

# 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									
[REDACTED]		Newaygo County Regional Educational Service Agency									
3. Name of Entity as you would like it to appear on the Approved List											
Newaygo County Regional Educational Service Agency											
4. Entity Type:		5. Check the category that best describes your entity:									
<input type="checkbox"/> For-profit <input checked="" type="checkbox"/> Non-profit		<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; padding: 5px;"><input type="checkbox"/> Business</td> <td style="width: 33%; padding: 5px;"><input type="checkbox"/> Institution of Higher Education</td> </tr> <tr> <td style="padding: 5px;"><input type="checkbox"/> Community-Based Organization</td> <td style="padding: 5px;"><input type="checkbox"/> School District</td> </tr> <tr> <td style="padding: 5px;"><input checked="" type="checkbox"/> Educational Service Agency (e.g., RESA or ISD)</td> <td style="padding: 5px;"><input type="checkbox"/> Other (specify): _____</td> </tr> </table>				<input type="checkbox"/> Business	<input type="checkbox"/> Institution of Higher Education	<input type="checkbox"/> Community-Based Organization	<input type="checkbox"/> School District	<input checked="" type="checkbox"/> Educational Service Agency (e.g., RESA or ISD)	<input type="checkbox"/> Other (specify): _____
<input type="checkbox"/> Business	<input type="checkbox"/> Institution of Higher Education										
<input type="checkbox"/> Community-Based Organization	<input type="checkbox"/> School District										
<input checked="" type="checkbox"/> Educational Service Agency (e.g., RESA or ISD)	<input type="checkbox"/> Other (specify): _____										
6. Applicant Contact Information											
Name of Contact Dr. Lori Tubbergen Clark		Phone 231-924-8854		Fax 231-924-8910							
Street Address 4747 West 48 <sup>th</sup> Street		City Fremont		State MI	Zip 49412						
E-Mail lclark@ncresa.org		Website ncresa.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): Newaygo County RESA			Name(s) of District(s): Grant Public Schools								

## 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: Newaygo County RESA

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

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 following is a description of the comprehensive improvement services that can be provided to schools within the NC RESA service area.

1. Support systems to ensure student and teacher success and sustain improvement - For the past approximately 15 years, the NC RESA has coordinated the development of a preK-12 county-wide written, taught and tested curriculum. The currency of the design of the curriculum is ensured through an ongoing review and alignment with state level curriculum and assessment standards. When properly delivered through the instructional process teaching and learning support higher levels of student achievement.
  
2. Content and delivery systems and mechanisms proven to result in dramatic and sustained improvement linked to student achievement.

The aforementioned curriculum is available to all Newaygo County teachers through a computerized data base. The Curriculum Management System (CMS) contains student outcomes and assessments that are aligned with state curriculum content and context. Over the years those students and teachers in schools with a high degree of compliance with the county-wide curriculum have enjoyed higher levels of student achievement.

3. Job embedded professional development at leadership, teacher and support levels to increase internal capacity for improvement and sustainability linked to student achievement.

The county-wide curriculum is a part of a broader comprehensive instructional system. The system includes specific roles for various staff to play to support the effort to increase levels of student achievement. A broad range of professional development opportunities are available to staff to support them in these roles.

The following are available to instructional staff on an ongoing basis:

- curriculum design workshops where local school instructional materials are reviewed with state level documents to maintain content and contextual alignment
- instructional delivery workshops
- CMS training and related computer skills
- teacher leader academies

The following are available to building leadership staff on an ongoing basis:

- Classroom walkthrough training



- CMS training and related computer skills
- Comprehensive needs assessment
- School improvement planning facilitation

4. Comprehensive short cycle and summative assessment systems to measure performance and goal attainment to the building school improvement plan.

The NC RESA CMS includes a variety of locally selected or developed formative and summative assessments. Student performance on these assessments is recorded by teachers in the CMS for storage, monitoring and reporting purposes. CMS student performance data along with state standardized test data are reviewed periodically and used to develop or adjust school improvement goals.

**Exemplar 2: Use of Scientific Educational Research**  
**(15 points possible)**

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

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

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

The primary focus of the NC RESA application is the Grant High School. A preliminary review of the MME data for the school indicates the achievement levels of the sub-populations special education and disadvantaged are the lowest for the school. In light of these test data the research review focused on these student groups.

What Algebra and Biology Students Have to Say About Universal Design for Learning (October 2005)

NCSET Research to Practice Brief • Volume 4 , Issue 2

This brief outlines the findings of a study of whether universal design for learning (UDL) improves how students with mild disabilities perform in general education. The study's findings illustrate how students perceive individual interventions anchored by three key UDL principles--multiple ways of representing course content, multiple options for student expression and control, and multiple options for engagement and motivation. These individual interventions were used in standard-track high school algebra and biology classes.

Increasing School Completion: Learning from Research-Based Practices that Work (August 2004)

NCSET Research to Practice Brief • Volume 3 , Issue 3

This brief identifies and describes five research-based practices proven effective in increasing rates of school completion. The practices utilized random samples or comparison groups and had statistically significant results for the treatment group on the variable of enrollment status.

Teaching for Understanding (November 2003)

NCSET Research to Practice Brief • Volume 2 , Issue 4

While traditional lectures, exercises, and drills may help students memorize facts and formulas and get the right answers on tests, this time-honored style of teaching does not help students achieve the depth of understanding they need to understand complex ideas and apply knowledge in new settings or situations. This Research to Practice Brief outlines research regarding an approach called "teaching for understanding," which strives to engender in students a depth of understanding on academic topics that enables them to apply the knowledge in various settings. Suggestions and resources for application of this approach are also provided.

High Schools With Authentic and Inclusive Learning Practices: Selected Features and Findings (July 2003)

NCSET Research to Practice Brief • Volume 2 , Issue 2

This brief outlines the major findings of a research study conducted by the Research Institute on Secondary Education Reform (RISER) on authentic and inclusive learning practices at four high schools. Authentic learning practices involve students in using disciplined inquiry to construct in-depth knowledge for themselves and

Michigan Department of Education

2010-11 Section 1003(g) School Improvement Grants

Preferred External Educational Services Provider Application

others, and inclusive learning refers to the use of developmentally and individually appropriate accommodations and supports. The brief also discusses the implications and challenges presented by the study's findings.

#### Improving Word Identification Skills Using Strategic Instruction Model (SIM) Strategies (December 2002)

NCSET Research to Practice Brief • Volume 1 , Issue 4

This brief, written for general education teachers, special education teachers, and school administrators, focuses on the Word Identification Strategy component of the Strategic Instruction Model (SIM), (Deshler & Schumaker, 1988), and reviews recent research showing the effectiveness of this strategy for teaching word decoding to secondary students with disabilities.

#### Collaborative Strategic Reading (CSR): Improving Secondary Students' Reading Comprehension Skills (July 2002)

NCSET Research to Practice Brief • Volume 1 , Issue 2

In this Research to Practice Brief, specifics of Collaborative Strategic Reading (CSR) implementation in the classroom are described, with references to further resources. CSR is a method of teaching reading comprehension that is effective with struggling readers, including secondary-age students with learning disabilities and those who are English Language Learners.

**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).**

The NC RESA has provided professional development services to internal and external constituent school district personnel for many years. The focus of these efforts has been to provide meaningful and ongoing professional development designed to improve the effectiveness of principals, school leadership teams, teachers and support staff.

Principal - This ongoing effort will be utilized to enhance the ability of the building principal to evaluate teachers and ensure a proper alignment between the written, taught and tested curriculum in the classroom. This alignment when properly implemented is designed to improve student achievement.

The NC RESA will assign a special individual mentor to the building principal for training and mentoring purposes. This effort will also include analyzing current district practices and procedures which may be found to interfere with systems modifications necessary to bring about increased levels of student achievement both in the classroom and as measured by appropriate normed tests.

School Leadership Teams – The NC RESA has developed the capacity to work with school leadership teams through a number of initiatives. These include curriculum development/alignment committees; Response to Intervention child-study teams and most recently school-wide Title I planning teams. NC RESA staff have facilitated district and building level school improvement planning efforts as well as comprehensive needs assessments at both levels.

The NC RESA will assist local district staff in analyzing the status of current plans and needs assessment data. The goal of this effort will be to develop a strategy designed to update and focus these functions on the factors that are contributing to the deficiencies in student achievement.

Teachers and Support Staff – The student achievement team responsible for student achievement comprised of teachers and various support staff require direction to ensure they are knowledgeable with respect to the written, taught and tested curriculum. Their knowledge of the state aligned written curriculum both in terms of content and context must be delivered and supported in the classroom for students to perform successfully on state tests.

The NC RESA will provide ongoing/sustained professional development to these local district staff to ensure they are well trained and thus prepared to deliver the district written-taught-tested curriculum designed to enhance student performance on state level tests. NC RESA staff will also be available to the building principal to assist in the classroom walkthrough process especially considering the depth of content that is presented at the secondary level.

Some of the professional development opportunities that are offered to all Newaygo County staff were delineated in Exemplar 1. The following represent a sample menu of other potential job-embedded, professional development activities that will be available on an ongoing basis:

- Math & science staff visit Illinois Math & Science Center or virtual experience via purchase of Kodak equipment
- PEAK (ELA & MATH) follow up training and classroom observation
- Hybrid digital learning to differentiate for learning styles and paces (365 days/year, 24 hours/day) – Cyber Visual School
- Create academic “houses” with an academic focus (hightechhigh.org- San Diego): A simple academic focus to graduate all students. Students and teachers have individual work stations. Saturday morning tutoring sessions available. Academic houses contain instructional centers with a flex schedule with 4 learning modes: large group, small group, individual project, and individual hands-on (www.Westside66.org –Omaha, Nebraska)
- Integrate core curriculum and electives in small learning communities (4th year math elective is delivered in the music classroom team-taught with the math teacher- music learning community) (Carl Wunsch Senior High School <http://academy.springisd>)
- Theme school-school within a school (fine arts, STEM) or across districts
- Classroom observations by university professors/content experts
- PD on differentiation

**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 Newaygo County RESA has been providing special education and career-technical education to Newaygo County students since its inception. NC RESA also provides curriculum, school improvement and professional development support services to constituent local districts. In order to provide this vast array of services the NC RESA employs or contracts for personnel who are significantly knowledgeable in many areas.

NC RESA leadership personnel are available to provide ongoing consultation to local districts and schools to ensure compliance with state regulations and requirements in the following areas:

- Aligning model(s) to be implemented with the School Improvement Framework -
- The Michigan Comprehensive Needs Assessment
- Individual School/District Improvement Plans
- Title I - An NC RESA staff member recently completed the process of transitioning the five local K-12 districts from Targeted Assistance to School Wide.

The NC RESA Learning Services department provides the curriculum leadership including ensuring a fully aligned written, taught and tested curriculum. The county-wide curriculum provides the framework and supports local needs related to the following components of the system:

- State Assessments - Michigan Educational Assessment Program (MEAP) and Michigan Merit Exam (MME)
- Michigan High School Content Expectations (HSCEs)
- Michigan Merit Curriculum
- Michigan Curriculum Framework

Section 504 of the Individuals with Disabilities Act (IDEA) - The NC RESA special education division is responsible for creating a delivery system in the local school buildings which ensures the rights of all persons eligible for and needing services under IDEA. Section 504 referrals are processed through the established referral process that includes a 504 coordinator designated in each building. 504 complaints are also coordinated through NC RESA special education administrative personnel.

### **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)**

One of the best examples of the capability of the NC RESA to develop and sustain plans is the computerized county-wide curriculum. This project was initiated in 1995 and has been sustained and modified to meet ever changing state and federal changes in curriculum, instruction and professional development. The sustainability of the project has resulted from a high level of multi-disciplinary expertise including the area of technology.

The NC RESA technology effort is another example of sustained innovation. Since 1998, this effort has provided data, voice and video services to the schools in Newaygo County and today provides dial-up and wireless internet services to four communities in Newaygo County. The curriculum and technology services have been sustained through a variety of funding sources that have provided the resources to keep the services current and flexible enough to respond to changing needs.

The NC RESA will continue to provide these services throughout the course of the grant. Beyond that time, since these services are no longer innovations but institutional components of NC RESA support services they will be ongoing into the foreseeable future.

### **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)

Dr. Lori Tubbergen Clark, Superintendent Newaygo County Regional Educational Service Agency - Dr. Clark will serve as project director and primary point-of-contact for LEA superintendents and allocate NC RESA resources as appropriate. Prior to her appointment as superintendent Dr. Clark led the curriculum and CMS projects for approximately 10 years.

Jane Dezinski, Director of Early Learning and Prevention Services - Jane has facilitated school improvement and school-wide Title I transition planning and supported the comprehensive needs assessment process in all of the local school districts. She also provides leadership to the NC RESA response to intervention process which is ongoing in each local school district.

Nicole Gasper, Supervisor of Learning Services (K-12) - Nicole oversees curriculum content alignment for the county curriculum and supports local district efforts to analyze test results and align local instruction accordingly. In the area of professional development she also coordinates the annual county-wide in-service, Teacher Leader Academy and Principal Leadership Academy. Nicole also serves as the NC RESA representative to the Regional Math/Science Center as well as other regional and state level curriculum organizations.

## 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**



## **Jane Dezinski**

7998 West 90<sup>th</sup>  
Fremont, MI 49412

**Office:** 231.652.1638

**Home:** 231.924.0133

**Email:** [jdezinski@ncresa.org](mailto:jdezinski@ncresa.org)

### **EDUCATIONAL BACKGROUND**

#### **Grand Valley State University, Allendale, MI**

**Masters Degree in Education**, August 1999

**Certificate:** Special Education Supervision, August 1999

#### **Grand Valley State University, Allendale, MI**

**Bachelor of Science Degree**, December, 1980.

Major: Psychology/Special Education

Minor: Elementary Education

Certification: K-8 All Subjects ,K-12 SE and SA

### **EXPERIENCE**

#### **Newaygo County Regional Educational Service Agency, Fremont, MI – 1998 – present**

Director of Early Intervention and Prevention

#### **Newaygo ISD, 1985 – 1998**

Special Education Teacher for Emotionally Impaired

#### **Muskegon ISD, 1982-1985**

Special Education Teacher for Severely Cognitively Impaired

#### **Buchanan Community Schools, 1980- 1982**

Special Education Teacher for Learning Disabled

### **AWARDS**

- I Care about Kids Award Newaygo ISD
- The Fremont Area Community Foundation Excellence in Education Nominee

### **Professional Experience**

- Supervise Early Childhood Programs, and all K – 12 Intervention programs – presently
- Facilitator of NC RESA Principal Leadership Academy, 2000- present
- Facilitator of NC RESA Teacher Leader Academy, 2009-2010
- Developed RtI model for Newaygo County (consult with LEA's), 2000- present
- Planned Newaygo County Professional Development for 2008- present
- Presented at the first consortium for Early Childhood on RtI 2010
- Presented at MAASE Spring Conference on Personal Curriculum 2009
- Presented at the MAS/FPS Spring Conference on RtI 2008



- Presented at the Council for Exceptional Children on Strategies for the At-risk learner 2004
- Provided Professional Development for Preschool teachers 2008-present
- Developed writing program for Newaygo County schools 2008-2010
- Provide School Improvement and District Improvement planning 2006- present
- Title 1 Schoolwide program Facilitator 2004 – present
- Provided Federal Programs Consulting for LEA’s inNewaygo County 2000- present

**Community/Service Oriented**

- Newaygo County Council for the Arts Board President 2002-2006
- Newaygo County Council for the Arts Board Member 1998 – 2002
- Fremont Christian School Board Member 1994-1998
- Ark Christain Day Care Board Member 1990-1994
- Church of the Living Christ Deacon 2007-present
- Youth Leader 1986 – 2005
- Young Life Board Member 2000-2005
- Sunday School Teacher 1985 – 2005
- Mission Trip Leader for Summer Mexico Team 2003 – present
- Mission Council President Church of the Living Christ 2009 - present

**REFERENCES**

Dr. Joe Gasper, Deputy Superintendent (retired)  
 NC RESA  
 4747 West 48<sup>th</sup> Street  
 Fremont, MI 49412  
 231-652-7678

Eva Houseman, Special Education Director  
 NC RESA  
 4747 West 48<sup>th</sup> Street  
 Fremont, MI 49412  
 231-6523834

Larry Lethorn, Superintendent  
 Newaygo Public Schools  
 360 S. Mill Street  
 P.O. Box 820  
 Newaygo, MI 49337  
 Phone: (231) 652-6984

Renae Galsterer, Principal  
 Grant Public Schools  
 148 South Elder  
 Grant, MI 49327  
 231-834-5102

## **DR. LORI TUBBERGEN CLARK**

839 West Lake Drive  
Fremont, MI 49412

**Office:** 231.924.8854

**Home:** 231.924.0871

**Email:** lori@ncresa.org

### **EDUCATIONAL BACKGROUND**

#### **Eastern Michigan University, Ypsilanti, MI**

**Doctorate Degree**, Dept. of Leadership & Counseling, 2001

Major area: Educational Leadership

Cognate area: Technology

#### **Grand Valley State University, Allendale, MI**

Certification: State of Michigan Administrator, December, 1996.

#### **Grand Valley State University, Allendale, MI**

**Masters in Education Degree**, June 1992.

Major: Early Childhood Education.

Certification: ZA Endorsement.

#### **Grand Valley State University, Allendale, MI**

**Bachelor of Science Degree**, December, 1986.

Major: Group Sciences

Minor: Elementary Education

Certification: K-8 All Subjects; Secondary Science

#### **Muskegon Community College, Muskegon, MI**

**Associate of Arts Degree**, December, 1984.

#### **Michigan Department of Agriculture, Lansing, MI**

Food Establishment Manager Certificate, February, 2010

#### **Calvin College, Grand Rapids, MI**

Choral Conducting Certificate, June, 1983.

### **EXPERIENCE**

#### **Newaygo County Regional Educational Service Agency, Fremont, MI**

Superintendent, 2007-present.

#### **Newaygo County Regional Educational Service Agency, Fremont, MI**

Director of Learning Services, 2002-present. Responsible for curriculum development, alignment with State and National Standards, facilitation of data-driven professional development based upon best instructional practices, mentoring non-tenured staff, supervision of Learning Services staff, participation in county and state level committee work, coordination of ITV (distance learning), AP courses, advanced and accelerated services, establishing collaborative partnerships, school improvement planning, and grant writing.

**Results:** *During 2005-2007, 10 competitive grants written and awarded for nearly \$1,000,000 for program development and implementation in Newaygo County; post-secondary partnerships forged with 5 institutions and AP course offerings expanded; MEAP data embedded into curriculum maps for locals; and 109 workshops provided for over 750 participants.*

# DR. LORI TUBBERGEN CLARK

## **Lake Side Swirl, Fremont, MI**

Owner of local ice cream business at Fremont Lake Park, 2005-present. Responsible for development of a business plan, hiring and training personnel, inventory, advertising, forecasting, financial management and reporting, and all other aspects of business management and operations.

## **Newaygo County Regional Educational Service Agency, Fremont, MI**

Curriculum Coordinator, 1997-2001. Responsible for curriculum development and mapping with alignment to State and National Standards, planning and facilitation of data-driven professional development.

## **National Educational Consultant**

Independent Consultant. 1993-present.

- Training for administrators, teachers and parents in The University of Chicago School Mathematics Project: *Everyday Mathematics* modeling constructivist reform methodology. Professional development in mathematics provided for Kent Intermediate School District, Kalamazoo, Forest Hills, East Grand Rapids, West Ottawa, Grand Haven, and over 200 other districts throughout Michigan, Washington DC, Alaska, Arizona, Colorado, Georgia, Illinois, Massachusetts, Nevada, New Jersey, New York, North Carolina, Ohio, Rhode Island, South Carolina, Texas, Washington, Wisconsin, Wyoming, and the Netherlands. (1993-2006)
- Presentations at the annual University of Chicago School Mathematics Project National Conference on best practice teaching methodology for mathematics. (1995-2006)
- Presentation of Data Collection, Analysis and Warehousing at AESA. (2005)
- Co-presentation at MSBO on general education and brain research. (2002-2004)

## **Grand Valley State University, Allendale, MI**

Adjunct faculty. 1997-2007.

- Educational Leadership graduate courses
- Supervisor of graduate student teaching for early childhood ZA endorsement

## **Fremont Public Schools, Fremont, MI**

Math Consultant (half-time), 1994-1997.

## **Fremont Public Schools, Fremont, MI**

Developmental Kindergarten teacher (half-time), 1994-1997.

## **Fremont Public Schools, Fremont, MI**

Elementary Multitage Teacher, 1992-1994.

First Grade Teacher, 1989-1992.

## **White Cloud Public Schools, White Cloud, MI**

Kindergarten Teacher, 1987-1989

# DR. LORI TUBBERGEN CLARK

## AWARDS

- **Outstanding Alumni Achievement Award**, 2001. Grand Valley State University, The School of Education in recognition of distinguished achievement in teaching, leadership and dedicated professional service.
- **Presidential Awardee for Excellence in Elementary Science and Mathematics Teaching**, 1998. State awardee honored by the National Science Foundation.
- **Salute to Educators Award**, 1997. An award which honors Newaygo County educators for their individual commitment to pursuing excellence in their profession. Nominated by community members and selected by a committee comprised of educators from each county school district.
- **Presidential Awardee for Excellence in Elementary Science and Mathematics Teaching**, 1994. State awardee honored by the National Science Foundation.

## ACTIVITIES

### *National Level:*

- Author of feature articles in *Teacherlink*, a quarterly national publication for Everyday Mathematics.
- Presenter for National Council for Teachers of Mathematics (NCTM) conferences, Association of Educational Service Agencies (AESAs) conference, University of Chicago School Math Project (UCSMP) conferences.

### *State Level:*

- *The Courageous Journey*<sup>TM</sup> - certification program developed by the Michigan Association of School Administrators (MASA) that offers school leaders an intensive three-year experience with the application of transformational leadership theories and processes in their leadership roles in order to provide school leaders with the skills to: 1) improve student achievement, 2) operate an outstanding school district and 3) work effectively with staff, school boards and communities on these missions. Result: *Distinguished Superintendent Credential* (2006-2009)
- Michigan Mathematics benchmark articulation team authorship committee. Michigan Department of Education, under the supervision of Chuck Allan. (2000 - 2004)
- Michigan Literacy Progress Profile (MLPP) trainer the Michigan Department of Education early literacy project. (June 2000 - present)
- State School Improvement Conference Planning Committee (2 years)
- Presenter for MI Council for Teacher of Mathematics (MCTM) conferences
- Presenter for MSU on developmentally appropriate multiage practices for student teachers

### *Local Level:*

- FPS Math Curriculum Review Committee (August 1990-1997)
- FPS Science Curriculum Review Committee (August 1991-1994)
- FPS Health Advisory Board (1993-1994)
- FPS School Improvement Committee (1989-1997)
- FPS School Improvement Committee Chairperson (1992-1997)

# DR. LORI TUBBERGEN CLARK

## Community/Service Oriented

- Newaygo County Tax Allocation Board Member, 2007-present
- City of Newaygo Tax Increment Finance Authority (TIFA) Board Member, 2008-present
- Dogwood Performing Arts Center, Board Member, 2007-present
- Sunday School Teacher/ Substitute. 1998-2007. Reeman Christian Reformed Church, Fremont
- Stewardship Board. 2004-present. Reeman Christian Reformed Church, Fremont
- Newaygo County Health Advisory Council. 2004-2008. Gerber Memorial Health Services
- Michigan State University Extension Board. 2004-2007. Newaygo County MSUE
- Newaygo County Economic Development Education Committee. 2005-present. NCEDO
- National Baby Food Festival Committee. 1993-2001. Fremont
- Awarded over \$100,000.00 in grant monies from 1994-1997 for Summer Math Enrichment programs, Non-fiction children's literature, math/science explorations, playground equipment, etc.
- High School choir director. 1983-1993. First Christian Reformed Church, Fremont
- Children's choir director/pianist. 1992-1997. First Christian Reformed Church, Fremont
- Sunday School Teacher/ Substitute. 1981-1996. First Christian Reformed Church, Fremont
- Chamber of Commerce Playground Planning Committee (2 years)
- Pathfinder Playground Committee Chairperson. Responsible for the coordination of the design, fundraising, and implementation of an elementary playground for 600 students.
- First Christian Reformed Church Worship/Music Committee (1983-1998)

## REFERENCES

Mr. Robert De Vries, Superintendent (retired)  
NC RESA  
4747 West 48<sup>th</sup> Street  
Fremont, MI 49412  
231-386-7658

Mr. Ned Hughes, CEO  
Gerber Memorial Health Services  
212 Sullivan Street  
Fremont, MI 49412  
231-924-3300

Dr. Joe Gasper, Deputy Superintendent (retired)  
NC RESA  
4747 West 48<sup>th</sup> Street  
Fremont, MI 49412  
231-652-7678

Mrs. Libby Cherin, CEO  
The Fremont Area Community Foundation  
4424 West 48<sup>th</sup> Street  
Fremont, MI 49412  
231-924-7600

Dr. David Anderson, Professor  
Eastern Michigan University  
Education Leadership and Counseling  
Ypsilanti, MI 48197  
734-487-1849

Pastor Les Van Dyke  
Reeman Christian Reformed Church  
6121 South Fitzgerald  
Fremont, MI 49412  
231-924-3451

# NICOLE GASPER

5086 Coral Dr.  
Newaygo, MI 49337

Home: 231-652-1908

Office: 231-924-8820

Email: [ngasper@ncresa.org](mailto:ngasper@ncresa.org)

## EDUCATION

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### **Northern Michigan University- Marquette, MI**

*Master of Arts in Educational Administration and Supervision 2002*

### **Northern Michigan University-Marquette, MI**

*Bachelor of Science in Elementary Education 1996*

- Certification: K-6 All Subjects; 6-8 Science and English
- Minors: Science and English

## EXPERIENCE

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### **Newaygo County Regional Educational Service Agency-Fremont, MI**

*Supervisor of Learning Services-2009-present*

*Curriculum Consultant 2007-2009*

- Aligned county curriculum to state standards
- Facilitated the development of curriculum maps and common assessments with local district staff
- Networked with consultants from other ISD/RESAs to better serve local staff
- Established a collegial and supportive relationship with local district administrators
- Facilitated the analysis of MEAP data as it related to the local curriculum with local district staff
- Collaborated with MAISD Math/Science Center and successfully received a \$200,000 to develop the West Michigan Great Lakes Stewardship Initiative
- Member of design team for the electronic curriculum management system (CMS)
- Member of design team for NC RESA web page
- Served as the NC RESA point-of-contact for the regional math and science center

### **Negaunee Middle School-Negaunee, MI**

*Seventh/Eighth Grade Science Teacher 2000-2004*

- Incorporated a lab-based program into the curriculum
- Used the curriculum from various districts to create a K-10 science program
- Supervised Northern Michigan University student teacher
- Served on science curriculum committee
- Coached boys' track and girl's basketball

### **Northern Michigan University-Marquette, MI**

*Science Camp Instructor 2000-2004*

- Designed, planned, and taught science camps for third through ninth grade students

### **Kingsford Middle School - Kingsford, MI**

*Eighth Grade English/Science Teacher 1997-2000*

- Served on the science curriculum committee
- District representative for Math and Science Educational Reform Team (MASER)
- Coached girls' basketball and co-ed track

### **Newaygo Intermediate School District -Newaygo, MI**

*Teacher/Teacher Aide 1997-1998*

- Worked with severely mentally impaired students of various ages to achieve individual goals
- Planned and facilitated lessons appropriate for students' mental, physical, and emotional abilities

### **Newaygo County Regional Educational Agency -Newaygo, MI**

*Recourse and Referral Consultant Summer 1998*

- Connected parents to responsible child care providers
- Updated child care providers' database
- Surveyed child care facilities via home visits

### **Newaygo County Regional Educational Agency -Newaygo, MI**

*Curriculum Development Team Member Summer 1998*

- Analyzed alignment between local outcomes and State Standards

## **ADDITIONAL EXPERIENCES**

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- Completed Leadership in Differentiation Class
- Member of the Leadership Team - Challenger Center's Window on the Universe program (where??)
- Presenter - 6<sup>th</sup> Annual Middle School Conference -Negaunee, MI
- Point of Contact and Key Leader (BaP) - Building a Presence for Science
- Training team member - Geographic Information Systems (GIS)
- Trained in Activities in Mathematics and Science (AIMS) materials
- Membership in Professional Organizations - Michigan Council Teachers Association, Michigan Science Teachers Association, Michigan Social Studies Supervisors Association, and Michigan Council Social Studies
- Trained in integrating writing across the curriculum
- Committee member for planning and offering professional development for teachers including: NC RESA, Great Lakes Stewardship Initiative-GLSI, Science and Math Committee-SAM, and Seaborg Math and Science Center

## REFERENCES

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Dr. Lori Tubbergen-Clark, Superintendent  
NC RESA  
4747 West 48th Street  
Fremont, MI 49412  
231-924-8854

David Krebs, Coordinator of MAISD Regional Mathematics and Science Center  
Muskegon Area ISD  
231-767-7317

Mary Kay Yonker, Principal  
Newaygo Public Schools  
231-652-1631

Jane Dezinski, Director of Early Intervention and Prevention  
NC RESA  
4747 West 48<sup>th</sup> Street  
Fremont, MI 49412  
231-652-3671

James Derocher, Superintendent  
Negaunee Public Schools  
Negaunee, MI 48966  
906-475-4157

Craig Allen, Superintendent  
Breitung Township Schools  
Kingsford, MI  
906-779-2650