-2003

Franklin Road Christian School  
Novi, Michigan

Taught middle and high school language arts, drama, speech, and history classes. Directed summer reading program and student trips.

#### Presentations and Publications

Staff writer for ACT, creating English Language Arts test questions

Presenter at conferences hosted by the Coalition of Essential Schools, National Council of Teachers of English, North Central Association of Colleges and Schools, Michigan Council of Teachers of English

Lorenz, Sarah. "A Reflective, Persuasive Final Exam for the Workshop Classroom," The Quarterly of the National Writing Project, Fall 2001; also published as a chapter in Breakthroughs: Classroom Discoveries About Teaching Writing, NWP, 2002.

Lorenz, Sarah. "Professional Whining," Phi Delta Kappan, December 2000.  
"What Will My Legacy Be?" English Journal, January 2000.

Lorenz, Sarah. "The Senior Project: The Best Idea I Ever Stole," NASSP Bulletin, October 1999.

Staff writer for Biography Today, a library reference work for students

#### Education

Eastern Michigan University Ypsilanti, Michigan

- . Bachelor of Science in Education, 1993: Communication and Theater Arts/English
- . Master of Arts in English, 2000: Written Communication /Teaching of

Kimberly C. Pavlock  
812 Fox Court · South Lyon, MI 48178  
(248)880-5351 · kim.pavlock@sbcglobal.net

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#### Education

M.A., Eastern Michigan University, Ypsilanti  
Written Communications - 1997  
Teaching of Writing Coursework

B.A., University of Michigan, Ann Arbor  
English, Honors - 1989

#### Certification

Michigan Secondary Certification (inactive) - 1989  
Eastern Michigan Writing Project (EMWP) Teacher Consultant Certification - 1992

#### Teaching and Administrative Appointments

Eastern Michigan University

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University Writing Center Consultant September 2008-present  
Hire, oversee, train, and schedule Work Study students employed in the University Writing Center. Approve Work Study hours each pay period. Create and distribute work schedules and contact lists for Writing Consultants in the University Writing Center and Academic Projects Center. Respond to daily operations concerns. Facilitate collaboration between the University Writing Center and the Eastern Michigan Writing Project to offer workshops for teens and parents of teens that help high school students transition from high school to college writing.

University Writing Center Consultant January 2008-present  
Develop and present small group workshops that support writing, reading, research and analysis.

Academic Projects Center Writing Consultant January 2008-present  
Conference one-on-one with students from various disciplines seeking help with writing projects at different stages in the writing process.

First-Year Writing Instructor, Adjunct Lecturer September 2005-present  
Teach first-year writing courses, ENGL 120 and ENGL 121. Collaborate with First-Year Writing Committee on developing new portfolio grading rubric. Update and add to First-Year Writing Program Curriculum Wiki. Participate in Celebration of Student Writing.

Writing for Writing Teachers Instructor, Adjunct Lecturer January 2010-present  
Teach and encourage students to become better writers and teachers of writing. Support students as they engage in and reflect on their writing processes through reading, writing, and learning about best practice and current research in the teaching of writing.

Eastern Michigan Writing Project (EMWP) Co-Director December 2008-present  
Collaborate with the EMWP Director, Co-Directors, and Program Coordinators throughout the year to plan events for local teachers and EMWP Teacher Coordinators interested in developing as writers and teachers of writing.

Youth and Family Coordinator January 2009-present  
Administer Inkstains summer writing camps for middle and high school students. Publicize, coordinate, and supervise camps. Prepare financial and grant reports. Serve on EMWP Advisory Board.

[KIM PAVLOCK - CONTINUED]

Family Literacy Coordinator March 2006-present  
Develop, promote, schedule, and present family literacy workshops at schools, libraries, 826michigan, and other non-

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profit agencies to encourage and support writing at home. Mentor and hire teacher consultants for parent, family, and teen workshops. Create plans for outreach to home school families and coordinate Family Literacy Programs for Professional Development through EMWP partnerships. Prepare financial and grant reports.

Professional Development Presenter September 2004 – present  
Create and present workshops requested by elementary and secondary school administrators and teachers on issues in the teaching of writing.

Secondary Teaching  
Writing Instructor 2004-2008  
South Lyon Heritage Home Educators  
Designed genre studies for home-schooled students in grades 7 to 12 including poetry, memoirs, short stories, book reviews, inquiry essays, letters and more. Created literature circles and taught reading strategies as well as tools for conducting library and community research.

English Language and Literature Teacher 1990-1993  
English Department Chair 1992-1993  
Ladywood High School, Livonia, MI  
Taught literature and composition courses in grades 9 – 12. Served as both Yearbook Advisor and Newspaper Advisor. Organized professional learning community to discuss issues in the teaching of writing.

Professional Leadership Activities  
ReadWriteThink Learning Beyond the Classroom Author June-August 2009  
National Council of Teachers of English

ReadWriteThink Content Review Board 2007-present  
National Council of Teachers of English

Leadership Summer Retreat 2004-2006  
National Writing Projects of Michigan

Committee Memberships  
Eastern Michigan University First-Year Writing Committee 2006-present  
Eastern Michigan Writing Project Advisory Board 2005-present

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National Day on Writing Committee January-October 2009

Professional Affiliations

Eastern Michigan Writing Project

National Writing Projects of Michigan

National Writing Project

International Reading Association

Community Leadership and Volunteer Activities

826michigan Teacher Advisory Board Member

Ann Arbor, MI

June 2008-present

Parish Pastoral Council Member

St. Patrick Catholic Church, Brighton, MI

June 2008-present

Education Commission Member, Vice-Chair

St. Patrick Catholic Church, Brighton, MI

2004-2007, 2006-2007

Shared Improvement Process Committee Member

Bartlett Elementary School, South Lyon, MI

Summer Enrichment Program Volunteer

South Lyon Area Youth Assistance

2005-2007

2002 - 2007

Publication

Pavlock, Kimberly Coupe and Cathy Fleischer. "The Family Literacy Initiative: Creating Outreach and Partnerships with Parents." Language Arts Journal of Michigan 23.2 (Spring/Summer 2008): 11-17.

Conference Presentations

"Youth Literacy Connections: Local Writing Project Sites and 826 National"-Presenter

National Writing Project annual Meeting, Philadelphia, PA

November 2009

"The Family Literacy Initiative: Creating Outreach and Partnerships with Parents"- Presenter

Michigan Council of Teachers of English, Lansing, MI

October 2008

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"The Family Literacy Initiative: Creating Outreach and Partnerships  
 with Parents" – Presenter  
 EMU College of Education Best Practice Conference, Ypsilanti, MI      February 2008

"The Family Literacy Initiative: Creating Outreach and Partnerships  
 with Parents" – Presenter  
 National Council of Teachers of English, New York, NY      November 2007

"It Slices, It Dices . . . The Writing Portfolio Wonder Tool that is  
 Assessment, PD, and Strategy All in One!" - Presenter  
 Michigan NCA CASI Fall Conference, Grand Rapids, MI      November 2006

"Local Assessment for Writing" - Presenter  
 NCA/NWPM Instructional Workshop, Brighton, MI      March 2006

"Local Assessments for Writing" – Presenter  
 NCA/CASI – Michigan  
 Midwest Assessment and School Improvement Conference Novi, MI      March 2006

"The Power of Portfolios for Local Assessment" - Presenter  
 Michigan NCA CASI Fall Conference, Grand Rapids, MI      November 2005

Cathy Fleischer

1715 David Court  
 Ann Arbor, Michigan 48105  
 734-665-2853

Department of English  
 Eastern Michigan University  
 Ypsilanti, Michigan 48197  
 734-487-0151

Education:

Ph.D.      1990    University of Michigan, English and Education  
 Dissertation: Re-forming Literacy; Informing Teacher-Research (Chair: Jay Robinson; Members: Patricia Lambert Stock,  
 Anne Ruggles Gere, Loren Barritt). Awarded NCTE's James Britton Award for Inquiry in Language Arts, 1992.

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M.Ed. 1980 University of Virginia, English Education  
B.A. 1978 Connecticut College, English  
Magna cum laude

Teaching and Related Experience:

Eastern Michigan University

Professor, 1999-present; Associate Professor, 1994-1999; Assistant Professor, 1990-1994:

Undergraduate courses in Introductory Composition, Intermediate Composition, Writing for Writing Teachers, and Methods of Teaching High School English

Graduate courses in Literacy Instruction, Research Methods, Issues in English Education, Advanced Teacher Research and Issues in the

Writing

Teaching of

Special Imprint Editor, National Council of Teachers of English) 2007-present.

Content Leader/Research Director, CoLEARN (National Council of Teachers of English professional development and teacher inquiry initiative), 2002-2006.

Co-editor, English Education (national journal published by National Council of Teachers of English), 2000-2005.

Director, Eastern Michigan Writing Project, 1992-2000

Co-director for Teacher Research, 2000-present

Coordinator, Family Literacy Initiative, 2006-present

Demonstration Site Coordinator, Michigan English/Language Arts Frameworks Project, 1994-95

University of Michigan

Teaching Assistant, 1985-1990

Research Assistant, 1988-1990

Center for Educational Improvement through Collaboration

Teacher and co-founder, 1986-1987

Huron Shores Summer Writing Institute

Michigan Department of Education

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Montgomery County Public Schools, 1980-1985  
High school teacher of literature and writing

Cape Cod Community College, 1978-1979  
Instructor of developmental reading and writing

#### Publications

##### Books

Reading and Writing and Teens: A Parent's Guide to Adolescent Literacy. Urbana, IL: National Council of Teachers of English (forthcoming 2010).

Writing Outside Your Comfort Zone: The Unfamiliar Genre Project (with Sarah Andrew-Vaughan), Portsmouth, NH: Heinemann, 2009.

Becoming a Writing Researcher (with Ann Blakeslee). New York: Ehrhbaum Press, 2007.

Teachers Organizing for Change: Making Literacy Learning Everybody's Business. Urbana, Illinois: National Council of Teachers of English, 2000. [Winner of NCTE's 2002 Richard Meade Award for Research in English Education]

Literacy and Democracy: Teacher Research and Composition Studies in Pursuit of Habitable Spaces, Editor (with David Schaafmsa). Urbana, Illinois: National Council of Teachers of English, 1998.

Composing Teacher-Research: A Prosaic History. Albany: State University of New York Press, February 1995.

##### Articles

"The Family Literacy Initiative: Creating Outreach and Partnerships with Families" (with Kim Pavlock). Language Arts Journal of Michigan. Spring/Summer 2008.

"Dripping with Literacy" in "Dripping with Literacy, a Jazz-Fueled Road Trip, a Place to Breathe" (section in article edited by Don Zancanella). English Journal, November 2007.

"When Talking Makes a Difference: Teachers as Organizers," (with Andy Buchsbaum). Language Arts Journal of

Michigan. Spring/Summer 2006.

"Understanding the Relationship between Research and Teaching" (with Anne DiPardo, Anne Whitney, Tara Star Johnson, John Mayher, Nancy McCracken, Janet Miller, Patricia Stock, Don Zancanella and Leah Zuidema). English Education, July 2006.

"Researching Writing: The Unfamiliar Genre Project," (with Sarah Andrew-Vaughan). English Journal. March 2006. [Winner of NCTE's Edwin Hopkins Award]

"Teach Writing, Not Testing: Some Worries About the SAT Writing Test," (with Jean Ketter and Robert Yagelski), California English Journal. September 2005

"Professional Development for Teacher-Writers," Educational Leadership, October 2004.

"Thinking Locally, Acting Globally: Professional Development and the CoLEARN Writing Initiative," Language Arts Journal of Michigan, Spring/Summer 2004.

"Becoming Proactive: The Quiet Revolution," (with Kathleen Hayes-Parvin and Julie King). Voices from the Middle, March 1999. [Also reprinted in Trends and Issues in Elementary Language Arts, 2000 Edition Urbana, IL: NCTE, 2000].

"Advocating for Change: A New Education for New Teachers." English Education, May 1998.

"Learning to Walk It, Not Just Talk It: Standards and Michigan's Demonstration Sites" (with Richard Koch, Jennifer Lewis, and Laura Roop). Language Arts, January 1996.

"Literacy as Representation: Coming to Understand Where We Stand." Teaching Towards the Twentieth Century: Annual Journal of the Michigan College English Association, October 1995.

"Researching Teacher-Research: A Practitioner's Retrospective." English Education, May 1994.

"Revitalizing the Classroom: Teachers and Students Researching Together," English Journal, April 1990.

#### Editorials

"Envisioning the Future of English Education." (with Dana Fox). English Education editorial, July 2005.

"Toward Meaningful On-line Professional Development in English Education." (with Dana Fox). English Education editorial, July 2003.

"Looking Backward to Move Forward." (with Dana Fox). English Education editorial, April 2003.

"Toward a Path of Thoughtfulness: Questioning Our Methods In English Education." (with Dana Fox) English Education editorial, July 2002.

"Teacher Testing: What's an English Educator to Do?" (with Dana Fox). English Education editorial, January 2002.

"The Ethics of Our Charge as English Educators" (with Dana Fox). English Education editorial, July 2001.

"Our Vision for the Future of English Education," (with Dana Fox). English Education editorial, January 2001.

"English Education in the Time of No Child Left Behind." (with Dana Fox). English Education editorial, January 2004.

#### Book Chapters

"Literacy Narratives," A Middle Mosaic. Ed. Elisabeth Close and Katherine Ramsey. Urbana, IL: NCTE, 2000.

"Forming an Interactive Literacy in the Writing Classroom." Cultural Studies in the English Classroom. Eds. James Berlin and Michael Vivion. Portsmouth, N.H.: Heinemann-Boynton/Cook, 1992.

"Re-forming Literacy: A Collaborative Teacher-Student Research Project." In J. L. Robinson, Conversations on the Written Word. Upper Montclair, N.J.: Heinemann-Boynton/Cook, 1990.

#### Books developed as Imprint Editor

Kajder, Sara. Adolescents and Digital Literacies: Learning Alongside our Students/ Urbana, IL: NCTE 2010.

Sipe, Rebecca. Adolescent Literacy at Risk? In the Shadow of Standards. Urbana, IL: NCTE 2009.

#### Online Publications

"Review of Genre Across the Curriculum," [www.ncte.org](http://www.ncte.org)., August 2005.

"CoLEARN Writing Initiative," online professional development materials, developed for National Council of Teachers of English. [www.ncte.org](http://www.ncte.org)  
[CATHY FLEISCHER - Continued]  
Professional Development Materials  
Writing Matters Kit. Urbana, IL: NCTE, 2005.

#### Presentations/Workshops

##### National/International:

" " College Conference on Composition and Communication. Louisville, 2010.

"Bridging Reading and Writing through the Unfamiliar Genre Project." National Council of Teachers of English Annual Convention, Philadelphia, November 2009.

"Reaching Outward to Parents of Adolescents: Collaborating to Advance Literacy Education." National Council of Teachers of English Annual Convention, Philadelphia, November 2009.

"Preparing New Teachers of Writing: Holding Fast to Research-based Best Practices." Conference on English Education Summit, Chicago, June 2009.

"The Family Literacy Initiative: Creating Outreach and Partnerships with Parents." Keynote address for Maryland Writing Project Annual Conference, March 2008.

"Why Work with Parents?" Workshop for the Maryland Writing Project Annual Conference, March 2008.

"The Family Literacy Initiative: Creating Outreach and Partnerships with Parents." National Council of Teachers of English, New York City, November 2007.

"A Promising New Direction: Perspectives on the Unfamiliar Genre Research Project." National Council of Teachers of English, New York City, November 2007.



"Genre Study Meets Writing Workshop." National Council of Teachers of English, Nashville, November 2006.

"The Impact of the SAT Writing Test on Composition: A Review of the NCTE Task Force Report." College Conference on Composition and Communication, Chicago, March 2006.

"Learning About Genre: The Unfamiliar Genre Project." National Council of Teachers of English, Pittsburgh, November 2005

"Entering the Public Conversation: Teacher Voices for a Democracy of Many" Distinguished Visiting Scholar Lecture. Western Michigan University, February 2004.

"Teacher Research and Public Outreach." Distinguished Visiting Scholar workshop. Western Michigan University, February 2004.

"Creating Learning Communities Through Family Literacy Nights," National Council of Teachers of English, San Francisco, November 2003.

"Becoming Savvy about Advocacy: A Community Organizing Approach," National Council of Teachers of English, San Francisco, November 2003.

[CATHY FLEISCHER - Continued]

"Teacher Research in the Age of Scientific Inquiry: Opening Remarks," National Council of Teachers of English, San Francisco, November 2003.

"CoLEARN: A report on the research," National Council of Teachers of English Annual Convention, Atlanta, November 2002.

"Reorganizing as Citizens in a Democracy of Many," (with Todd DeStigter). National Council of Teachers of English Annual Convention, Atlanta, November 2002.

"Lessons Learned from Community Organizers," workshop presentation for Conference on Basic Writing Workshop  
"Making Basic Writing Everybody's Business," College Conference on Composition and Communication, Chicago, March 2002.

"Teachers Organizing for Change: What We Can Learn from Our K-12 Counterparts," College Conference on Composition

and Communication, Chicago, March 2002.

"The Quiet Revolution: Reaching Out to Parents," Keynote Address for Georgia State Read-Write-Now Conference, January 2002.

"The English Language Arts Classroom and Politics: Getting Our Voices Heard," National Council of Teachers of English Annual Conference; Baltimore, November 2001.

"We Can Make a Difference: Teachers Organizing for Change," Governor's Professional Development Institutes, South Coast Reading and Writing Project, Santa Barbara, California, September 2001.

"Writing for Publication in English Education," National Council of Teachers of English Spring Conference; Birmingham, Alabama, March 2001.

"Expanding Genres of Teacher Research," National Council of Teachers of English Annual Conference; Milwaukee, November 2000.

"Teachers Organizing for Change: Making Literacy Learning Everybody's Business," National Council of Teachers of English Annual Conference (Author's Strand Presentation); Milwaukee, November 2000.

"Re-imagining Teacher Education: Critical Perspectives and Alternatives," Conference on English Education Colloquium, National Council of Teachers of English; Denver, November 1999.

"Teachers Organizing for Change," National Council of Teachers of English Annual Conference; Denver, November 1999.

"A Community Organizing Approach to Political Change," National Council of Teachers of English Spring Conference; Cincinnati, Ohio, March 1999.

"Linking Classrooms and Community: Civic Literacy in Practice," National Council of Teachers of English Annual Convention; Nashville, Tennessee, November 1998.

"Changing Roles, Changing Times: Learning to Become Teaching Advocates," National Council of Teachers of English Spring Conference; Albuquerque, New Mexico, March 1998.

[CATHY FLEISCHER - Continued]

"The Power of Composing Literacy Narratives: for Teacher-Authors, for Students, for Parents," National Council of Teachers of English Annual Convention; Detroit, November 1997.

"Being There and Being Together: Collaboration and the Local in Educational Reform," National Council of Teachers of English Annual Convention; Detroit, November 1997.

"Taking It to the Streets: Teachers as Advocates," National Council of Teachers of English Spring Conference; Charlotte, North Carolina, April 1997.

"Building Bridges: Teachers, Parents, and Communities," NCTE Assembly for Research 1997 Midwinter Conference, Chicago, February 1997.

"Connecting Grass Roots Movements: Whole Language Meets Writing Projects" (with Laura Roop), featured speakers at Whole Language Umbrella International Conference, Windsor, Ontario, July 1995.

"Expanding the Genres of Inquiry-Based Research," Chicago Area Language and Literacy Network, Chicago, April 1995.

"Beyond the Teaching Case: Integrating Multiple Voices," Conference on College Composition and Communication, March 1994.

"Case-Study Research: A Teacher-Researcher's Perspective," National Council of Teachers of English, November 1993.

"Teacher-researchers from the Start," Spring meeting of the National Council of Teachers of English, March 1992.

"Research Roundtable on Teacher-Research: Britton Award Winners," Spring meeting of the NCTE, March 1992.

"Composing Collaborators: The Research Team of Self and Other," Conference on College Composition and Communication, March 1992.

"Forming Literacy: Sarah's Story." Midwest Modern Language Association, November 1990.

"'Deep Play' in the Composition Classroom: Teacher-researchers as Anthropologists." Annual meeting of the Midwest

Modern Language Association, November 1989.

"Reinventing the Models and Conventions: Re-forming Literacy." Modern Language Association conference, The Right to Literacy, September 1988.

"Making Texts in Contexts: Reading and Writing as Social Action." Annual conference of the National Council of Teachers of English, November 1988.

March 1988. "Examining the Role of Student as Inquirer." Conference on College Composition and Communication,

"Community as Content in the Process Classroom: Findings from the Huron Shores Summer Writing Institute." Annual conference of the National Council of Teachers of English, November 1987.

State:

"The Family Literacy Initiative" (with Kim Pavlock). Michigan Council of Teachers of English, Lansing, October 2008.

"Teacher Reflection and Professional Development." Keynote address for New Teacher Initiative program, Third Coast Writing Project, Kalamazoo, June 2005.

"Creating Structures of Support for New English Teachers" (with Doug Baker). Michigan Council of Teachers of English Annual Conference, Lansing, October 2004.

"NCTE's CoLEARN Writing Initiative: Creating an Online Professional Development and Teacher Research Community," Michigan Council of Teachers of English Annual Conference, Lansing, October 2003.

"Writing Across the Curriculum: A Memoir and History of the Movement" (with Patricia Lambert Stock). Keynote address for Writing-to-Learn Across the Curriculum Conference, cosponsored by Eastern Michigan Writing Project and Eastern Michigan University WAC Program, Ann Arbor, October 2001.

"So I've Got this Great Idea. . . ': Writing for Publication," Michigan Council of Teachers of English Annual Conference; Lansing, October 2001.

"We Teach Parents, Too: Helping Parents Understand Best Practice Literacy Instruction." Michigan Council of Teachers of English, Lansing, September 2000.

"Taking it to the Streets: Teachers Advocating for Change," Keynote address for Michigan Council of Teachers of English Bright Ideas Conference, March 1999.

"Reaching Out to Parents," Workshop for Midland area teachers through Goals 2000 Initiative, June 1998.

"Teacher Advocacy." Keynote address for Business Education Summer Institute, "Teacher Leadership for Communities, Curriculum, and Classroom." Ypsilanti, MI, June 1997.

"Wondering, Reflecting, and Acting: Using Teacher Research to Study and Demonstrate Best Practices," From Paper to Practice: Creating a Living English Language Arts Curriculum, Traverse City, July 1996.

"Reaching Out to the Community: Teachers As Advocates," a 4-hour Institute, Michigan Reading Association Annual Conference, Grand Rapids, MI, March 1996.

"A Tribute to Jay Robinson," Michigan College English Association, Lansing, November 1996.

"Taking It To the Streets: Teachers as Advocates," Michigan Writing Projects Leadership Conference, Lansing, February 1996.

"Planning School-Year Workshops on Writing Across the Curriculum," Michigan Writing Projects Leadership Conference, East Lansing, February 1995.

Research Roundtable on "Community-Based Writing," Michigan Writing Projects Leadership Conference, East Lansing, February 1995.

"Becoming a Teacher-Researcher," Michigan English Language Arts Framework Project, August 1994.

"Becoming a Teacher-Researcher," Michigan College English Association, October 1994.

"Becoming a Teacher-Researcher," Red Cedar Writing Project (Michigan State University) and Saginaw Valley Writing Project (Saginaw Valley State University), July 1994.

"Process Writing Across the Curriculum," Instructional Strategies for Business Educators, February 1994.

"Literacy Lessons: What We Can Learn from Outside the Classroom," Michigan Council of Teachers of English, October 1992.

"An Integrated Curriculum at the College Level," Michigan Writing Project's Annual Leadership Conference, January 1992.

"Literacy Lessons for Composition Instructors: Why Sarah Can't (Won't) Write," Michigan College English Association, November 1990.

"Community-Based Writing: Stories from Inner-city Detroit," Perspectives on Literacy in the 90s, a conference sponsored by Eastern Michigan University and the Washtenaw Intermediate School District, October 1990.

"Telling Tales Out of School: The Huron Shores Summer Writing Institute." Annual conference of the Michigan Council of Teachers of English, October 1987.

"Telling Tales Out of School: Community-Based Writing in Rogers City." Humanities and Education, a statewide conference sponsored by the Michigan Council for the Humanities, May 1987.

"What First Year College Students Really Write: Expectations and Errors About Them." Literacy for Learning and Life: An Institute for Language Arts Teachers on the Uses and Interconnections of Reading and Writing, April 1987.

"Theory into Practice." Teaching the Writing Process K-12: Strategies that Work, a conference sponsored by Eastern Michigan University, April 1987.

County/Local:

"The Family Literacy Initiative." Eastern Michigan University Best Practices Conference, Ypsilanti, February 2008.

"Parent Writing Initiative." Eastern Michigan Writing Project Fall Rejuvenation Conference, Ypsilanti, October 2006.

"Understanding Genre: The Unfamiliar Genre Project." Eastern Michigan Writing Project Fall Rejuvenation Conference, Ypsilanti, September 2005

"How to Help Your Children Write?" Workshop for parents, Northside Elementary School, Ann Arbor, September 2005.

"What is Writing Workshop?" 2 part presentation for Clague Middle School, Ann Arbor, MI, March 2004.

"NCTE's CoLEARN Writing Initiative: Creating an Online Professional Development and Teacher Research Community," Michigan Council of Teachers of English Regional meeting, Ann Arbor, Michigan, November 2003.

"Conversation as Reform," keynote address for Eastern Michigan University Conference, "Entering Conversations: Teaching English Language Arts K-16," March 2003.

[CATHY FLEISCHER - Continued]

"Making Workshop Work," presentation/workshop for Northside Elementary Schools, Ann Arbor, Michigan, February 2002.

"An Introduction to Action Research," presentation/workshop for Plymouth-Canton Public Schools, August 2001.

"Thinking about Teacher Research," presentation/workshop for Eastern Michigan Writing Project Teacher Rejuvenation Mini-conference, October 2000.

"Writing to Learn Across the Curriculum," presentation/workshop for Writing Across Curriculum Fellows, Eastern Michigan University, June 2000.

"Teacher Research: Eastern Michigan Writing Project Teacher Research Group," Best Practices Conference, Eastern Michigan University, November 1998.

"Writing to Learn," Keynote Address for Willow Run Community Schools, August 1998.

"Developing Rubrics to Help Teach Writing," Northside Elementary School, Ann Arbor, Fall 1997- Winter 1998.

"New Strategies for Teaching Writing," 3 session series for elementary teachers, Ann Arbor, Spring 1997.

"Introduction to Process Writing," 3 session series for K-12 teachers, Washtenaw Intermediate School District, Spring 1997.

"Reaching Out to Parents," a study group for Ann Arbor teachers, September 1996-May 1997.

"Integrating the Writing Process into Classroom Practice: Preparing for the Proficiency Test and Beyond," a 3 year

workshop series for the Washtenaw Intermediate School District, November 1994-May 1997.

"Writing Across the Curriculum," 3 hour workshop for Milford High School, December 1996.

"Integrated Language Arts: Teaching Writing Across the Curriculum," 3 hour workshop for Houghton Elementary School, Saline, MI, October 1996.

"Process Writing and the New Content Standards," 3 hour workshop for Houghton Elementary School, Saline, MI, April 1996.

"Best Practices and the New Michigan Content Standards," Adams Elementary School, Ypsilanti, MI, March 1996.

"Supporting Teachers in Process Writing: A Workshop for Principals," 3-session series for principals in Washtenaw County, Winter 1996.

"Reading/Writing Connections: Can the New English/Language Arts Standards Allow for Best Practice?" Washtenaw Reading Association, February 1996.

"MEAPS and Beyond: Process Writing in the Classroom," Milan High School, February 1996.

"MEAPS, Content Standards, and Process Writing," Dexter Public Schools, January 1996.

"Writing to Learn and the Writing Proficiency Tests," Whitmore Lake High School, October 1995.

[CATHY FLEISCHER - Continued]

"Integrating Process Writing into Every Classroom," 6-session workshop series developed for 6 elementary schools in Ann Arbor, Fall 1995.

"Composing Teacher-Research," Faculty Center for Instructional Excellence, Eastern Michigan University, March 1995.

"What to Expect on the New Communication Arts Proficiency Exams," Washtenaw Intermediate School District, May 1995.



"Using the Writing Process to Prepare Beyond the MEAPS and Proficiency Tests," Milan Public Schools, January 1995.

"Commenting on Student Papers," Faculty Center for Instructional Excellence, Eastern Michigan University, October 1994.

"Developing as a Teacher of Writing," a year-long inservice series for Northside Elementary School, Ann Arbor, September 1994-June 1995.

"Booktalk: Composing Teacher-Research: A Prosaic History," Combined Program in English and Education, University of Michigan, September 1994.

"The Writing Process," 2 day workshop for Northville Public Schools, August 1994.

"Teaching Writing Through Oral Histories," Oakland Writing Project, June 1994.

"An Introduction to the Writing Process," Monroe Public Schools, March 1994.

"Literacy, Learning and Local Knowledge: Connecting Learning to the Lives of Students." Inservice presentation for City of Saginaw Public Schools, February 1988.

"Feminist Critical Theories and the Composition Classroom: 'Is There Anything that Translates into Our Contexts?'" The Women's Research Series, The University of Michigan, April 1987.

#### Grants

EMU Provost Development Initiative, 2009  
\$5000.

EMU Spring/Summer Research Grant, 2006

National Writing Project Grant for the Eastern Michigan Writing Project, 1999  
\$25,000.

National Writing Project Grant for the Eastern Michigan Writing Project, 1998  
\$18,000.

National Writing Project Grant for the Eastern Michigan Writing Project, 1997  
\$14,000.

National Writing Project Grant for the Eastern Michigan Writing Project, 1996  
\$14,000.

National Writing Project Grant for the Eastern Michigan Writing Project, 1995  
\$17,000.  
National Writing Project Grant for the Eastern Michigan Writing Project, 1994  
\$15,000.  
National Writing Project Grant for the Eastern Michigan Writing Project, 1993  
\$14,000.  
National Writing Project Grant for the Eastern Michigan Writing Project, 1992  
\$12,000.

#### Honors and Awards

NCTE Edwin Hopkins Award, for Best Article in English Journal, 2006.  
Institutional Value Award for Support Role in Teaching, Learning, Scholarship Research, Creative Services, Eastern Michigan University, 2004 (as member of the Secondary Methods Group).  
EMU Spring/Summer Research Award. 2006.  
NCTE Richard Meade Award, for Research in English Education, 2002.  
Distinguished Faculty Award, Scholarly and Creative Activity, Eastern Michigan University, 2001  
Graduate Professor of the Year, English Department, 1999-2000 (elected by department graduate students)  
Keal Fellowship Award, Eastern Michigan University Women's Commission, 1997 and 1999  
Eastern Michigan University Sabbatical Leave Award, 1997  
NCTE James Britton Award for Inquiry in English Language Arts, 1992  
EMU Faculty Center for Instructional Excellence Innovative Teaching Award, 1991  
University of Michigan Distinguished Teaching Award, 1988  
English Department Distinguished Teaching Citation, University of Michigan, 1987  
University of Michigan Continuing Education for Women Scholar, 1986

#### National Committees and Service

##### Committees:

WPA/NCTE/NWP Joint Taskforce: Frameworks for Success in Postsecondary Writing, 2010

Chair, NCTE section. Appointed by NCTE.

CEE Committee on NCATE, 2005-2006

Committee appointed by Conference on English Education Executive Committee to explore NCTE's relationship to NCATE; report issued to NCTE Executive Committee

NCTE Committee on SAT/ACT Writing Tests, 2004-2005

Committee appointed by NCTE Executive Director to study SAT/ACT Writing tests and make recommendations to the Executive Committee; report issue to NCTE Executive Committee and distributed widely in the national media

#### Michigan Department of Education

2010-11 Section 1003(g) School Improvement Grants

Preferred External Educational Services Provider Application

CEE Executive Committee, 1998-2000

Committee elected by all members of the Conference on English Education

Professional Service:

Advisory Board, Read/Write/Think Project, 2007-present.

NCTE Editorial Review Board, 2007-2010.

Content Leader/Research Director, CoLEARN, NCTE's national professional development and teacher inquiry initiative, 2002-2006.

Co-editor, English Education, national journal published 4 times yearly by NCTE, 2000-2005.

Proposal reviewer, 2003-2005 National Council of Teachers of English

Manuscript reviewer, 2001-2003. Teachers College Press, NCTE Press

Dissertation Committees:

2003—Judith Franzak (University of New Mexico)

Jason Margollis (University of Michigan)

2000—Anne Berggren (University of Michigan)

1988—Thomas Philion (University of Michigan)

Conference on English Education (CEE) Nominating Committee (nationally elected position), 1995-6

Demonstration Site Coordinator, Michigan English Language Arts Framework Project, 1994-5

Manuscript reviewer, 1993 -2000, 2006-present English Education

Proposal reviewer, 1992-3, College Conference on Composition and Communication

Board of Directors, 1992-99, Michigan Writing Projects

Member: ALAN, College Composition and Communication (CCC), Conference on English Education (CEE), National Council of Teachers of English (NCTE), Michigan Council of Teachers of English (MCTE), National Writing Project (NWP), Michigan Writing Projects (MWP)

W. DOUGLAS BAKER

Michigan Department of Education

2010-11 Section 1003(g) School Improvement Grants

Preferred External Educational Services Provider Application

Associate Professor, English Education  
612 Pray-Harrold  
Eastern Michigan University  
Ypsilanti, MI 48197  
douglas.baker@emich.edu

#### EDUCATION

Ph.D.	University of California, Santa Barbara	2001	Emphasis: Teaching and Learning
	Second emphasis: Qualitative Research Methodology		
M.A.	California State University, Fresno	1992	English—Composition
B.A.	California State University, Fresno	1983	English

#### DOCTORAL DISSERTATION

Title: Artists in the Making: An Ethnographic Investigation of Discourse and Literate Practices as Disciplinary Processes in a High School Advanced Placement Studio Art Classroom

#### MASTER'S THESIS

Title: Visions of Success

#### PROFESSIONAL TEACHING EXPERIENCE

Associate Professor, Department of English Language and Literature,  
Eastern Michigan University, 2001-Present

Instructor, Teacher Education Program, University of California,  
Santa Barbara, 1998-2001

Coordinator & Tutor, Campus Learning Assistant Services,  
University of California, Santa Barbara, Sept. 1997-July 1998

English Teacher, Clovis West High School, Fresno, CA, 1986-1997

Michigan Department of Education  
2010-11 Section 1003(g) School Improvement Grants  
Preferred External Educational Services Provider Application

## PUBLICATIONS

Baker, W. D., Knight, A. K., and Taylor, J. (Eds.). *Swim at Your Own Risk. EMWP 2008: essays on first-year teaching experiences.* 2009.

Baker, W. D., & Green, J. L. "A Microethnographic Approach to Exploring Positioning Theory as Educational Action." In C. Brock, M. McVee & J. Glazier (Eds.) *Positioning Theory.* In press.

Baker, W. D., Green, J. L., & Skukauskaite, A. "Video-Enabled Ethnographic Research: A Microethnographic Perspective." In G. Walford (Ed.) *How to do Educational Ethnography.* London: Tufnell Press. 2008.

Baker, W. D., Brockman, E., Bush, J. & Richmond, K.J. "Composition Studies/English Education Connection. The Writing Instructor. 20 Sept 2007, <http://www.writinginstructor.com/cseeconnections>. September 2007.

Baker, W.D. & Green, J.L. "Limits to Certainty in Interpreting Video Data: Interactional Ethnography and Disciplinary Knowledge." *Pedagogies*, v. 2.3 (July 2007): 191-204.

[W. DOUGLAS BAKER - Continued]

Baker, W.D. "English Language Arts, Basketball and Poetry Collide." *English Journal*, v. 96.5 (May 2007): 37-41.

Baker, W.D. & Bush, J. "Opportunities for Advocacy: Making our Pedagogy Public." *Language Arts Journal of Michigan*, v. 22.1 (Spring/Summer 2006): 3-6.

Baker, W. D. "Layers and Layers" of Writers' Workshop: Response to Katie Wood Ray's 'The Writing Workshop.' *Pedagogy* (Spring 2005: 2).

Baker, W.D. "Mentoring New Teachers Towards Leadership." *Language Arts Journal of Michigan*, v. 20.1 (Spring/Summer 2004): 47-50.

Dixon, C., Yeager, E, Baker, D. & Franquiz, M. "I used to know that": What happens when reform gets through the classroom door." *Bilingual Education Research Journal*, 2000.

## EDITING

Co-editor, *Language Arts Journal of Michigan.* Michigan Council of Teachers of English. Fall 2007-2010 (two issues per

year). Fall 2007 issue, "Digital Literacy" received NCTE honor award for affiliate journal.

Co-editor, (Guest) Language Arts Journal of Michigan, Spring/Summer 2006, v. 22.1.

CONFERENCE PAPERS AND PRESENTATIONS – REFEREED (past five years)

"Providing Opportunities for Students to Read Between the Lines of (Con)Texts." National Council of Teachers of English (NCTE). Philadelphia, PA. November 21, 2009. (Organized, chaired and presented paper)

"Preparing and Inviting Teachers into Leadership and Scholarship." Michigan Council of Teachers of English (MCTE) Annual Conference. Lansing Center, Lansing, MI. October 30, 2009. (Organizer, chair and presenter)

"Examining Practices of Collaborative Writing in Multimodal Spaces: Multiple Authors, Single Text Revisited." Computers and Writing Conference. Davis, CA. June 21, 2009. (Paper presentation)

"Shifting Perspectives: Showing Students How to Read, Interpret and Respond to (Con)Texts." National Council of Teachers of English (NCTE). San Antonio, TX. November 22, 2008. (Organizer, chair and paper presentation)

"Preparing and Inviting Teachers into Leadership and Scholarship." Michigan Council of Teachers of English (MCTE) Annual Conference. Lansing Center, Lansing, MI. October 3, 2008. (Organizer, chair and presenter)

"Making claims about situated disciplinary knowledge through analysis of video records: A contrast between two teachers sharing common students in an English class and a studio art class." American Educational Research Association Annual Conference. New York, NY. March 2008. (Paper presentation)

"Interactional Ethnography and Disciplinary Knowledge: Addressing Issues of Limits to Certainty in Interpreting Video Data." American Educational Research Association Annual Conference. New York, NY. March 2008. (Chair)

"What counts as local knowledge, participation, and capacity building? Ethnographic studies of literate practices across academic disciplines, inside and outside school." American Educational Research Association Annual Conference. New York, NY. March 2008. (Discussant)

[W. DOUGLAS BAKER - Continued]

"Linking Self-Assessment and Peer Assessment of Writing with Opportunities and Challenges of 21st Century Literacy Demands." National Council of Teachers of English Annual Conference. New York, NY. November 2007. (Organizer and chair)

"Preparing and Inviting Teachers into Leadership and Scholarship." Michigan Council of Teachers of English (MCTE) Annual Conference. Lansing Center, Lansing, MI. October 5, 2007. (Organizer, chair and presenter)

"Uncovering the Construction of Situated Disciplinary Knowledge through Videotape Data: Layers of Contexts and Constraints." American Educational Research Association (AERA) Annual Conference. Chicago. April 2007. (Paper presentation)

"Preparing Students to Read 'Academic' Texts." National Council of Teachers of English (NCTE) Annual Conference. Nashville, TN, November 2006. (Chair and presenter)

"Building Assessment Practices: Inviting Students into the Conversations of Accountability." Michigan Council of Teachers of English Annual Conference (MCTE), Lansing, MI (with EMU student, Kelly Jean Passage), October 2006. (Paper and demonstration)

"Artists in the Making: Constructing and Displaying Disciplinary Principles and Practices." American Educational Research Association (AERA), San Francisco. April 2006. (Paper presentation)

"Talking and Acting Disciplinary Knowledge into Being." Research strand: NCTE, Pittsburgh, PA. November 2005. (Paper presentation)

"Constructing Art: Examining Discursive Construction of Public Critique." The 14th World Congress of Applied Linguistics (AILA). Madison, WI. July 2005. (Paper presentation)

"Teachers as Activists," MCTE "Bright Ideas" Conference, Michigan State University, E. Lansing, MI. Presentation (with EMU students Sal Barrientes and Eric dela Fuente, and Jonathan Bush, WMU). April 2005. (Panel presentation)

"Talking, Painting, Writing, and Acting as Artists in a 'Community of Artists': Teacher Metadiscourse as Academic and Disciplinary Resource in a High School Classroom." National Council of Teachers of English (NCTE), Indianapolis, IN. November 2004. (Paper presentation)

"Multigenre Literacies: Strategies for Engaging Students in Reading and Writing the World. NCTE, Indianapolis, IN. November 2004. (Panel presentation)

"Creating Structures of Support for New English Teachers." MCTE Fall Conference, Lansing, MI. (with Cathy Fleischer, EMU). October 2004. (Panel presentation)

"The 'Big' Question: Opportunities of Inquiry" (with EMU students Amanda Pentecost and Amon Krist). Bright Ideas Conference (Michigan State University & Michigan Council Teachers of English), East Lansing, MI. March, 2004. (Paper presentation)

"Patterns of Response in Writing about Literature. NCTE, San Francisco, CA. November 2003. (Panel presenter)

"Beginning Teachers and Experienced Mentors: Learning as Partners. NCTE, San Francisco, CA. November 2003. (Panel presenter)

[W. DOUGLAS BAKER - Continued]

"Response Writing": Responding and Connecting with Literature. Michigan Council Teachers of English (MCTE), Lansing, MI. October 2003. (Paper presentation)

"What are we doing today?" Providing opportunities to read in secondary school classrooms. NCTE, Atlanta, GA. November 2002. (Paper presentation)

"Both Teacher and Student: Celebrating and Enriching the Pre-professional Experience." NCTE, Atlanta, GA. November 2002. (Panel presentation)

"Value in the Talk: A Comparison of Methodological Lenses and Findings of Two Studies of Classroom Discourse." (with Teresa Cotner) American Educational Research Association (AERA), New Orleans, LA. April 2002. (Paper presentation)

"Providing Opportunities for Students to Practice and Respond as Experienced Readers." MCTE "Bright Ideas" Conference, Michigan State University, E. Lansing, MI. Chair and organizer of session (with EMU student Sean Eldon and Tracy Rosewarne, Community HS, Ann Arbor). April 2002. (Chair)

"Making Visible Reading Demands of Literature" (with EMU student Sean Eldon). NCTE, Portland, OR. March 2002. (Chair)



and presenter)

"Opportunities of Poetry in Secondary Classrooms." NCTE, Baltimore, MD. November 2001. (Paper presentation)

"Frameworks for Recreating Teacher Training Program." NCTE, Baltimore, MD. November 2001. (Panel)

"Reading as a Process: Strategies for Struggling Readers," (with Jack Phreaner and Jack Hobbs). NCTE, Milwaukee, WI. November 2000. (Workshop presentation)

"Ethnographic Investigation of School Knowledge: The Case of History Social Studies" (presenter, John Wills, UC, Riverside). UC-CSU Ethnography Conference, Los Angeles, CA, April 2000. (Chair)

"What happens when reform gets through the classroom door: A cross-year analysis of access to academic content in three reform contexts." (Judith Green, Carol Dixon, and Maria Franquiz). AERA, New Orleans, LA. April 2000. (Paper presentation)

"Supporting Student-Beginning Teachers of English." California Association of Teachers of English (CATE). Presentation (with Jack Phreaner and Sheri Turner). Sacramento, CA. February 2000. (Panel presentation)

"Constructing a community of mentors: Mentoring as community construction."  
Panel (with Judith Green and Carol Dixon). National Reading Conference, Orlando, FL, December 1999. (Panel presentation)

"Re-envisioning the Interdisciplinary Classroom Through Collaboration. Presentation (with Jay Locher and Denise Maltese). NCTE, Denver, CO, November 1999. (Paper presentation)

"Peer Evaluation of Student Writing." CATE, Burbank, CA, February 1999. (Paper presentation)

"Building Knowledge in the Classroom: Talking, Writing, and Thinking Across the Curriculum" (presenter Santa Barbara Classroom Discourse Group), NCTE, Nashville, TN., November 1998. (Chair)

[W. DOUGLAS BAKER - Continued]

"Conducting Classroom-Based Research: Issues in Ethnography and Ethnographic Analysis." Santa Barbara Classroom Discourse Group, NCTE-Research Assembly Midwinter Conference. Los Angeles, CA, February 1998.

"Demystifying Contemporary Poetry for the Secondary Students." Yosemite Conference. CATE, Yosemite, CA., October 1995. (Workshop presentation)

#### OTHER CONFERENCE PAPERS AND PRESENTATIONS

Invited Presentation: "Classroom Discourse Analysis: Challenges to Complexities of Learning Disciplinary or Academic Knowledge." Discourse Analysis Conference. Ohio State University, Columbus, OH. June 6, 2010.

"Examining Practices of Collaborative Writing in Multimodal Spaces: Multiple Authors, Single Text Revisited." Analyzing Multi-Modal Texts Conference. Indiana University. May 30, 2009. (Paper presentation)

"What We are Learning about Assessing the Preparation of English Teachers: Changing the Culture in a Department." Assessment Conference, College of Education at EMU. January 23, 2009. (Presenter)

"Making Claims about Situated Disciplinary Knowledge through Analysis of Classroom Discourse." Discourse Analysis in Education Working Conference at The Ohio State University. June 8, 2008. (Paper presentation)

"Opportunities of Wikipedia for teaching and learning." EMU English Department's Extending Conversations Conference. Ypsilanti, MI. March 10, 2007. (Paper presentation)

"Reading Across Genres." EMU English Dept. Conference, Ypsilanti, MI. (Chair and presenter of session, included Elizabeth Daumer (EMU), Lori Wiggins (Scranton MS), Bette Diem (Ann Arbor Open), March 11, 2006. (Panel presentation)

"Inviting Students into Assessment Practices: Revealing Strategies, Purposes, and Power." EMWP, EMU – McKenny Union. (with local teachers Sean Eldon, Aimee Grant and Nicholas German (EMU student)), February 4, 2006. (Organizer and chair)

"Multiple Dialects and Writing." "Extending Conversations" Conference. EMU, Ypsilanti. February 2005. (Chair and

discussant).

"Reading and Responding to Literature." "Extending Conversations" Conference. EMU, Ypsilanti. February 2005. (Chair and discussant).

"Multigenre Literacies: Strategies for Engaging Students in Reading and Writing the World. Eastern Michigan Writing Project Conference, EMU. October 2004. (Chair and panel presenter)

"Grammar in Context." "Extending Conversations" Conference. EMU, Ypsilanti. Chair, organizer, discussant of session. March 2004. (Chair and panel presenter)

"Assessing Students' Writing through Writers' Workshop." Jumping into Writing Conference. EMWP-EMU, Ypsilanti. Presentation (with Aimee Grant, Huron HS, Ann Arbor). October 2003. (Chair and presenter)

"Grammar and Error": What is the place of grammar and error in the classroom? "Entering Conversations Conference. EMU, Ypsilanti. March 2003. (Chair and panel presenter and discussant)  
[W. DOUGLAS BAKER - Continued]

"Issues of Capturing the Social Construction of Disciplinary Knowledge on Videotape." Conference on the Analysis of Videotape Data of Classroom Life. Peabody College, Vanderbilt University, Nashville, TN. May 2002. (Paper presentation)

"Guiding Students Toward Conceptual Understanding of Texts." Teaching and Learning Showcase, EMU. April 2002. (Demonstration)

"Constructing Opportunities for Learning Across Grade Levels." (with Beth Yeager). University of California, Santa Barbara, Educational Conference. May 2001. (Paper Presentation)

Many local presentations in Fresno in conjunction with Fresno Area Council of English Teachers and San Joaquin Valley Writing Project (1987-1997)

#### CONFERENCE WORKSHOP

Using and Analyzing Video Data in Ethnographic and Cross-Disciplinary Studies of Learning Settings from Multiple Perspectives." American Educational Research Association Annual Conference, instructor for all day workshop. New York, NY. March 29, 2008.

## TEACHING

### Undergraduate:

Introduction to Children's Literature; Adolescent Literature; Writing for Elementary Teachers; Writing for Writing Teachers; Writing, Style, and Technology; Methods of Teaching English in Secondary Schools; Content Area Literacy

### Graduate:

Issues in Teaching Writing; Literacy and Writing Instruction; Assessing Writing; Writing and Young Adult Literature; Writing Research and Practice; Eastern Michigan Writing Project Summer Institute

## SERVICE

### COMMITTEES & COMMISSIONS

#### National & State

Committee on English Leadership (CEL), NCTE

Committee on English Education (CEE), NCTE

CEE Commission on Writing Teacher Education

Michigan Conference on English Education (MCEE),

Vice-president (2008-09)

President (2009-10)

Language and Social Processes (SIG), AERA,

Treasurer & Membership (2007-2009);

Newsletter editor (2009-2011)

#### English Literature and Language Department Committees

Personnel and Finance Committee, elected (2007-2010)

Graduate Committee, elected (2004-2007)

Writing Committee (2001-present)

English Education Committee (2001-present)

Technology Committee (2003-2005)

Freshmen Writing Committee (2001-2002)

[W. DOUGLAS BAKER - Continued]

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#### EMU Interdepartmental Committees

Assessment Committee, College of Education, elected (2004-present).  
(Co-Chair, 2008-09)  
Methods Committee, College of Arts and Sciences (2003-present)  
CAS Human Subjects Review Committee (CAS) (2005-present)

#### Faculty and Administrator Search Committees

English Education – Elementary Position, 2005-06  
Dean of Assessment, College of Education, 2005  
Department Chair, English Department, Summer 2007  
Creative Writing (Personnel Representative), 2007-08  
English Education – Secondary Position, Spring 2008  
Children’s Literature (Personnel Representative), 2009-10  
Associate Dean, College of Arts and Sciences, 2009-10

#### ACCREDITATION COORDINATOR

NCATE Coordinator, Department of English Language and Literature  
(2006-present). Wrote and submitted report for accreditation (September 2009).  
“National Recognition” earned from NCTE (February 2010).

#### YOUNG WRITERS’ CAMP DIRECTOR

EMWP Director, Inkstains – Young Writers’ Camp: 2006 – 2008

#### ORGANIZER OF SPEAKER SERIES

Sterling Anderson, Hollywood screenwriter (February 22-24, 2010)  
Hosted and sponsored by Communication Theatre Arts, English Language and Literature, and African American Studies.

#### CURRENT PROFESSIONAL AND ACADEMIC ASSOCIATION MEMBERSHIPS

American Educational Research Association  
National Council of Teachers of English  
Michigan Council of Teachers of English

#### REVIEWER

□ Book Draft for Guilford Publications: Moving Beyond the Periphery: Reading Practices to Empower Struggling Middle

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School Readers (February 2010)

- Book Proposal for Flat World Knowledge: Methods of Discovery: A Guide to Research Writing (November 2009)
- Journal of English Education (2002-2004; 2008)
- Pedagogy (2008)
- Pedagogies (2009)
- Reading Research Quarterly (2008-09)
- Research in the Teaching of English Journal (1999)
- AERA Conference Proposals, Division G (1999)

#### PROFESSIONAL DEVELOPMENT

EMWP Co-Director, Professional Development Coordinator, 2002-2004

Conference Organizer and Chair (4 years). "Extending Conversations" Conference: Teaching English Language Arts K-16." Hosted by English Dept. and designed for faculty, EMU students, and local teachers. March 2003; March 2004; February 2005; March 2006

[W. DOUGLAS BAKER - Continued]

Conference Organizer and Chair: "Beginning Teachers of English," EMU. Working to coordinate a one-day conference for teachers of English with two years of experience or less. May 2003; May 2005.

Conference Organizer and Chair: Beginning Teachers of English, UCSB. Coordinated and hosted second annual one-day conference for teachers of English with two years of experience or less. July 2001 & July 2002.

Inside/Out Project: Collaboration with high school teachers from Livonia Public Schools. 2002-2004.

Consultant: Round table discussion participant focusing on "accelerated language arts programming at the secondary level," Livonia Public Schools, February 6, 2002; and consultant for Franklin High School, Livonia: planning stages of Writing Academy. 2004.

Consultant for Carpinteria Middle and High Schools. Worked with principals, teachers and university faculty to coordinate development and implementation of teacher literacy survey; triangulated data (including SAT 9 scores) to build capacity from within schools. 2001.

High School Professional Development of Literacy for Secondary Teachers. One of four coordinators and instructors of 96 secondary teachers. A one-week intensive program offered through the South Coast Writing Project by the Governor's Initiative. Four all-day follow up sessions during Fall and Winter. 2000-2001.

Teacher Collaborative Group, founder and coordinator of a group of elementary through university teachers (South Coast Writing Project fellows 1998) who met four times a year to discuss and present literacy issues. 1998-2000.

Founded and maintained listserv for past English student teachers at UCSB. I continue to mentor some of these teachers. 1999-2002.

Santa Barbara Junior High School, Santa Barbara, CA. Content area reading workshop for all faculty. 2000.

Santa Barbara County Schools, Santa Maria, CA. Literacy for Secondary Students, October 2000.

South Coast Writing Project, Santa Barbara, CA. The Writing/CreativeProcess, July 2000.

Santa Ynez High School, Santa Ynez, CA. Reading Across the Content Areas, February 1999.

Dinuba High School, Dinuba, CA. "Second to None." All day faculty workshop. 1994.

Many others in conjunction with San Joaquin Valley Writing Project, Fresno, CA 1987-1997.

#### MENTORING

Mentor: Teacher Quality Grant: Mentored EMU student teachers with constructing unit plans and methods of assessment in collaboration with College of Education's federal grant. 2001-2004

Mentor: EMU-University of Michigan Mentoring Program. Mentoring U of M doctoral candidates who are interested in teaching at a teaching university. 2004-2009.

Member of dissertation committee for Amy Carpenter Ford.  
[W. DOUGLAS BAKER - Continued]

Mentor: Teachers for the Dream. Mentoring minority teacher candidates towards participation in Michigan Council Teachers of English. 2004-present.

Adviser: "Explore Eastern." General advising for potential students.  
November 2002, 2003, 2004; 2007; 2008; 2009.

#### VOLUNTEER

Volunteer: Northside Elementary School, Ann Arbor, MI. School Improvement Team (committee of five teachers, five parents, and principal). 2004-2005.

Volunteer: Northside Elementary School. Worked with second grade students on writing and revising letters. 2003.

Volunteer: Logan Elementary School, Ann Arbor, MI. Worked with first grade students on writing with computers. 2002.

#### HONORS, AWARDS, AND RECOGNITION AT EMU

Nomination for "Outstanding Faculty in Classroom Instruction." Holman Learning Center, EMU – March 30, 2009

"Exemplary Faculty Member," recognized by College of Education during Celebration of Excellence, March 27, 2008

Nomination for Collins' Junior Faculty Teaching Award, Department of Language and Literature. 2004-2005.

Institutional Values Award for the Support Role in Teaching, Learning, Scholarship, Research and/or Creative Activity. Member of the Secondary Methods Group that earned the award. September 2004.

Nomination for Outstanding Faculty in a Supporting Role. Faculty and Tutor Appreciation Day, Holman Learning Center, Division of Enrollment Services. March 29, 2004

#### OTHER HONORS AND AWARDS

Speaker for Graduation Ceremony for M.A. and Ph.D. students, UCSB. 2001

Graduate Student Fee Fellowship, UCSB. 1997, 1998, 1999, 2000, 2001



Anne Johnstone Memorial Fund Award, SCWriP. 1998, 1999

Teacher of the Year, Clovis West High School. 1995

CWHS School Literary Magazine Dedication. 1990; 1992

John A. Staunton

Office:           Home:  
812 Hoyt    211 Elm Street  
Department of English Language and Literature    Ypsilanti, MI 48197  
Eastern Michigan University           h: (734) 961-8458  
Ypsilanti, MI 48197c: (812) 322-4207  
jstaunto@emich.edu  
(734) 487-0135

Citizenship: United States

#### EDUCATION

Ed. S.            Language Education, Indiana University, May 2006.

Ph.D. English, Fordham University, September 1999.

M.A. English, Fordham University, May 1994.

B.A. English and Philosophy, University of Notre Dame, May 1991, with distinction.

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## TEACHING EXPERIENCE

2008-present Assistant Professor of English, Eastern Michigan University, Ypsilanti, MI  
2007-2008 Lecturer (English Education), Eastern Michigan University,  
2003-2008 Assistant Professor (English), University of North Carolina at Charlotte  
On-leave AY 2007-2008; reappointed/renewed 2006  
2000-2003 Associate Instructor (Language Education), Indiana University, Bloomington  
2001-2003 Assistant Professor (Education), Hanover College (Hanover, Indiana)  
1998-2000 Visiting Instructor/Assistant Professor (English), Hanover College  
1994-1998 Senior Teaching Fellow/Instructor/Teaching Fellow (English), Fordham  
University (Bronx, New York)

## SCHOLARSHIP

### Book

Deranging English/Education: Teacher Inquiry, Literary Studies, and Hybrid Visions of 'English' for 21st-century Schools. Urbana, IL: NCTE, 2008. 250pp.

The objective of the book is twofold: 1) to offer a critique of the current theory and practice of English teacher education, especially with respect to some of the traditional curricular and institutional divisions that affect the training of English teachers at the secondary and collegiate level; and 2) to offer in a series of qualitative case-studies drawn from across the life-cycle of the profession (teacher candidate, classroom teacher, teacher researcher, and teacher educator) viable models of pedagogical and content knowledge inquiry that can transform the way teaching of writing and literature happens in universities and high schools. Both the critique and curricular transformations are part of a conceptual and pedagogical process of 'deranging' or unsettling traditional perspectives on research, practice, and curriculum.

Reviewed in Chronicle of Higher Education (January 2009) and Education Review (September 2009).

### Articles in Refereed Journals

" 'I was messed up from the start': The Shape of Critical Literacy in Student Writing Histories." Journal of Teaching Writing. 24.2 (2008): 45-78. [Published 2009]

"Shadowing Grace in the 'Post-Southern' South: 'A Roadside Resurrection' and Larry Brown's Narratives of Witness,"

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Religion & Literature 33.2 (Spring 2001): 43-74.

"Kate Chopin's 'One Story': Casting a Shadowy Glance on the Ethics of Regionalism," *Studies in American Fiction* 28.2 (Fall 2000): 203-34.

Rpt. in *Short Story Criticism* 68 (2004): 248-63.

#### Book Chapters

"A Miracle of Catfish and the Recursions of Art." (24pp). In Jean W. Cash and Keith Perry, *Larry Brown and the Blue-Collar South*. Jackson: UP of Mississippi, 2008.

#### Solicited Reference Entries

"Alice Cary." *The Wadsworth Anthology of American Literature, Vol. C: 1800-1865*. Ed. Shirley Samuels. Thomson Publishing, 2008.

"Edward Eggleston." *Oxford Encyclopedia of Children's Literature*. Ed. Jack Zipes. New York: Oxford UP, 2006.

#### Book Reviews

Rev. Walter Dean Myers, *Monster*. *Journal of Adolescent and Adult Literacy* (May 2002): 791-93.

#### WORK IN PROGRESS

Article. "Imagining the Future Student: Dewey's Pedagogical Creed, the 'Cosmopolitan' University, and the American Educational Situation at the Turn of the Century." 25pp.

Article. "Transmediating the World in Image-Music-Text". 25pp.

#### TECHNICAL DOCUMENTS/GOVERNMENT REPORTS

University of North Carolina at Charlotte Accreditation Report on Secondary English Programs for NCATE and State of North Carolina Department of Public Instruction

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Review. UNCC College of Education, 2005. (with Lil Brannon and Leslie Cook). 157pp.

## GRANTS, FELLOWSHIPS, AND AWARDS

W= Written; S=Submitted; P=Funding Decision Pending; F=Funded; NF=not funded

"Family Literacy: Diversity in the Schools." Project MORE, mini-grant. \$2000.00. U.S. Department of Education funded grant, directed by Dr. Boyd Davis of University of North Carolina at Charlotte. (August 2003-June 2004). W/S/F.

Everett Helm Research Fellowship, Lilly Library, Indiana University. \$750.00 (Summer 2004). W/S/F.

"American Literature: Moving Beyond the Canon." Project MORE, mini-grant. \$1500.00. U.S. Department of Education funded grant, directed by Dr. Boyd Davis of University of North Carolina at Charlotte. (August 2004-June 2005). W/S/F

Semester Research Leave, The Schley R. Lyons Junior Faculty Reassignment of Duties Program, UNC Charlotte, College of Arts and Sciences. (Fall 2006). AWARDED.

Frances Lumsden Gwynn Award. \$2500.00. UNC Charlotte, College of Arts and Sciences (2006-2007). AWARDED.

"Poetry for Teachers." Dean's Initiative Grant. \$600.00. Eastern Michigan University, College of Arts and Sciences (2008-2009). W/S/F

"English Studies for Teachers." Dean's Initiative Grant. \$1200.00 Eastern Michigan University, College of Arts and Sciences (2008-2009). W/S/F

"Local Literacies/Global Futures" (2009-2012). Big Idea Grant, \$195,000. Ann Arbor Area Community Foundation (2009). W/S/NF

"Britton, Michigan Teacher Inquiry Community." National Writing Project TIC Minigrant. \$4500.00. (2009-2010). W/S/F

Eastern Michigan University, Provost's Scholarship Recognition Award (2008) \$1000.00 for Deranging English/Education. AWARDED.

"Literature Pedagogy Inquiry Group." Dean's Program Development Initiative Grant. \$5000.00 Eastern Michigan

University, College of Arts and Sciences (2009-2010). W/S/F

Eastern Michigan University, Provost New Faculty Research Award. "Teaching Literature/Inquiry in Community" \$5000.00 (2009)

#### SELECTED PAPERS AND PRESENTATIONS

"Unsettling Readers: Kate Chopin, Pedagogy, and the Discourses of Knowing." Society for the Study of American Women Writers Conference. Philadelphia, PA. October 21-24, 2009.

"Preparing Teachers to Teach Composition in a Globalized World." (Co-presenter with Doug Baker, Cathy Fleishcer, and Bill Tucker). Conference on English Education. Chicago, IL. June 2009.

"Pedagogical Prospects at the Edge of Certainty: Teaching and Learning to Teach Chopin in the Pre-service Classroom." American Literature Association Conference. Boston, MA. May 21-24, 2009.

"Kate Chopin, Pedagogy, and the Secondary Classroom: Problems and Possibilities" (Panel). Chair and Organizer. American Literature Association Conference. Boston, MA. May 21-24, 2009.

"Deranging and Transmediating English/Education." National Council of Teachers of English Annual Convention. San Antonio, TX. November 20-23, 2008.

"Shifting Control in the Classroom." (Panel). Chair and Organizer. National Council of Teachers of English Annual Convention. San Antonio, TX. November 20-23, 2008.

"Whitman's Blanket, Thoreau's Twigs, and Emerson's Magic Glasses: Connecting Students and American Literature." The Writing Project at UNCC, Fall Conference, Charlotte, NC. October 13, 2005. (with UNCC Students: Derek Borchardt, Lindsay Cobb, and Caleb Sinclair).

"Regional Aesthetics and the Trouble with Mirrors." Northeast American Studies Association Conference. Worcester, MA. September 2005.

"Pedagogical Visions: The Art and Ethics of Aesthetic Education." (Panel). Chair and Organizer. Northeast American

Studies Association Conference. Worcester, MA. September 2005.

"What We Talk About When We Talk About Race: Conversations on Cultural Diversity in Teacher Education." Research Strand of the National Council of Teachers of English, Fall Conference. Indianapolis, IN. November 2004.

"Langston Shakespeare's 'Harlem 41': Student and Teacher Inquiry into Poetic Meaning." Integrating Reading and Writing, The Writing Project at UNCC, Fall Conference, Charlotte, NC. October 18, 2004. (with UNCC Students: Danielle Clark, Lindsay Houser, Ashley Matson, Shirali Patel, and Ron Shook).

"'Making Death Less Terrible' and 'Learning Content(ion)': Alice Cary's Regionalist Aesthetics and the Ethical Education of the Regional Subject," American Literature Association, San Francisco, CA. May 2004. (\*Separate panel and submission/review from the panel below.)

"De-Ranging Education in 19th-century American Regionalist Literature." (Panel). Chair and Organizer. American Literature Association, San Francisco, CA. May 2004.

"'Eating by Formula': The Pedagogy of Acculturation and the Serial Consumption of the Regional Subject in Zitkala-Sa's 'Indian School' Days." Twentieth-century Literature Conference, University of Louisville. February 2004.

"Signifying Practices, Visual Literacy, and Identity Performances." Teacher-Researchers as Agents of Change: The Indiana English Teachers Collaborative for Social Justice. Research Strand of the NCTE, Fall Conference, Atlanta, GA. November 2002.

"Locating and Tracing the Shape of 'Writing' in Student Compositions." Thomas Watson Conference on Rhetoric and Composition. University of Louisville. October 2002.

"The Whole Project Depends on the Red Wheelbarrow" (with Gloria Reeves, Joanne Wiszniewski, Leslie Rutkowsky, and Sarah Kohne). Indiana Teachers of Writing (ITW), Fall Conference, Bloomington, IN. October 2001.

"Teacher Researchers as Agents of Change: The English Teachers Collaborative." Roundtable Session (with Mary Beth Hines, Janet Johnson, David Sabol, Herb Budden, Alfreda Clegg, Roger Wachtel, Sarah Kohne, Elaine Allison, Sabra Schilmgen, Gloria Reeves, and Shannon Uebelhor). Indiana Teachers of Writing (ITW), Indianapolis, IN. October 2000.

"Casing the Spirit in Prime Time: Mediums, Media, and Mediation in Muriel Spark's *The Comforters*, *The Bachelors*, and

"The Prime of Miss Jean Brodie." Charles Borromeo Conference, University of Arkansas at Little Rock. March 2000.

"On the Watch for Apocalypse and Utopia: Tom More and the Monastic Paradigm in Walker Percy's Love in the Ruins and The Thanatos Syndrome." Twentieth-century Literature Conference, University of Louisville. February 1999.

"Seeking a Vocation and a Voice: The Ethics of Authenticity in Chopin's The Awakening and Percy's Lancelot." Charles Borromeo Conference, University of Arkansas at Little Rock. April 1998.

"The Memoir as Ethical Paradigm in Ian McEwan's Black Dogs." Twentieth-century Literature Conference, University of Louisville. February 1998.

"Realism and Regionalism in the Development of the Short Story." Conference on Geography and Genre: The Empire State and Other Literary Landscapes. Fordham University, Lincoln Center. November 1997.

## TEACHING

M.A and M. Ed. Thesis Committees (11) UNCC

(Member) Michael Landers, Synchronous and Asynchronous On-line Writing/Discussion of Literature. 2008.

(Member) Chris Williams, Teacher Identity and Institutional Discourse. 2008

(Member) Lydia Bouk, Grammar(s) and the Teaching of Writing. 2005

(Member) Rajni Shankar-Brown, Teacher-Research and Classroom Ethos. 2005

(Member) Jamie Ammons, Writing Journals, Classroom Conversations, and Teacher-Student Interaction. 2005

(Member) Kim Warr, Socratic Seminars in the Secondary Classroom. 2005

(Member) Sarah Miller, Classroom Discussion and Student Writing. 2005

(Member) Heather Wright; Literature Discussion in the Middle Grade Classroom. 2005

(Member) Karen Mach, Writing to Learn Strategies and Literature Discussion. 2005

(Member) Jeff Leardini, Literature Circles in the Intermediate Classroom. 2004

(Member) Bill Torgerson, Teacher/Writer Teaching Writing. 2004

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Graduate Courses:

19th Century American Women Writers, EMU (LITR/WGST 592)  
Reading Dangerously: Teaching Controversial Literature (LITR 592)  
World Literature for Teachers, EMU (LITR 592)  
Visualizing Pedagogies: Art and Literature (LITR 592/585)

Context and Issues in the Teaching of English, UNCC (ENGL/EDUC 6274)  
Applied Research Methods in the Teaching of English, UNCC (ENGL/EDUC 6674)  
Topics in Literacy Education (Doctoral Seminar in C&I), UNCC (EDCI 8020)  
Topics in Rhetoric: Writing Institute Level I, UNCC (ENGL 6062 W20)

Critical Writing for Academic Purposes, Indiana University, Bloomington (EDUC-L530)

Graduate/Undergraduate Courses:

American Women Writers, UNCC (ENGL 4050/5050; Crosslisted w/AMST and WMST)  
Modern World Literature, UNCC (ENGL 4050/5050)  
Teaching English/Communication Skills for Middle Grades and Secondary Learners,  
UNCC (ENGL 4254/5254)

Undergraduate Courses:

Eastern Michigan University  
Reading of Literature (LITR 100)  
Reading of Literature: Drama (LITR 103)  
Literary Studies for Literature Lovers (LITR 200)  
Development of American Literature (LITR 309)  
Writing for Writing Teachers (ENGL 408W)  
Teaching English in the Secondary Schools (ENGL 409)

UNCC

Writing about Literature (ENGL 2100)  
Introduction to Modern World Literature (ENGL 2112)  
Approaches to Literature (ENGL 3100)

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American Literature Survey (ENGL 3300)

Other Undergraduate Courses

Fordham University

The American Short Story: Alice Cary to Alice Walker

Chaucer, Shakespeare, Milton

Close Reading and Critical Writing

English Composition and Rhetoric

Hanover College

English Literature 1700-1900

Eurasia III: Science and the Humanities (Interdisciplinary Course)

Foundations of Education

General Secondary Methods

Introduction to Drama

Introduction to Educational Inquiry

Introduction to Fiction

Language Arts I: Methods and Materials for Primary Grades

Language Arts II: Methods and Materials for Intermediate Grades

Inquiry and Methods of Teaching English/Language Arts

Secondary English Methods

Twentieth-century Fiction (British and American).

Indiana University

The Culture of College

Examiner for Oral Comprehensive Exams for Senior English Majors (Hanover College).

SERVICE

University Service

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## EMU

Department of English Language and Literature  
English Education Program Committee, 2008-present  
Advising for LLWT majors, 2008-present  
General Education Early Registration Advising, 2008-  
Eastern Michigan Writing Project, Co-Director, 2008-  
Elections Officer, 2010-2013  
Literature Committee, 2009-2012  
Graduate Committee, 2010-2013

## UNCC

College of Education  
Secondary English Program Committee, 2005.  
PhD in Curriculum/Instruction, Admissions Committee, 2004.  
Department of English (\*elected committees)  
Teacher Education Committee, 2003-present.  
\*Advisory Committee, 2006-2007.  
Graduate Committee, 2005-2006.  
\*Recruitment Committee (Writing Resources Center Director/Rhetoric and  
Composition), 2005-2006.  
Center for Writing, Language, and Literacy Planning Group, 2003-2004.  
\*Faculty Review Committee, 2004-2005.  
\*Recruitment Committee (Applied Linguistics), 2004-2005.  
\*Recruitment Committee (ad-hoc; American Literature), 2004.

## Hanover College

Education Advisory Board, 2002-2003.  
Teacher Education Committee, 2001-2003.  
Faculty Advisor, Indiana Student Education Association, 2001-2003.  
Student Advisor, 1999-2000; 2001-2003.

## Indiana University

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School of Education

Steering Committee, ex officio member, International Graduate Student Organization, 2000-2003.

School of Education & College of Arts and Sciences

Committee on English/English Education Program Coordination, 2001.

Fordham University

Department of English

Recruiting Committees, (American Literature; Composition) 1997-1998.

Director, Faculty-Graduate Student Colloquia, 1997-1998.

Convener, Graduate English Association Lecture Series, 1995-1998.

Community Service:

Invited Presentation: Detecting and Evaluating Evidence for Writing, UNCC Young Readers/Young Writers Program, Summer 2004.

Colloquium Presenter and Co-developer, Panthers Teach Program, 2002-2003.

Hanover College Educational Partnership (with Ben Davis and Arlington High Schools in Indianapolis), for the Recruitment and Advancement of Minority Teacher Candidates.

Site Team Member, AVID, Student Achievement Initiative, 2001-2003.

Madison Consolidated High School, Madison, Indiana.

Professional Service:

EMWP, Beginning Teacher Research Group and Britton School TIC Group, 2008-

Review Board, LAJM: Language Arts Journal of Michigan, 2008-

External Book Manuscript Reviewer, Reading Life Through Literature. Cengage Publishing. 2008.

External Book Manuscript Reviewer, Sherry Lyn Linkon, Literary Learning. NCTE. 2009.

Advisory Board, Kate Chopin International Society. 2006-2011

Outsider Reviewer for Tenure and Promotion: Janet Johnson, Rhode Island College. 2009.

Outside Reviewer for Promotion to Senior Lecturer: Kate Duffy, Indiana University-Purdue University, Indianapolis (IUPUI). 2006.

UNCC Writing Project, Teacher-Research Collaborative, 2004-2006.

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Reader, Indiana Reading Journal, 2003.

Indiana English Teachers Collaborative for Social Justice, 2000--2006.

A research and professional development partnership of university and k-12 English Educators.

PorTRAIT (Practitioner or Teacher Researcher as Inquiring Traveler), 2000-2004.

a teacher research network comprised of members from Western Mass. Writing Project, Boston Writing Project, Philadelphia Writing Project, Breadloaf, UGA-Nets (University of Georgia), Indiana ETC. Funded by a grant from the Arthur Vining Davis Foundations.

Steering Committee, International Society for the Study of Catholicism and Literature, 1997-2000.

#### Professional Organizations

Modern Language Association (MLA)

National Council of Teachers of English (NCTE)

Conference on English Education (CEE)

Kate Chopin International Society

#### Licenses

North Carolina Standard Professional License I (SPLI) (2005-2008) in English (Grades 9-12).

#### RELATED EXPERIENCE

Interviewer/Researcher, Minority Disproportionality in Special Education

Referrals Study (PI: Dr. Russ Skiba), Safe and Responsive Schools Project & Indiana Education Policy Center, Bloomington, IN (February-August 2002).

Educational Consultant, Rockman, Et al., Bloomington, IN (Summer 2000, 2001, 2002).

-Reader/Scorer, 8th Grade Writing Samples, Owen County Schools Project;

-Reader/Scorer, 6th Grade Writing Samples, ISTEP+ Shadowing Research/ Students as Agents of Change Project.

Contributor/Writer, Grade-level implementation guides for Indiana Academic Standards 2000 in English/Language Arts, State of Indiana Department of Education (March-May 2001).

Writing Center Director, Hanover College Writing Center (Fall 1998).

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Writing Center Director, Fordham University Writing Center (Fall 1995-Spring 1996).  
Media Assistant/ Writer, Office of Public Affairs, The New York Hospital-  
Cornell Medical Center (July 1994-August 1995).  
Editorial Assistant, *Traditio: Studies in Ancient and Medieval History, Thought,  
and Religion*, Fordham University (Spring-Summer 1993).  
Editorial Assistant, *Thought: A Journal of Culture and Ideas*, Fordham University  
(Fall 1992).

#### HONORS AND AWARDS

Eastern Michigan University Provost Scholarship Recognition Award 2008  
Dean's Fellowship, Indiana University (2000-2003).  
Center for Free Inquiry, Hanover College, Faculty Symposium (January 2002,  
January 2003).  
Participant, "Shakespeare and Film," Midwest Faculty Seminar, University of  
Chicago (January 2000).  
Graduate Fellow, Collegium Institute: Colloquy on Faith and Intellectual Life, St.  
John University, MN (June 1997).  
Senior Teaching Fellow, Fordham University (Fall 1996-Spring 1997).  
Presidential Scholarship, Fordham University (Fall 1992-Spring 1996).  
Teaching Fellow, Fordham University (Fall 1994-Spring 1996).  
Graduate Assistantship, Fordham University (Fall 1992-Spring 1994).

## SECTION C: ASSURANCES

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.

## SECTION D: ATTACHMENTS

- **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**