



East Lansing Board of Education

509 Burcham Drive, East Lansing, MI 48823

Special Meeting
August 21, 2020 - 8:00 AM
Zoom meeting

Agenda



I. Opening of Meeting

- A. *Call to Order*
- B. *Roll Call*
- C. Mission: Nurturing Each Child, Educating All Students, B
- D. *Approval of Agenda*

Motion: The Board of Education approve the agenda for the August 21, 2020 special meeting via Zoom due to Executive Order 2020-129.

II. Consent Agenda

Motion: The Board of Education approve the consent agenda to include the following items:

Hiring of Molly Miller, 1.0 FTE MacDonald Middle School special education teacher at BA Step 2.5 level, effective August 24, 2020.

Hiring of Spencer Corbett, 1.0 FTE East Lansing High School art teacher at MA Step 6.5 level, effective August 24, 2020.

Hiring of Jade Bennett, 1.0 FTE East Lansing High School Psychology teacher at BA step 1.0 level, effective August 24, 2020.

- III. **Public Comment:** This is the opportunity to address the Board. Speakers are to confine their remarks to five minutes. If a speaker requires more than five minutes, after all other persons who have requested to speak during this part of the meeting have spoken, that speaker will be allowed additional time. The Superintendent or other district staff may comment to clear up or avoid significant misunderstandings.

IV. Announcements

V. Adjournment

Respectfully Submitted,

***Dori Leyko
Superintendent***



MEMORANDUM

TO: Board of Education

FROM: Dori Leyko
Superintendent of Schools

SUBJECT: Human Resources Action Item

DATE: August 19, 2020

Hire

It is recommended that the Board approve the hiring of **Molly Miller**, 1.0 FTE MacDonald Middle School special education teacher at BA Step 2.5 level, effective August 24, 2020.

It is recommended that the Board approve the hiring of **Spencer Corbett**, 1.0 FTE East Lansing High School art teacher at MA Step 6.5 level, effective August 24, 2020.

It is recommended that the Board approve the hiring of **Jade Bennett**, 1.0 FTE East Lansing High School Psychology teacher at BA Step 1.0 level, effective August 24, 2020.



East Lansing
Public Schools 509 Burcham, East Lansing, MI 48823

August 17, 2020

Dori Leyko Superintendent
East Lansing Public Schools
509 Burcham
East Lansing, Michigan 48823

Dear Board of Education:

Interviews for the English teaching position at East Lansing High School were held on July 7 and July 9, 2020. The interview team consisted of Andrew Wells, principal, East Lansing High School; Matt Morales, assistant principal; Ashley Schwarzbek, assistant principal, East Lansing High School; Sheri Seyka, English teacher and department chairperson, East Lansing High School; Tim Akers, English teacher and ELEA president; Mark Pontoni, Social Studies teacher, East Lansing High School; Heather Findley, Social Worker, East Lansing High School, and Jerry Jones, Student Advocate, East Lansing High School. Jade Bennett was a strong candidate for the position but was not selected as the field of applicants were very strong and competitive. As a result of Ms. Bennett's strong interview, the committee recommended that if another position became available, she should be given serious consideration. Recently a teaching position for Psychology, AP Psychology and Freshman Seminar was posted and after careful review of the candidates' credentials, the committee feels that Ms. Bennett application meets the qualifications for the position and based on her first interview experience, we would like to offer her the position. The committee would like to recommend Jade Bennett for the Psychology teaching position, pending the board of education's approval.

Ms. Bennet possesses a Bachelor of Arts degree in English (6-12) and a minor in Psychology from Michigan State University. Ms. Bennett completed her intern teaching experience at East Lansing High School in the spring of 2020. She assisted in and led PRE AP English III and Multicultural Literature with Ms. Nicole Heggelund and co-taught Psychology and prepped AP Psychology with Ms. Katie Topp.

We believe Ms. Bennett possesses the qualities we are looking for in our East Lansing Public Schools educators. We respectfully request your consideration of Ms. Bennett for the Psychology teaching position at East Lansing High School.

Sincerely,

Andrew Wells, Principal
East Lansing High School

Jade Bennett



517-375-9984



jadebennett1009@gmail.com



www.learnbyheartwithmsb.com

CERTIFICATIONS

Michigan Secondary Standard Teaching Certification

- 6-12 English
- 6-12 Psychology

ACADEMIC BACKGROUND

Secondary Teaching Certification 8/2019 – 5/2020

Michigan State University

East Lansing, Michigan

- Completed teaching internship through Michigan State University's College of Education Secondary Education Program
- Completed 9 graduate-level courses

Bachelor's Degree in English 8/2016 – 5/2019

Michigan State University

East Lansing, Michigan

- Cumulative GPA: 3.22
- Major GPA: 3.59
- Dean's List for 4 consecutive semesters: 2018-2019
- Teaching Major: English
- Teaching Minor: Psychology

General Education 8/2014 – 7/2016

Lansing Community College

Lansing, Michigan

- Completed 48 transferrable credits

High School Diploma 9/2010 – 6/2014

Fowlerville High School

Fowlerville, Michigan

SKILLS

- Microsoft Office Applications (All)
- Google Applications (All)
- Dropbox
- Doc Cam/Projector
- PowerSchool/PowerTeacher
- IlluminatED
- Planbook
- Adobe Premiere
- Sony Vegas Pro
- Final Cut Pro
- iMovie
- Photoshop

TEACHING EXPERIENCE

East Lansing High School

August 2019 – April 2020

Student Teacher/Intern

- Observed three Pre-AP English 3 classes and one AP Psychology class throughout the entirety of the school year
- Collaborated closely with mentor teachers
- Assumed all classroom responsibilities in classes for both subjects, including lesson planning, data management, and classroom management at various points in the school year
- Communicated with students' parents via email and in-person at parent teacher conferences
- Established meaningful relationships with 100+ students
- Cultivated a positive and powerful classroom environment for all learners
- Navigated high school juniors through SAT Prep

Haslett High School

October 2018 – May 2019

Field Placement

- Assisted in a 9th and 10th grade English classroom for much of the school year
- Established relationships with students
- Observed daily classroom management strategies, techniques, and activities
- Followed along closely with the English 9 and 10 curricula
- Planned and taught whole class lessons in English
- Collaborated with peers in planning and teaching a whole class lesson in a Psychology classroom

Waverly Middle School

May 2018 – June 2018

Field Placement

- Assisted in an 8th grade English classroom and in a Read 180 classroom
- Initiated individualized attention and practices for students in need of reading and writing guidance
- Facilitated one-on-one tutoring with low achieving students

VOLUNTEER EXPERIENCE

Lansing Teen Voices (LTV)

January 2019 – May 2019

Academic Researcher

- Bi-weekly meetings with youth of all ages from various Lansing schools focused on a student-lead goal or cause. Youth Participatory Action Research (YPAR) strategies are engaged to assist students in conducting research, establishing a plan of action, and bringing the plan to life.

The Haven House

August 2017 – January 2018

Playroom Volunteer

- Engaged with youth of all ages on a weekly basis during "Playroom hours".

Equity Statement

I grew up in a rural, predominantly white town. The majority of my classmates growing up all looked like me, acted like me, and even had many opportunities and experiences similar to my own. In all of my English classes, there was a list of topics that were off the table for both discussions and personal essays. “Race” and “racism” were on that list, among a few other topics, as they were deemed “too controversial” for school. Additionally, the curriculum in the English classes offered at my high school consisted of works written solely by white authors, and even though some of the texts we read/studied in class had the potential for transformative, informative, and insightful lessons about race, this potential was never realized due to its “controversial” nature.

As I reflect upon my schooling experience now, I recognize how problematic and damaging these things are to not just minority groups everywhere, but to humanity as a whole, but back then, I never once thought anything of it. I mean that. I didn’t think anything of it, simply because I never noticed in the first place. I wasn’t taught to notice. I wasn’t taught how to look at the world around me with a critical eye. I wasn’t taught how to have conversations about race. And while I never once considered myself to be racist, I still held harmful biases and misinformed beliefs about race that were left undiscovered and uncontested until a college professor initiated the first meaningful, and impactful conversation about race that I’ve ever experienced.

It took eighteen years before I was exposed to the world around me, the real world, not just the tiny bubble I grew up in, and although I felt disappointed to have lived eighteen years of my life in a state of ignorance, I refused to use my lack of education during my youth as an excuse to remain in this state. And while I recognize the glaringly obvious presence of white privilege in my life, especially when I got away with living eighteen years without being aware of the blatant racism embedded in the very fabric of our nation, I am grateful every single day for the educator who opened the door to the practice and process of learning about privilege and its role in my life, examining my own biases, confronting previously held beliefs that were harmful to racially diverse bodies, and educating myself by reading and listening to diverse voices, so that when I became an educator myself, I could do the same and ensure that no student of mine would ever leave my classroom in the same state of ignorance that I left my classes in.

Sharing my experience with race before I became an educator in this equity statement is important, because when I walk into a classroom, I carry my experiences and privilege with me, whether I like it or not. I try to maintain similar candidness and transparency with my students in this regard, because I want my students to know that I have done and will continue doing the self-reflective work that allows me to critique parts of my past and acknowledge my white privilege. I am not perfect, and I still have so much work to do, and I think my students should know that. It is my hope that my transparency and willingness to share my experience with race, or lack thereof, that I am able to dismantle myself from the pedestal of being an all-knowing teacher that so many students seem to place teachers upon. I want my students to know that I am still learning, that while I am dedicated to presenting them with correct information and meaningful lessons, I still might make a mistake. And I want them to feel as if they can call me on it.

I will never pretend to understand what it is like to be a minority in America. But I will always do the most that I can to provide my students with the opportunity to listen to stories and experiences from diverse voices, to create space in my classroom for transformative and, at times, difficult conversations, to admit to my mistakes when I make them, and practice forgiveness to others who make mistakes as well, to empower my students to go beyond listening, and to take action, and the opportunity to tell me what it is that they need from me.

It was during my internship year at ELHS when I had a student of mine ask me, “Why are all the stories and texts we read written by white guys?” – a question I did not take lightly, and a question worthy of an answer. Although I was only an intern when she asked, I took on a side project that I called “Diversify American Lit”, and I committed myself to truly analyzing what “American Literature” means, and what it means to only read texts written by white people in a class with that name. I spent, and continue to spend, a lot of my time trying to find solutions to this problem, which has connected me with a wide array of resources and networks to assist me in any class I teach, not just American Literature. And while I couldn’t make any major changes during my internship year, I found ways to get creative. I found ways to incorporate diverse voices into my lessons in a way that didn’t disrupt the pre-determined curriculum. It was essential to me that my student felt like they were heard, and that their question was a critical and completely valid question to ask. As an educator to a diverse body of students, I couldn’t allow myself to sit idly as my students began to ask the questions I never knew how to ask when I was their age.

I hope to continue to lift up the voices of my students and give them the opportunity to truly feel heard. To not silence the voices of those speaking out, and to search for solutions alongside them in a way that truly matters. I hope to model the willingness to truly listen to diverse voices, and the ability to admit when I’m wrong, and do what I can to make it right. I hope to establish a classroom environment that welcomes pushback and criticism of systemic racism, and an environment where students feel safe to express their outrage, their pain, and their empowerment to their peers and myself. I hope to incorporate representative texts into any class I teach and have already begun compiling a classroom library of diverse books, as well as a list of resources to use to diversify the lessons, texts, and curriculum I teach. I hope to do this in a way that doesn’t include diverse texts as if they are “token” texts but are integrated seamlessly into my classroom. I also hope to celebrate diverse bodies and go beyond only teaching about slavery or oppression. Yes, I want to teach those things as well, but only including diverse voices to teach about the harm that’s been done to minority groups can cause harm in itself. Ultimately, I hope to be the teacher I needed in high school. A teacher who more closely resembles the professor I had, who changed my life by simply

holding space for discussions about difficult topics. A teacher who never allows “race” or “racism” to be considered “too controversial” for school. A teacher who teaches the things that truly matter.



MICHIGAN STATE UNIVERSITY

OFFICIAL ACADEMIC TRANSCRIPT
ISSUED TO STUDENT

PRINTED: 05/06/20

PAGE: 01 OF 01

UIC:1361111822

BENNETT, JADE ELIZABETH

STUDENT ID: A49648044

COURSE	TITLE	CRS	GRADE	S R	H	COURSE	TITLE	CRS	GRADE	S R	H
PREVIOUS/TRANSFER INSTITUTIONS						SPRING SEMESTER 2019 01/07/19 - 05/03/19					
FOWLerville HIGH SCHOOL						ENG 318	READINGS IN SHAKESPEARE	3			3.0
FOWLerville MI						ENG 320B	METH LITERARY HISTORY: REGION	4			3.5
UNDERGRADUATE CREDIT						ENG 413	CRIT QUESTNS LANG & COMP (W)	4			4.0
LANSING COMMUNITY COLLEGE			ATTENDED: 08/14 - 05/16			TE 408	CRAFTING TCHNG PRACTICE-SEC(W)	5			4.0
LANSING MI			MSU SEM CREDITS ACCEPTED: 44.00			TE 409	CRFT TCHNG PRACTICE-SEC MINOR	1			4.0
UNDERGRADUATE CREDIT						CUM CREDITS : 135.0 CUM GPA : 3.1666					
LANSING COMMUNITY COLLEGE			ATTENDED: 05/16 - 08/16			DEAN'S LIST					
LANSING MI			MSU SEM CREDITS ACCEPTED: 4.00			SUMMER SEMESTER 2019 05/13/19 - 06/27/19					
-----						ENG 308	LITERATURE FOR YOUNG ADULTS	3			4.0
UNDERGRADUATE CREDIT						PSY 424	CHILD & FAM PSYCHOPATHOLOGY(W)	3			4.0
						CUM CREDITS : 141.0 CUM GPA : 3.2204					
COURSE INFORMATION						BACHELOR OF ARTS GRANTED: 08/15/19					
FALL SEMESTER 2016	08/31/16 - 12/16/16					MAJOR:	ENGLISH				
ENG 302	INTRO TO THE ENGLISH LANGUAGE	3			4.0	COLLEGE:	ARTS AND LETTERS				
MTH 102	QUANTITATIVE LITERACY II	3			2.0	-----					
SPN 310	BASIC SPANISH GRAMMAR	3			1.0	GRADUATE CERTIFICATION CREDIT					
SPN 330	PHONETICS AND PRONUNCIATION	3			1.5	COURSE INFORMATION					
TE 150	REFLECTIONS ON LEARNING	3			3.5	FALL SEMESTER 2019	08/28/19 - 12/13/19				
CUM CREDITS : 63.0 CUM GPA : 2.4000						TE 501	INTERN TCHING DIVERSE LRNER I	6			P
SPRING SEMESTER 2017 01/09/17 - 05/05/17						TE 801	PROF ROLES & TCHNG PRACTICE I	3			3.5
ENG 142	INTRODUCTION TO POPULAR LIT	4			3.0	TE 802	REFLECT & INQ TCHNG PRACT I	3			4.0
ENG 210	FOUNDATIONS LITERARY STUDY I	3			3.0	CUM CREDITS : 12.0 CUM GPA : 3.7500					
ISS 325	WAR AND REVOLUTION (I)	4			2.5	SPRING SEMESTER 2020 01/06/20 - 05/01/20					
CUM CREDITS : 74.0 CUM GPA : 2.5769						TE 502	INTERN TCHING DIVERSE LRNER II	6			P
SUMMER SEMESTER 2017 05/15/17 - 08/18/17						TE 803	PROF ROLES & TCHNG PRACT II	3			4.0
STUDENT WITHDRAWAL	06/08/17					TE 804	REFLECT & INQ TCHNG PRACT II	3			4.0
CUM CREDITS : 74.0 CUM GPA : 2.5769						CUM CREDITS : 24.0 CUM GPA : 3.8750					
FALL SEMESTER 2017 08/30/17 - 12/15/17						SS20 NOVEL CORONAVIRUS					
ENG 280	FOUNDATIONS LITERARY STUDY II	3			2.0	AS THE NOVEL CORONAVIRUS PANDEMIC REQUIRED SIGNIFICANT					
PSY 101	INTRODUCTORY PSYCHOLOGY	4			2.5	CHANGES TO INSTRUCTION, S - SATISFACTORY AND NS-NOT					
TE 250	HUM DIV POWER & OPP SOC INST	3			2.5	SATISFACTORY GRADES WERE MADE AVAILABLE TO					
CUM CREDITS : 84.0 CUM GPA : 2.5138						UNDERGRADUATE AND GRADUATE STUDENTS.					
SPRING SEMESTER 2018 01/08/18 - 05/04/18						-----NO ENTRIES BELOW THIS LINE-----					
ENG 353	READINGS IN WOMEN WRITERS	3			3.0						
PSY 200	COGNITIVE PSYCHOLOGY	3			3.0						
PSY 235	SOCIAL PSYCHOLOGY	3			3.5						
PSY 244	DEVEL PSYCH INFANCY - CHLDHD	3			3.5						
CUM CREDITS : 96.0 CUM GPA : 2.6979											
SUMMER SEMESTER 2018 05/14/18 - 06/28/18											
PSY 209	BRAIN AND BEHAVIOR	3			4.0						
TE 302	LRNERS & LRNING IN CONTEXT-SEC	4			4.0						
SUMMER SEMESTER 2018 07/02/18 - 08/16/18											
PSY 295	DATA ANLY PSYCHOLOGICAL RES	3			3.0						
CUM CREDITS : 106.0 CUM GPA : 2.8706											
FALL SEMESTER 2018 08/29/18 - 12/14/18											
ENG 362	STUDIES MODERN/CONTEMP LIT (W)	3			4.0						
ENG 408	CRITICAL LITERACIES COMMUNIT	4			3.5						
TE 407	TCHNG SUB MAT DIVERSE LRN-SEC	5			4.0						
CUM CREDITS : 118.0 CUM GPA : 3.0357											
DEAN'S LIST											
-----END OF COLUMN-----											

PROVIDED SOLELY FOR:
JADE BENNETT
BENNE540@MSU.EDU
1940 S BULL RUN RD
FOWLerville, MI 48836



Steven J. Shablin
Steven J. Shablin
University Registrar

STATE OF MICHIGAN

State Board of Education

Department of Education

STANDARD TEACHING CERTIFICATE

awarded to

JADE BENNETT

In accordance with the provisions of Act 287 of the Public Acts of 1964, the holder of this certificate is authorized to teach in any Michigan school all subjects and grades indicated.

Secondary

ENGLISH (BA) 6-12

PSYCHOLOGY (CE) 6-12



Michael F. Rice, Ph.D.

Superintendent of Public Instruction

Issue Date : 05/19/2020
Expiration Date : 06/30/2025
License Number : PV0000001028319

Certification requirements are subject to change. The certificate holder is responsible for being knowledgeable about current and revised regulations. It is the responsibility of the certificate holder to maintain a valid appropriate certification by meeting the requirements for certificate renewal as prescribed by statute and/or the State Board of Education.

MICHIGAN CODE OF EDUCATIONAL ETHICS

The following ethical standards address the professional educator's commitment and responsibility to (and for):

- Code of Ethics** https://www.michigan.gov/documents/mde/Code_of_Ethics_653130_7.pdf
- The Profession** Trust in the educational system depends upon a level of professional conduct and responsibility that may be higher than required by law. This entails holding one and others to the same ethical standards.
- Professional Competence** Commitment to the highest levels of professional and ethical practice, including demonstration of the knowledge, skills and dispositions required for professional competence.
- To Students** A primary obligation to treat students with dignity and respect, including promoting the health, safety and well-being of students by establishing and maintaining appropriate verbal, physical, emotional and social boundaries.
- The School Community** Promotion of positive relationships and effective interactions with all members of the school community, while maintaining professional boundaries.
- Ethical Use of Technology** Consideration of the impact of consuming, creating, distributing and communicating information through all technologies. Vigilance to ensure that appropriate boundaries of time, place and role are maintained when using electronic communication.

ADVISORY TO EDUCATOR

In accordance with Public Act 96 of the Public Acts of 1995, it is a criminal misdemeanor to : use a suspended, surrendered, revoked, nullified, fraudulently obtained, altered or forged educator certificate, or a certificate of another person.

TO BE EMPLOYED AS AN EDUCATOR IN MICHIGAN THE EDUCATOR OATH MUST BE SIGNED, NOTARIZED, AND SUBMITTED TO YOUR EMPLOYER. THIS IS AN OFFICIAL CERTIFICATE ONCE SIGNED AND NOTARIZED.

EDUCATOR OATH - STATE OF MICHIGAN

I do solemnly swear (or affirm) that I will support the Constitution of the United States of America and the Constitution of the State of Michigan, and that I will faithfully discharge the duties of the office of educator according to the best of my ability.

This certificate was subscribed and sworn to before me, along with picture identification, on _____

Notary Print Name

Notary Signature

Commission Expires: _____

Notary Seal

EMPLOYERS MUST VERIFY EDUCATOR CERTIFICATIONS AT: <https://mdoe.state.mi.us/MOECs/PublicCredentialSearch.aspx>
For information on the renewal or advancement requirements of this educator certificate please go to www.michigan.gov/teachercert



East Lansing
Public Schools

East Lansing High School
509 Burcham Drive
East Lansing, MI 48823

March 29, 2020

Dear Hiring Committee:

This year, I had the pleasure of hosting Jade Bennett in my classroom as she completed her teaching internship. Jade began her year with me by teaching one of my Pre-AP English 3 classes. She ended her year teaching all three of my Pre-AP English 3 courses while also teaching an AP Psychology class for the Social Studies Department. Throughout the year, Jade's dedication, creativity and empathy have continuously impressed me and enriched our students' understanding and enjoyment of the curriculum.

Walking into my classroom on the first day, Jade was given the daunting task of learning the American Literature curriculum that is taught in Pre-AP English 3. The curriculum requires the instructor to teach not only texts, but also the historical context behind the literature. This curriculum is very challenging, but Jade was equal to the task. She plunged herself into research, reading scholarship about the Salem Witch Trials in order to teach *The Crucible*, and studying entertaining facts about the Founding Fathers to engage students when teaching the documents of the Revolutionary Era. Jade did fantastic work learning the historical context so she could help students understand the intersection of literature and history.

Moreover, the fresh ideas that Jade brought to the classroom not only added to our students' understanding of the literature, but also invigorated my teaching practice. Jade enthusiastically researched techniques to engage the students in discussion and to deepen their interaction with the text. As a result, Jade introduced me to the technique of "speed dating" in which students quickly assemble into rotating groups to discuss thought-provoking topics. She also introduced me to "one-pagers" in which students use a combination of notes, quotes, and illustrations to show their understanding of a text. In addition, Jade enjoys collaborating to create new activities for the students. Jade and I worked together to develop a debate format for discussing "Civil Disobedience," and we spent many afternoons brainstorming ideas to introduce or review the literature.

Finally, and perhaps most importantly, Jade established a nurturing and respectful rapport with her students. In the interests of making every student feel welcome and respected, Jade learned each student's birthday, and instructed the entire class to take a moment to write a quick birthday greeting. The students wholeheartedly embraced this tradition. Furthermore, Jade took a minute or two to play each student's favorite song at the beginning of the class. She incorporated their names into assignments and took the time to greet each student at some point during the hour. Jade's students thoroughly enjoyed the time that she spent teaching them and they were sad to see her internship end.

Jade did wonderful work in my classroom this year. She pondered the curriculum, collaborated and shared innovative ideas, and showed each student that she cared. I am confident that Jade will be a fantastic addition to any teaching staff. I know our students would agree.

Nicole Heggelund
Teacher, English Department
517-333-7587, Nicole.heggelund@elps.us
nicoleheggelund@gmail.com

MICHIGAN STATE
UNIVERSITY

By Whom/Organization: D. Devarajan, Doctoral Student in Curriculum Instruction and Teacher Education; Course Instructor and Field Instructor; Michigan State University; E. Lansing, Michigan

Date: March 31, 2020

Dear Selection Committee,

I write to recommend Jade Bennett, and I do so with great enthusiasm because I believe she is an excellent teacher, and I am confident that she will make meaningful contributions to your learning community.

As her field instructor, I have known Jade since the beginning of Fall 2019, as she works as a Secondary English student-teacher at East Lansing High School, Michigan. Jade has constantly shown an unparalleled dedication to teaching and a great enthusiasm to build a positive classroom environment. In doing so, she ensures that the classroom is a safe and healthy space of growth for all her students. Over the course of the last few months, I have seen Jade focus on the feedback and response of students to strengthen both her own pedagogy and the curriculum. Jade has often offered new ideas and discussion strategies, which were deeply appreciated and adopted by her mentor teacher, as well.



**College of
Education**

Teacher Education

Michigan State
University
620 Farm Lane,
313 Erickson Hall
East Lansing, MI 48824

517-353-5091
Fax: 517-432-5092
education.msu.edu

In my interaction with Jade, I have always found her to be open to feedback and trying new methods and strategies of teaching through dialogue and reflection. Jade's culture and practice of self-reflection has ensured her exponential growth as a teacher. A few of her strengths from the beginning of the internship year have been her detailed lesson plans, comfort with flexibility, and a deep respect for the learning community. I often look to Jade as an example of a socially and culturally responsive teacher, whom I have had the opportunity to work with and learn a lot from.

The characteristics that Jade has displayed throughout my professional engagement with her makes me believe that she will be a great addition to any educational environment. I highly recommend Jade for the position of a secondary school teacher.

Sincerely,

Darshana Devarajan
devaraj1@msu.edu

Doctoral Student | Curriculum, Instruction, & Teacher Education
Course and Field Instructor | Michigan State University | College of Education



Peak Campus
2970 Clairmont Rd #310
Atlanta, GA 30329

To Whom It May Concern,

I am honored to present this letter of recommendation for Jade Bennett. As a colleague, I previously worked alongside Jade in a professional setting through college. As a friend, I have had the pleasure of witnessing her transform into the dedicated educator she is today.

While Jade was attending Michigan State University, I personally experienced the passion and determination she put forth in her studies. Having the privilege of knowing Jade for over 10 years, we had found ourselves navigating the unpredictable waters of young adulthood together. Jade and I worked together in my current industry, Student Housing, for just over two years. The Student Housing industry is people-centric, and much of the day-to-day work includes providing exceptional customer service efforts with empathy and grace. Witnessing firsthand Jade's passion to help and mentor others, even in an industry that wasn't going to truly serve her teaching aspirations, proves to me that no matter the career opportunity, Jade will continue to meet her own personal goals, and surely exceed yours.

Jade's commitment to developing relevant approaches for the given curriculum proves to me that she will go to great lengths to ensure the success of her students for years to come. With no doubt, Jade's experience in the classroom at East Lansing High School has emboldened her devotion to learning pertinent content and has undoubtedly prepared her for her role as a teacher for your institution. If it were up to me, I would make certain every school had a Jade Bennett.

Sincerely,

Lea Faulkner

Lea Faulkner
National Leasing Specialist
lfaulkner@peakcampus.com

04/02/20

Ingham Intermediate School District
Recommendation Letter
2630 W Howell Rd
Mason, MI 48854

To Whom It May Concern:

I highly recommend Ms. Bennett as a candidate for the position of a teacher in your district. I was very lucky to be able to have Ms. Bennett as my student intern during her lead teach, and through this, I was fortunate to experience Ms. Bennett as a real teacher. Ms. Bennett is a driven, motivated teacher who always leaves me in awe with her work ethic and inspires me to not only be a better student, but more importantly, a better person that contributes positively to society.

Ms. Bennett went out of her way from day one to make sure she and her class material were always accessible to us. On the first day of school, Ms. Bennett asked us if there was anything she could do to make English class easier for us. When we recommended using Google Classroom so we could receive notifications and stay in-the-know, Ms. Bennett set one up for us even though previous English classes had never used it. In addition to the reminders for due dates, Ms. Bennett also sent out occasional words of encouragement through the app that reassured us that she was here for us, which was super helpful during stressful times, such as finals week. Ms. Bennett also constantly checked in with each of her students and had a personal relationship with every one of us. For example, when I mentioned to Ms. Bennett that a lot of the readings we were doing in American Lit were written by white men, Ms. Bennett reached out for my recommendation on any other related authors that we could read and supplement the curriculum. Ms. Bennett always went out of her way to make her lessons appealing, easy and memorable for her students. For example, our Google Classroom header would be updated for every unit with pop culture references and funny pictures to represent the theme of our next unit. Ms. Bennett would also host cram sessions on test days during EXCEL periods to make sure everyone had a good grasp on the test material. My friends always mentioned how reassured they were that they could easily contact Ms. Bennett with questions at any time, and Ms. Bennett would have a quick, understandable reply for them every time. Ms. Bennett also made sure incorporated real-life experiences that we could take with us as a memorandum of our fantabulous experience in her class. For example, we dedicated an occasional class period to complementing our peers on papers that were passed around. This activity was not only a stress-reliever, but a memorandum of the fact that while grades and GPAs are important, the relationships and kindness that we show those relationships last with us for years to come.

I hope that I will always have teachers that are as dedicated and passionate as Ms. Bennett, and I know that wherever Ms. Bennett ends up will be extremely fortunate to have her on staff, and that Ms. Bennett will unquestionably go above-and-beyond in her interactions and instruction of students. Everything above goes a long way to proves that I sincerely and wholeheartedly recommend Ms. Bennett to you without reservation. If it were up to me, I would hire Ms. Bennett without further a due or consideration.

Sincerely,

Musabbiha Zaheer
Student at East Lansing High School
musabbiha.zaheer@stu.elps.us

Ingham Area Schools Employment Consortium Online Application

Bennett, Jade - AppNo: 66536

Date Submitted: 8/10/2020

Personal Data

Name: Jade E Bennett
 (First) (Middle Initial) (Last)

Other name(s) under which transcripts, certificates, and former applications may be listed:

Other: (First) (Middle Initial) (Last)

Email Address: jadebennett1009@gmail.com

Postal Address

Permanent Address

Number & Street: 1940 S Bull Run RD
 Apt. Number:
 City: Fowlerville
 State/Province: MI
 Zip/Postal Code: 48836
 Country: United States of America
 Daytime Phone: (517) 375-9984
 Home/Cell Phone: (517) 375-9984

Present Address

Number & Street:
 Apt. Number:
 City:
 State/Province:
 Zip/Postal Code:
 Country:
 Phone Number:

Employment Desired

Open Vacancy Desired:	Date Last Submitted	Experience in Similar Positions
JobID: 13319 High School Teaching: Psychology Teacher -1.0 FTE at East Lansing High School	8/10/2020	student taught

Position Desired:	Experience in Similar Positions
High School Teaching	student taught
1. English	-
2. English - Journalism	-

Current District

Are you currently employed by one of the organizations listed below? **No**

Experience

Please list ALL relevant work experience beginning with the most recent.

Current or Most Recent Position	Employer Contact Information	Supervisor/Reference Contact Information
East Lansing High School Student Teacher/Intern	509 Burcham Dr East Lansing, MI 48823 517-333-7500	Nicole Heggelund & Katy Topp nicole.heggelund@elps.us & kathleen.topp@elps.us
Date From - Date To:	Full or Part Time:	Last Annual Salary:
08/2019 - 05/2020	Full	0
Reason for Leaving:	End of Internship through MSU	
May we contact this employer?	Yes	
Responsibilities/Accomplishments at this Position	- Observed three Pre-AP English 3 classes and one AP Psychology class throughout the entirety of the school year - Collaborated closely with mentor teachers in both English and Psychology - Assumed all classroom responsibilities in classes for both subjects including lesson planning, data management, and classroom management at various points in the school year	

Ingham Area Schools Employment Consortium Online Application

Bennett, Jade - AppNo: 66536

Date Submitted: 8/10/2020

Experience Continued

<p>Responsibilities/ Accomplishments at this Position continued...</p> <ul style="list-style-type: none"> - Attended all staff meetings and professional development opportunities hosted by ELHS - Gained experience in working with students' parents via email and in-person at parent teacher conferences - Established meaningful relationships with 100+ students - Cultivated a positive and powerful classroom environment for all learners - Researched the historical context surrounding the American Literature curriculum at great lengths in order to inspire a greater understanding of the content from students - Examined countless resources to find the most relevant content to pair with historical documents within the American Literature curriculum - Navigated high school juniors through SAT Prep for both the Reading test and the Writing and Language test -Became familiar with the rigorous AP Psychology schedule, curriculum, and format of the test

Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
Haslett High School MSU Senior - Field Placement		5450 Marsh Rd Haslett, MI 48840 517-339-8249		Jeanine Cull cullja@haslett.k12.mi.us	
Date From - Date To:	10/2018 - 05/2019	Full or Part Time:	Part	Last Annual Salary:	0
Reason for Leaving:	End of MSU Field Placement				
May we contact this employer?	Yes				
Responsibilities/ Accomplishments at this Position	<ul style="list-style-type: none"> - Assisted in a 9th and 10th grade English classroom for the majority of the school year - Established relationships with students - Observed daily classroom management strategies, techniques, and activities - Followed along closely with the English 9 and 10 curricula in order to better familiarize myself with the content - Planned and taught a whole class lesson in English - Collaborated with peers in planning and teaching a whole class lesson in a Psychology classroom 				

Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
Waverly Middle School MSU Student - Field Placement		620 Snow Rd, MI 48917 517-321-7240		Samuel Sicilia/Cheryl Frank 517-321-7240	
Date From - Date To:	05/2018 - 06/2018	Full or Part Time:	Part	Last Annual Salary:	0
Reason for Leaving:	End of field placement				
May we contact this employer?	Yes				
Responsibilities/ Accomplishments at this Position	<ul style="list-style-type: none"> - Assisted in an 8th grade English classroom and Read 180 classroom for a couple of weeks - Initiated individualized attention and practices for students in need of reading and writing guidance - Facilitated one-on-one tutoring with low achieving students - Designed activities for active reading skills alongside students based on their individual interests and needs 				

Ingham Area Schools Employment Consortium Online Application

Bennett, Jade - AppNo: 66536

Date Submitted: 8/10/2020

Education

Please tell us about your educational background beginning with the most recent.

High School Attended: Fowlerville High School, Fowlerville Michigan

Graduation Status: H.S. Diploma

Colleges, Universities and Technical Schools Attended:

Name and location	Dates Attended: From - To	Major area of study and number of semester hours	Minor area of study and number of semester hours	Degree	Date Conferred or Expected
MI - Michigan State University	08/2016 05/2020	Secondary Education, English Hrs:	Secondary Education, Psychology Hrs:	Bachelor of Arts: English	05/2019
MI - Lansing Community College	08/2014 08/2016	General Education Hrs:	General Education Hrs:	None (transferred)	01/9999

	Undergraduate	Graduate
Overall GPA	3.22/4	/4
Major GPA	3.54/4	/4
Highest Degree Attained	Number of graduate hours beyond your highest degree:	Grad Program Of Study
BA/BS/etc.	12	

List honors, awards or distinctions you have earned:

Dean's List: Summer Semester 2018, Fall Semester 2018, Spring 2019, and Summer 2019

Certification

Do you hold National Board for Professional Teaching Standards certification? **No**

Do you hold or anticipate a Michigan certificate?
Michigan Certification System **Certificate is held
Look-Up**

Type	Certificate Number	Expiration Date	Status
Secondary (Provisional, L.A. - English (BA), S.S. - Psychology (CE))	PV0000001028319	06/30/2025	Current

Please list any other endorsements and/or verifications documented on your certificate(s):

Ingham Area Schools Employment Consortium Online Application

Bennett, Jade - AppNo: 66536

Date Submitted: 8/10/2020

Certification (cont.)

Do you hold a current out-of-state certificate? No

State	Type	Certificate Number	Expiration Date	Current?

List your out-of-state certified teaching/administration fields:

Language Skills

Do you know any language other than English? Yes

Language(s): Spanish
 Oral Level: Polite
 Written Level: Polite

Professional References

	Reference 1	Reference 2
Name:	Nicole Heggelund	Darshana Devarajan
School/Org:	East Lansing High School	Michigan State University
Current Position:	Teacher	Doctoral Student: Curriculum, Instruction, and Teacher Education
Home Phone:		
Cell Phone:		
Work Phone:	517-333-7587	
Mailing Address:		
Email:	nicole.heggelund@elps.us	devaraj1@msu.edu
Relationship to Candidate:	Mentor Teacher	Field Instructor
Years Known:	1	1
	Reference 3	Reference 4
Name:	Lea Faulkner	Musabbiha Zaheer
School/Org:	Peak Campus	East Lansing High School
Current Position:	National Leasing Specialist	High School Student
Home Phone:		
Cell Phone:	517-294-6905	
Work Phone:		
Mailing Address:		
Email:	lfaulkner@peakcampus.com	musabbiha.zaheer@stu.elps.us
Relationship to Candidate:	Former Co-Worker/Friend	Previous Student (2019-2020 School Year)
Years Known:	10+	1

Referrals

How did you hear about employment with us?

District Employee		
-------------------	--	--

Ingham Area Schools Employment Consortium Online Application

Bennett, Jade - AppNo: 66536

Date Submitted: 8/10/2020

Additional Information

Have you been fingerprinted for a Michigan School District after January 1, 2006?

Yes

If yes, which district?

Ingham County School District (ISD)

Are you related to an employee of the school district in which you are applying?

No

If yes, relative's name:

Relationship:

Have you ever worked for the school district in which your applying?

Yes

If yes, in what department?

English and Social Studies
(Psychology)

List any additional information which will help in determining your professional qualifications for a position.

I was not a contracted employee in ISD, but completed my full-time student teaching internship at East Lansing High School.

Disclosures

Contract Status

* Are you currently under contract?

No

If Yes, which district?

If Yes, when does it expire?

When may your present employer be contacted?

Professional Status

* Have you obtained tenure status in any other School District?

No

If Yes, where?

When?

* Have you ever been denied tenure?

No

If Yes, explain:

* Have you ever had a teaching certificate or teaching license revoked or suspended?

No

If Yes, explain:

Ingham Area Schools Employment Consortium Online Application

Bennett, Jade - AppNo: 66536

Date Submitted: 8/10/2020

Legal Information

Please note: Applicants are not obligated to disclose sealed or expunged records of conviction or arrest.

* Are you eligible to work in the United States?

Yes

* Have you ever been arrested, charged or convicted of a criminal offense other than a minor traffic violation?

No

If yes, explain, giving dates:

Please Note: A conviction will not necessarily bar you from employment. Facts, such as date of occurrence and rehabilitation will be considered. This information will be used only for job-related purposes and only to the extent permitted by applicable law.

* Have you ever had any indicated finding of child abuse filed in your name?

No

If yes, explain, giving dates:

* Does your name appear on any Sex Offender Database in any state or country?

No

Equal Opportunity Employer

Ingham Area Schools Employment Consortium is an Equal Opportunity Employer. Ingham Area Schools Employment Consortium ensures equal employment opportunities regardless of race, color, national origin, gender/gender, age, disability, height, weight, marital status, or lack of English language skills in its programs, services or activities. Any individual needing assistance in making application for any opening should contact the Department of Human Resources.

Applicant's Acknowledgment and Agreement

By checking the box below, candidate authorizes the school district to conduct an investigation of candidate pursuant to The School Code to determine whether candidate has been convicted of any criminal or drug offenses as set forth in such statute, and, upon request, agrees to execute an investigation authorization form as a condition for candidate's employment. The School Code also stipulates that the School District perform a check on the Statewide Sex Offender Database. Candidate may not be employed unless such investigations have been initiated.

I certify that the information given by me in this application is true in all respects, and I agree that if the information given is found to be false in any way, it shall be considered sufficient cause for denial of employment or discharge. I authorize the use of any information in the application to verify my statement, and I authorize past employers, all references and any other person to answer all questions asked concerning my ability, character, reputation, and previous employment record. I release all such persons from any liability or damages on account of having furnished such information.



East Lansing
Public Schools

East Lansing High School, 509 Burcham, East Lansing, MI 48823

To: Dori Leyko, Superintendent
From: Amy Martin
Date: August 11, 2020
Re: Recommendation for Hire, Resource Teacher (ASD focus) at MMS

It is with pleasure MMS administration recommend the hiring of Molly Miller to fill the above-referenced position. Ms. Miller has been a resource teacher at Comstock Middle School in Kalamazoo for the past two years. Prior to that she was a paraprofessional at Holt Public Schools. Ms. Miller graduated from Michigan State University with a major in Special Education and a minor in English. Ms. Miller is currently working on a Masters in Special Education administration from Western Michigan University.

Ms. Miller's references spoke very highly of her. I am confident that Ms. Miller will be a great addition to our team at MacDonald Middle School. Should you have additional questions regarding this recommendation, please do not hesitate to contact me.

cc: Michelle Huisgen
Rick Long

Molly Miller
50799 Murray Dr
Macomb, MI 48044

January 1, 2018

To whom it may concern,

I strongly believe that my experiences in the classroom and in my personal life can contribute to the diversity of your school system. I have worked with students ranging in age from three years to eighteen years. This includes time in resource rooms, kindergarten, first, second, and fourth grade classrooms. I have worked with a wide range of students with varying races, ethnicities, cultures, skills, and abilities.

One of these classrooms I worked in was my mother's. By working with my mother, along with others, I have been able to observe their teaching methods for far longer than most people. Through these experiences I have been able to grow as an educator and as a student. Her knowledge and background helped me decide to further my education and continue on the path to teaching.

Outside of the classroom, I teach at a local dance studio. Being able to teach in these two different environments have helped me understand how to better manage classrooms and build relationships with my students. I can bring my dance experience into the classroom to build an even better learning environment overall, enhancing the learning of the students in your schools.

Looking into your Special Education program, I believe I would make a great contribution. During my internship with Michigan State University, I worked to support students with Specific Learning Disabilities (SLD), Autism Spectrum Disorder (ASD), Emotional Impairments (EI), and Cognitive Impairments (CI). I have been able to work with and be trained in different intervention programs and assessments including *Phonics for Reading*, *DIBELS*, *Making Words*, and *Key Math*. All of these programs I have worked with, and more, could help to improve my students' learning.

As a passionate and committed educator, I am excited to get into the classroom to start this journey of life-long education. I am interested to learn more about your schools and community so that I can make my classroom the best environment possible. I look forward to having a chance to discuss how my skills and experience would benefit your elementary program. If you need to reach me, you can contact me at (586) 549-9413 or at molly.mollymadeline@gmail.com. I hope to hear from you soon.

Sincerely,

Molly Miller

Molly Miller

(586) 549 – 9413 / molly.mollymadeline@gmail.com

50799 Murray Dr, Macomb Twp, MI 48804

Profile

My primary interests are in the areas of legal aspects, organization, and administration of special education within a school district or ISD. My goal is to find employment in a school district that values these interests and my passion for special education.

Education

Master's Program, Special Education Administration

July 2019 - Present

Western Michigan University, Kalamazoo, MI

- Enrolled in graduate-level courses focusing on aspects of special education in an administrative position
- Ongoing degree (not completed)

Graduate Certificate Credit

May 2016

Michigan State University, East Lansing, MI

- Enrolled in graduate-level courses during teaching internship focusing on aspects of special education in diverse settings
- 4.0 Cumulative GPA

Bachelor of Education, Special Education Learning Disabilities

June 2015

Michigan State University, East Lansing, MI

- Endorsement in Language Arts
- 2.83 Cumulative GPA

Certifications and Endorsements

- Elementary Education
 - All subjects Kindergarten – 5th
 - All subjects Kindergarten – 8th in self-contained classroom
- Special Education Learning Disabilities
 - Kindergarten – 12th
- Language Arts
 - 6th – 8th

Relevant Special Education Experience

6th/7th/8th Grade Resource Room Teacher

Sept. 2018 - Present

Comstock Middle School, Kalamazoo, MI

- Teach reading and math to students with IEPs in a resource room/small group setting
- Provide support to students in a co-taught general education setting
- Collaborate with special education team on evaluations and IEPs

Special Education Paraeducator

Sept. 2017- June 2018

Holt Junior High, Holt, MI

- Provided support and accommodations for students with IEPs in general education settings
- Worked one-on-one with students in the cross-categorical classroom

Applied Behavior Analysis Behavior Technician

Jan. 2017 - June 2018

Individual family through Community Mental Health, Lansing, MI

- Followed behavior plan set by BCBA to complete daily tasks, document data and trends, and provide feedback

Teaching Related Experience

Lead Competitive Instructor

Aug. 2019 - Present

Patti Herm Dance Studio, Otsego, MI

- Instruct students age 6-18 in recreational and competitive classes and create hour-long lesson plans for dance classes throughout the week

Lead Competitive Instructor

Sept. 2013 - July 2018

Kick It Out! Dance Studio, East Lansing, MI

- Instructed students age 2-16 in recreational and competitive classes, created hour-long lesson plans for dance classes throughout the week, and provided lessons in teamwork, encouragement, and sportsmanship to help build positive character

Intern Experience

Teaching Intern

Sept. 2015 - April 2016

David Scott Elementary, DeWitt, MI

- Taught in 3rd and 4th grade resource room Sept. - Dec.
 - Assisted in drafting IEP goals and accommodations for students and collaborated with general education staff to provide daily support
- Taught in 4th grade co-taught classroom of 56 students Jan. - Apr.
 - Created and taught lessons in reading comprehension, word study, writing, and civics/government and participated in student conferences and parent meetings

Volunteer Experience

Summer Counselor

July 2017 - Present

Camp PALS, throughout the US

- Spent one week over the summer with same-aged peers with down syndrome

Regional/State Event Volunteer

Nov. 2015 - Present

Special Olympics Michigan (SOMI)

- Volunteered to keep score and/or time at sports tournaments such as poly hockey and basketball

Technology

- Proficient in programs such as:
 - Microsoft Word, Excel, and PowerPoint
 - Google Documents, Spreadsheets, and Slides
- Experience in websites including:
 - PSSE
 - Infinite Campus
 - Google Classroom

Molly Miller
August 10, 2020

Statement of Equity

I did not grow up in a racially or economically diverse neighborhood. I grew up with white family, white friends, and had white teachers. Everyone was part of the upper-middle class and did not show any sign of struggle. I grew up with all of the things I needed, graduated high school, and went on to college. Throughout college and my education classes I learned about diversity in the classroom and diverse curriculums, but I never fully experienced diversity first-hand, that is, until my first teaching position.

The last two years I have been working at a school that is diverse in more ways than one. It is racially, economically, socially, and educationally diverse. I have had students with two moms, families of multiple races, students dealing with homelessness, students transitioning genders, and students and families with disabilities. No matter what makes my families and students diverse, I have been able to adjust my way of thinking so that I can provide them with the safety, education, and respect they deserve.

As an educator, I think it is my responsibility to put my students and their needs first. Do not get me wrong, I believe educating our students is extremely important. However, if we do not know our students personally or show that we are invested in their well-being, they will not be invested in us or want to hear what we have to say. I have been able to add on to my experiences and understand my students better just by listening instead of assuming and continuing on with teaching. I have taken on the responsibility of growing alongside my students.

At the beginning of every class period, I took time to let my students vent. They could vent the good stuff, the bad stuff, or the silly stuff. If they had something on their minds, I let them share. We ended up getting to know each other better, and then we could focus on learning afterwards. We learned about each other's families, cultures, interests and hobbies, and started to build a foundation where school was a safe and fun place to be. When times got tough and we were not able to teach at our school buildings, I reached out to families individually to see how I could help. Some students were able to video chat with me and others I met with in person to provide work and encouragement. I did not care that I was driving around the city all week. I cared that my students saw that I was there for them and did not forget about them. I cared that they were provided a service and still got to have that personal connection in the process.

I strongly believe that with any diversity my students encounter, we can work through it together. I will always be there to provide support and make sure my students' voices and needs are heard. Being a diverse student should not hold them back from achieving great things. If anything, being a diverse student will help themselves and others understand the great things they will achieve.

STATE OF MICHIGAN

State Board of Education

Department of Education

PROVISIONAL TEACHING CERTIFICATE

awarded to

MOLLY M MILLER

In accordance with the provisions of Act 287 of the Public Acts of 1964, the holder of this certificate is authorized to teach in any Michigan school all subjects and grades indicated.

Elementary K-5 all subjects (K-8 All Subjects Self Contained Classroom)

LANGUAGE ARTS (BX) K-8

LEARNING DISABILITIES (SM) K-12

Brian J. Whiston
Superintendent of Public Instruction

Issue Date : 05/17/2016
Expiration Date : 06/30/2022
License Number : PV000000906176

Certification requirements are subject to change. The certificate holder is responsible for being knowledgeable about current and revised regulations. It is the responsibility of the certificate holder to maintain a valid appropriate certification by meeting the requirements for certificate renewal as prescribed by statute and/or the State Board of Education.

MICHIGAN PROFESSIONAL EDUCATOR'S CODE OF ETHICS

The following ethical standards address the professional educator's commitment to the student and the profession:

- Service toward common good -** The professional educator's primary goal is to support the growth and development of all learners for the purpose of creating and sustaining an informed citizenry in a democratic society.
- Mutual respect -** Professional educators respect the inherent dignity and worth of each individual.
- Equity -** Professional educators advocate the practice of equity. The professional educator advocates for equal access to educational opportunities for each individual.
- Diversity -** Professional educators promote cross-cultural awareness by honoring and valuing individual differences and supporting the strengths of all individuals to ensure that instruction reflects the realities and diversity of the world.
- Truth and honesty -** Professional educators uphold personal and professional integrity and behave in a trustworthy manner. They adhere to acceptable social practices, current state law, state and national student assessment guidelines, and exercise sound professional judgment.

ADVISORY TO EDUCATOR

In accordance with Public Act 96 of the Public Acts of 1995, it is a criminal misdemeanor to : use a suspended, surrendered, revoked, nullified, fraudulently obtained, altered or forged educator certificate, or a certificate of another person.

TO BE EMPLOYED AS AN EDUCATOR IN MICHIGAN THE EDUCATOR OATH MUST BE SIGNED, NOTARIZED, AND SUBMITTED TO YOUR EMPLOYER.
THIS IS AN OFFICIAL CERTIFICATE ONCE SIGNED AND NOTARIZED.

EDUCATOR OATH - STATE OF MICHIGAN

I do solemnly swear (or affirm) that I will support the Constitution of the United States of America and the Constitution of the State of Michigan, and that I will faithfully discharge the duties of the office of educator according to the best of my ability.

Molly Miller
Educator Signature

This certificate was subscribed and sworn to before me, along with picture identification, on MAY 19, 2016

MATTHEW J. HESS

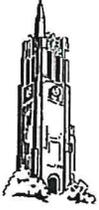
Notary Print Name

[Signature]
Notary Signature

Commission Expires: 02/20/2019

MATTHEW J HESS
Notary Public - Michigan
Ingham County
My Commission Expires Feb 20, 2019
Acting in the County of INGHAM

Notary Seal



MICHIGAN STATE UNIVERSITY
OFFICIAL ACADEMIC TRANSCRIPT
 ISSUED TO STUDENT

PRINTED: 11/30/18

PAGE: 01 OF 02

MILLER, MOLLY MADELINE

UIC: 3582551917
 STUDENT ID: A43944491

COURSE	TITLE	CRS	GRADE	S R H
PREVIOUS/TRANSFER INSTITUTIONS				
DAKOTA HIGH SCHOOL MACOMB MI			ATTENDED: 08/06 - 06/10	

UNDERGRADUATE CREDIT				
COURSE INFORMATION				
FALL SEMESTER 2010	09/01/10 - 12/17/10			
BS 110	ORGANISMS AND POPULATIONS	4	2.0	
JRN 108	THE WORLD OF MEDIA	3	2.5	
MTH 1825	INTERMEDIATE ALGEBRA	3	2.5	
WRA 140	WRITING: WOMEN IN AMERICA	4	3.0	
CUM CREDITS : 14.0		CUM GPA : 2.5000		
SPRING SEMESTER 2011 01/10/11 - 05/06/11				
CEM 141	GENERAL CHEMISTRY	4	0.0	
CEM 161	CHEMISTRY LABORATORY I	1	3.5	
FW 110	CONSERV & MANGT OF MARINE RES	3	2.0	
ISS 210	SOCIETY AND THE INDIVIDUAL (D)	4	0.0	S
MTH 103	COLLEGE ALGEBRA	3	1.5	
CUM CREDITS : 21.0		CUM GPA : 1.6896		
FALL SEMESTER 2011 08/31/11 - 12/16/11				
ISB 201	INSECTS, GLOBAL, & SUSTAIN	3	2.5	
ISB 201L	INSECTS, GLOBAL, & SUSTAIN LAB	2	3.5	
ISS 215	SOC DIFFERENT & INEQUALITY (D)	4	2.0	
MTH 114	TRIGONOMETRY	3	1.0	
CUM CREDITS : 33.0		CUM GPA : 1.8170		
SPRING SEMESTER 2012 01/09/12 - 05/04/12				
COM 100	HUMAN COMMUNICATION	3	4.0	
ISS 210	SOCIETY AND THE INDIVIDUAL (D)	4	3.5	R
TE 150	REFLECTIONS ON LEARNING	3	3.5	
TE 348	READING/RESPONDING CHLDRN LIT	3	4.0	
CUM CREDITS : 46.0		CUM GPA : 2.4600		
DEAN'S LIST				
FALL SEMESTER 2012 08/29/12 - 12/14/12				
GEO 204	WORLD REGIONAL GEOGRAPHY	3	2.0	
HST 202	U.S. HISTORY TO 1876	4	3.0	
LIN 200	INTRODUCTION TO LANGUAGE	3	2.0	
MTH 201	ELEMENTARY MATH FOR TEACHERS I	3	3.5	
CUM CREDITS : 59.0		CUM GPA : 2.5000		
SPRING SEMESTER 2013 01/07/13 - 05/03/13				
CSD 333	ORAL LANGUAGE DEVELOPMENT	3	2.5	
ENG 353	READINGS IN WOMEN WRITERS	3	3.5	
IAH 208	MUSIC AND CULTURE (I)	4	3.5	
MTH 202	ELEM MATH FOR TEACHERS II	3	3.5	
CUM CREDITS : 72.0		CUM GPA : 2.6315		
SUMMER SEMESTER 2013 05/13/13 - 06/27/13				
IAH 231C	ROLES OF LANG IN SOCIETY (D)	4	3.0	
ISS 328	SOCIAL SCIENCE OF SPORTS (I)	4	4.0	
CUM CREDITS : 80.0		CUM GPA : 2.7142		
FALL SEMESTER 2013 08/28/13 - 12/13/13				
ANP 420	LANGUAGE AND CULTURE	3	3.5	
CEP 240	DIV LRNRS IN MULTI CULT PERSP	3	3.5	
ENG 210	FOUNDATIONS LITERARY STUDY I	3	3.5	
ISP 203B	NATURAL HAZARDS & ENVIRONMENT	3	1.5	
CUM CREDITS : 92.0		CUM GPA : 2.7500		
-----END OF COLUMN-----				

COURSE	TITLE	CRS	GRADE	S R H
SPRING SEMESTER 2014 01/06/14 - 05/02/14				
ENG 229	INTRODUCTION TO POETRY WRITING	3	3.5	
JRN 445	IMAGES AND MESSAGES	3	4.0	
PSY 101	INTRODUCTORY PSYCHOLOGY	4	3.0	
TE 448	DIVERSITY CHILD & ADOLESCT LIT	3	3.5	
CUM CREDITS : 105.0		CUM GPA : 2.8348		
SUMMER SEMESTER 2014 05/12/14 - 06/26/14				
ISE 301	SCIENCE FOR ELEMENTARY SCHOOLS	3	2.5	
TE 301	LIT LRNRS & LRNING IN CTXT-ELE	3	3.5	
CUM CREDITS : 111.0		CUM GPA : 2.8434		
FALL SEMESTER 2014 08/27/14 - 12/12/14				
CEP 451	MODELS OF SPEC ED ADMIN & SERV	3	2.0	
CEP 452	UNIVERSAL DESGN LEARNING GENED	3	2.0	
TE 403	TCHNG SCIENCE DIVERSE LRN-ELEM	3	3.0	
TE 404	TCHNG SOCSTUD DIVERSE LRN-ELEM	3	3.5	
CUM CREDITS : 123.0		CUM GPA : 2.8228		
SPRING SEMESTER 2015 01/12/15 - 05/08/15				
CEP 301	LITERACY INSTR MILD IMPAIR (W)	3	2.0	
CEP 449	BEHAVIOR MANAGEMENT IN SPEC ED	3	3.0	
TE 405	TCHNG LITERACY DIVERSE LRN-ELE	3	3.0	
TE 406	TCHNG MATH DIVERSE LRN-ELEM	3	2.0	
CUM CREDITS : 135.0		CUM GPA : 2.7949		
SUMMER SEMESTER 2015 05/18/15 - 07/02/15				
KIN 355	PHYS ACTIV & HLTH EDUC TEACHER	3	3.5	
PSY 244	DEVEL PSYCH INFANCY - CHLDHD	3	3.0	
THR 421	CREATIVE DRAMATICS	3	4.0	
CUM CREDITS : 144.0		CUM GPA : 2.8378		
BACHELOR OF ARTS GRANTED: 08/20/15				
MAJOR: SPECIAL ED-LEARN DISABILITIES				
COLLEGE: EDUCATION				

GRADUATE CERTIFICATION CREDIT				
COURSE INFORMATION				
FALL SEMESTER 2015	09/02/15 - 12/18/15			
CEP 801A	CONSULTATION IN SPECIAL ED	3	4.0	
CEP 803A	ASSESSMENT MILD DISABILITIES	3	4.0	
TE 501	INTERN TCHING DIVERSE LRNER I	6	P	
CUM CREDITS : 12.0		CUM GPA : 4.0000		
SPRING SEMESTER 2016 01/11/16 - 05/06/16				
CEP 502A	INTERN TCH DIVER LRN II: LD	6	P	
CEP 802A	INQUIRY IN SPEC ED I: MILD IMP	3	4.0	
CEP 804A	LITERACY INSTRUCTION MILD DIS	3	4.0	
CUM CREDITS : 24.0		CUM GPA : 4.0000		
-----CONTINUED ON PAGE 02-----				

PROVIDED SOLELY FOR:
 MOLLY MILLER
 MOLLY.MOLLYMADELINE@GMAIL.COM
 4459 HEMMINGWAY DR
 KALAMAZOO, MI 49009



Steven J. Shablin
 Steven J. Shablin
 University Registrar

Western Michigan University

159763538 Molly Miller
Dec 04, 2019 09:28 am

Unofficial Academic Transcript



In the far right column R (repeated course); "I" indicates the course is included in the g.p.a. calculation; "E" means the course is excluded from the g.p.a calculation.

Hint: this transcript will print best in "landscape" paper orientation

Institution Credit Transcript Totals Courses in Progress

Transcript Data

STUDENT INFORMATION

Name : Molly Miller
Birth Date: Nov 18, 1992

Curriculum Information

Current Program
College: Education & Human Development
Major and Department: Special Educ:Administration,
Special Ed & Literacy Studies

***Transcript type:WEB is NOT Official ***

INSTITUTION CREDIT -Top-

Term: Summer II 2019
Academic Standing: Good Standing
Subject Course Level Title
EDLD 6720 GR School Finance

Grade **Credit Hours** **Quality Points**
A 3.000 12.00

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	3.000	3.000	3.000	3.000	12.00	4.00
Cumulative:	3.000	3.000	3.000	3.000	12.00	4.00

Western Michigan University
 Unofficial Transcript

TRANSCRIPT TOTALS (GRADUATE) -Top-

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Total Institution:	3.000	3.000	3.000	3.000	12.00	4.00
Total Transfer:	0.000	0.000	0.000	0.000	0.00	0.00
Overall:	3.000	3.000	3.000	3.000	12.00	4.00

Western Michigan University
 Unofficial Transcript

COURSES IN PROGRESS -Top-

Term: Fall 2019

Subject	Course	Level	Title	Credit Hours
SPED	6560	GR	Current Issues In Sped	3.000

Finishes
 12/9/19

Western Michigan University
 Unofficial Transcript

Term: Spring 2020

Subject	Course	Level	Title	Credit Hours
SPED	6370	GR	AP Research in SPED	3.000

Western Michigan University
 Unofficial Transcript

RELEASE: 8.7.1

© 2019 Ellucian Company L.P. and its affiliates.

Molly Miller
50799 Murray Dr
Macomb, MI 48044

June 1, 2018

To whom it may concern,

I strongly believe that my experiences in the classroom and in my personal life can contribute to the success of your workplace. I have worked with students ranging in age from three years to eighteen years. This includes time in resource rooms, self-contained classrooms, general education classrooms, and dance classrooms. I have worked with a wide range of students with varying races, ethnicities, cultures, skills, and abilities.

In these classrooms, there is a lot of accountability for students' learning through data collection, paperwork, and team communications. I have had the experience of participating in IEP meetings, collecting, analyzing, and interpreting data for ABA (Applied Behavior Analysis) and FBA (Functional Behavior Analysis) programs, and assessing the needs of those I am working with to give my team appropriate recommendations to help them reach their goals. I also have experience working with computer programs such as Skyward and Illuminate to input the data I have collected. I have even chosen to further my education and professional development for the students' benefit by getting CPI (Crisis Prevention Intervention) certified.

Outside of the classroom, I teach at a local dance studio. My roles at this job do not start and end with teaching dance. At the dance studio I am responsible for choreographing dances, creating schedules and lesson plans, communicating with all families, registering for outside events, and collaborating with the other instructors. One of the most important things I do is provide lessons in teamwork, encouragement, and sportsmanship to the students to help build positive character. These lessons also carry over into school and work settings.

Looking into your office's programs, I believe I would make a great contribution. As a passionate and committed educator, I am excited to get into the workplace to start this journey of life-long education. I look forward to having a chance to discuss how my skills and experience would benefit your program. If you need to reach me, you can contact me at (586) 549-9413 or at molly.mollymadeline@gmail.com. I hope to hear from you soon.

Sincerely,

Molly Miller

February 2019

To Whom It May Concern,

Occasionally, talent meets up with authenticity and passion and the three decide to reside in one person - and I've been fortunate to be her colleague for the past school year. Molly Miller is the rare professional in education who inspires her young students while at the same time helping them to work through their issues and develop as adolescents. I have known Ms. Miller for a little under a year, and have worked with her closely in the educational setting. In my tenure in the educational setting, Ms. Miller is one of the best and brightest first year teachers I have ever worked with.

In my role as a School Neuropsychologist, it was important that Ms. Miller and I communicated regularly. I was very comfortable asking her questions and approaching her to brainstorm educational ideas for the students on her caseload. She always responded in a timely fashion and followed through with whatever plans we set into motion. I am incredibly impressed with Ms. Miller's organizational skills. Many times, it was she who reminded me of meetings that we had scheduled. She has a vast knowledge of not only her own students and their needs, but also education in general.

Molly's approach with students generated trust and confidence. The students knew their interests were primary for Molly, and she was there for them, not for herself or for a job. She was and continues to be skilled in creating effective, Individualized Educational Plans that meet the children's needs.

Molly is an absolute pleasure to work with on a daily basis and continues to share her knowledge with me each day. Please do not hesitate to contact me at (309) 310-9367 if I can be of further assistance.

Sincerely,
Dr. Laura Henly, Ed. D., NCSP
School Neuropsychologist
Comstock Public Schools

CENTRAL ADMINISTRATION

COMSTOCK
Public Schools



www.comstockps.org

Dr. Jeffrey J. Thoenes, Superintendent

Jill Ansel, Director of Curriculum, Instruction and Assessment

Ken Greenwood, Business Manager

Brian Deller, Director of Special Education

February 1, 2019

To Whom it May Concern:

It is my pleasure to recommend Molly Miller for employment in your school district. I am currently Molly's teacher consultant, at Comstock Public Schools. I came to know Molly this year, when she took a job as our middle school resource room teacher. Comstock is a very diverse community with 92% of our students receiving free/reduced lunch. Molly continues to distinguish herself by not only being an outstanding teacher in the classroom, but also completing paperwork and other required documents in a very timely and professional manner. It truly is a joy working with Ms. Miller.

Overall, Molly is an excellent new teacher in our district. She works hard, has no issues with attendance or professionalism, and is well liked by staff, students, and administration. Molly came to us with a number of different experiences that we felt would benefit our students. Molly has started a dance club, this year, and uses that as an opportunity to get to know more students in the building. Molly has, in the past been a paraprofessional as well, which bring a sense of understanding and compassion to other staff members.

Molly has excellent communication skills. As mentioned, her written work is both clear and concise. She is professional in all meetings, including challenging IEP meetings. I have personally seen her handle challenging parents and teachers with ease. Her professionalism is outstanding, especially for her young age. It is not a skill I often see in new teachers.

Molly is unquestionably an exceptional candidate for your school's open position. Molly's work ethic here at Comstock, proves that she would greatly benefit from the opportunities for development provided by this graduate work. She has proven herself to have the perseverance, initiative, and special education knowledge necessary to complete an advanced graduate degree. I would therefore highly recommend Molly Miller. If her performance at Comstock Public Schools is a good indication of how she would perform as a graduate student, she would be an extremely positive asset to your program. If I can be of any further assistance, or provide you with any further information, please do not hesitate to contact me.

Yours sincerely,

Lindsay Clark
Special Education Teacher Consultant
Comstock Public Schools

		Dimension Score:	Proficient
Classroom Environment & Culture			
5.CEC.1	Classroom arrangement and resources		Basic
5.CEC.2	Learning routines		Proficient
5.CEC.3	Use of learning time		Proficient
5.CEC.4	Student status		Proficient
5.CEC.5	Norms for learning		Basic
		Dimension Score:	Proficient
Professional Collaboration & Communication			
6.PCC.1	Collaboration with peers and administrators to improve student learning		Proficient
6.PCC.2	Communication and collaboration with parents and guardians		Proficient
6.PCC.3	Communication within the school community about student progress		Proficient
6.PCC.4	Support of school, district and state curricula, policies and initiatives		Proficient
6.PCC.5	Ethics and advocacy		Proficient
		Dimension Score:	Proficient

Summative Results

	Unsatisfactory	Basic	Proficient	Distinguished
1.P. Purpose			✓	
2.SE. Student Engagement			✓	
3.CP. Curriculum & Pedagogy			✓	
4.A. Assessment for Student Learning			✓	
5.CEC. Classroom Environment & Culture			✓	
6.PCC. Professional Collaboration & Communication			✓	

Final Rating: Proficient

Evaluation Comments:

Molly,
Thank you for your hard work during the school year. ELA is your element and I am impressed with the growth that you and your students have made during this year.

Staff Signature:		Date:	05/27/2020 12:57pm
------------------	---	-------	--------------------

Evaluator Signature:		Date:	05/27/2020 12:49pm
----------------------	---	-------	--------------------

Evaluation Rubric	5D+™ Rubric for Instructional Growth and Teacher Evaluation v.3
Staff Member	Molly Miller (millermo@comstockps.org)
Evaluator	Mark Wilke (wilkem@comstockps.org)
Staff Member	
Digital Signature Date	05/27/2020 12:57pm
Evaluator Digital Signature Date	05/27/2020 12:49pm
School Year	2019 - 2020
Previous Observations	1 Unannounced
Evaluation Start Date	05/11/2020 12:39pm
Evaluation Finalized Date	05/27/2020 12:49pm
Area of Focus	2.SE.2: Ownership of learning , 5.CEC.2: Learning routines , 6.PCC.3: Communication within the school community about student progress
Observation Date Range	All Observations from Last Evaluation

Indicator Ratings

Dimension	Indicators	Score
Purpose		
1.P.1	Learning target(s) connected to standards	Proficient
1.P.2	Lessons connected to previous and future lessons, broader purpose and transferable skill	Proficient
1.P.3	Design of performance task	Proficient
1.P.4	Communication of learning target(s)	Proficient
1.P.5	Success criteria	Basic
Dimension Score:		Proficient
Student Engagement		
2.SE.1	Quality of questioning	Proficient
2.SE.2	Ownership of learning	Proficient
2.SE.3	Capitalizing on students' strengths	Proficient
2.SE.4	Opportunity and support for participation and meaning making	Proficient
2.SE.5	Student talk	Proficient
Dimension Score:		Proficient
Curriculum & Pedagogy		
3.CP.1	Alignment of instructional materials and tasks	Proficient
3.CP.2	Teacher knowledge of content	Proficient
3.CP.3	Discipline-specific teaching approaches	Proficient
3.CP.4	Differentiated instruction for students	Proficient
3.CP.5	Use of Scaffolds	Basic
Dimension Score:		Proficient
Assessment for Student Learning		
4.A.1	Student self-assessment	Proficient
4.A.2	Student use of formative assessments over time	Proficient
4.A.3	Quality of formative assessment methods	Proficient
4.A.4	Teacher use of formative assessments	Proficient
4.A.5	Collection systems for formative assessment data	Proficient

Ingham Area Schools Employment Consortium Online Application

Miller, Molly - AppNo: 49290

Date Submitted: 8/10/2020

Personal Data

Name: Ms. Molly M Miller
 (Title) (First) (Middle Initial) (Last)

Other name(s) under which transcripts, certificates, and former applications may be listed:

Other: (Title) (First) (Middle Initial) (Last)

Email Address: molly.mollymadeline@gmail.com

Postal Address

Permanent Address

Number & Street: 50799 Murray Dr
 Apt. Number:
 City: Macomb
 State/Province: MI
 Zip/Postal Code: 48044
 Country: United States of America
 Daytime Phone: (586) 549-9413
 Home/Cell Phone: (586) 549-9413

Present Address (until August 2, 2020)

Number & Street: 4459 Hemmingway Dr
 Apt. Number:
 City: Kalamazoo
 State/Province: MI
 Zip/Postal Code: 49009
 Country: United States of America
 Phone Number: (586) 549-9413

Employment Desired

Open Vacancy Desired:

JobID: 13269	Special Education Teacher: Resource Room Teacher ' ASD Focus (1.0 FTE) at MacDonald Middle School	Date Last Submitted 8/10/2020	Experience in Similar Positions years
--------------	---	---	---

Position Desired:

Special Education Teacher
 1. Autistic Impaired (SV)
 2. Learning Disabled (LD)

Experience in Similar Positions
-
2 years

Current District

Are you currently employed by one of the organizations listed below? **No**

Experience

Please list ALL relevant work experience beginning with the most recent.

Current or Most Recent Position	Employer Contact Information	Supervisor/Reference Contact Information	
Comstock Public Schools Resource Room Teacher	3010 Gull Rd Kalamazoo, MI 49048 (269) 250-8900	Mark Wilke (269) 250-8600 wilkem@comstockps.org	
Date From - Date To:	08/2018 - 06/2020	Full or Part Time:	Full
		Last Annual Salary:	\$35,000
Reason for Leaving:	still here, but wanting to move toward family		
May we contact this employer?	Yes		
Responsibilities/Accomplishments at this Position	caseload of 25 middle school students, small group reading classes, prepare IEPs and hold meetings, progress monitor student goals, collaborate with staff on assignment accommodations and student behaviors		

Ingham Area Schools Employment Consortium Online Application

Miller, Molly - AppNo: 49290

Date Submitted: 8/10/2020

Experience Continued

Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
Holt Public Schools Paraprofessional		1784 N Aurelius Rd Holt, MI 48842 517-694-7117		Mashell Failer 517-525-5694 mfailer@hpsk12.com	
Date From - Date To:	09/2017 - 06/2018	Full or Part Time:	Full	Last Annual Salary:	12.25/hr
Reason for Leaving:	still here				
May we contact this employer?	Yes				
Responsibilities/Accomplishments at this Position	- support students in general education classes - provide one-on-one support for students in the special education program - provide coverage where needed in the building				

Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
EduStaff/Holt Public Schools long-term substitute		1784 N Aurelius Rd Holt, MI 48842 517-694-7117		Margaret McMillen 517-282-2742 mmcmille@hpsk12.net	
Date From - Date To:	05/2016 - 06/2016	Full or Part Time:	Sub	Last Annual Salary:	n/a
Reason for Leaving:	end of school year/end of sub job				
May we contact this employer?	Yes				
Responsibilities/Accomplishments at this Position	Teacher consultant - help students complete missing assignments from core classes - print out grades for 7th and 8th graders - read tests and assignments				

Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
Michigan State University/DeWitt Public Schools teaching intern		804 Wilson St DeWitt, MI 48820 517-668-3400		Cindy Servis 517-505-2730 servis@msu.edu	
Date From - Date To:	08/2015 - 05/2016	Full or Part Time:	Full	Last Annual Salary:	n/a
Reason for Leaving:	internship completed				
May we contact this employer?	Yes				
Responsibilities/Accomplishments at this Position	September 2015 - December 2015: - Taught in the resource room with 3rd and 4th grade students - Participated in IEP meetings - Assisted in drafting IEP goals and accommodations for multiple students - Worked with students using programs such as Reading Mastery, Phonics for Reading, and Making Words - Assessed students weekly using DIBEL progress monitoring - Collaborated with general education staff to provide daily support January 2016 - April 2016: - Co-taught in 4th grade classroom - Created and taught lessons in reading comprehension, word study, writing, and civics/government				

Ingham Area Schools Employment Consortium Online Application

Miller, Molly - AppNo: 49290

Date Submitted: 8/10/2020

Experience Continued

Responsibilities/ Accomplishments at this Position continued...					
- Participated in student conferences and teamings - Assessed students weekly through a reading fluency folder					
Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
Kick It Out! Dance Studio dance instructor		1760 East Grand River Avenue Suite A/B East Lansing, MI 48823 517-582-6784		Denise Krumm 517-582-6784 kickitout@att.net	
Date From - Date To:	09/2014 - 06/2018	Full or Part Time:	Part	Last Annual Salary:	hourly wage
Reason for Leaving:	still at this job				
May we contact this employer?	Yes				
Responsibilities/ Accomplishments at this Position	- instruct dance classes for students ages 3-13 years old after school - choreograph routines for competitive and recreational routines				

Education

Please tell us about your educational background beginning with the most recent.

High School Attended: Dakota High School, Macomb Twp, MI
Graduation Status: H.S. Diploma

Colleges, Universities and Technical Schools Attended:

Name and location	Dates Attended: From - To	Major area of study and number of semester hours	Minor area of study and number of semester hours	Degree	Date Conferred or Expected
MI - Michigan State University	09/2010 07/2015	Special Education Hrs:	Language Arts Hrs:	Special Education LD	05/2015
MI - Western Michigan University	06/2019 06/9999	Special Education Administration Hrs: 9.0	Hrs:	Masters	06/2024

Overall GPA	Undergraduate 2.84/4	Graduate 4.0/4
Major GPA	3.03/4	4.0/4
Highest Degree Attained	Number of graduate hours beyond your highest degree:	Grad Program Of Study
BA/BS/etc.	22.0	Special Education Administration

List honors, awards or distinctions you have earned:

Ingham Area Schools Employment Consortium Online Application

Miller, Molly - AppNo: 49290

Date Submitted: 8/10/2020

Certification

Do you hold National Board for Professional Teaching Standards certification? **No**

Do you hold or anticipate a Michigan certificate? **Certificate is held**

Michigan Certification System **Look-Up**

Type	Certificate Number	Expiration Date	Status
Elementary (Provisional, General Elementary K-5, L.A. - Language Arts (BX))	PV0000000906176	06/30/2022	Current
K - 12 Certification (Provisional, Sp.Ed. - Learning Disabilities (SM))	PV0000000906176	06/30/2022	Current

Please list any other endorsements and/or verifications documented on your certificate(s):

Do you hold a current out-of-state certificate? No

State	Type	Certificate Number	Expiration Date	Current?

List your out-of-state certified teaching/administration fields:

Statement

Tip: Use your word processor to copy and paste in your answers. Copy your answers from the word processor and then hit CTRL+V for PC or OpenApple+V for Mac to paste.

1. Describe the skills or attributes you believe are necessary to be an outstanding teacher.

When I think about an outstanding teacher, I cannot help but look back on my own experiences in school and the teachers that made my time in the classroom that much more enjoyable. They were brave; standing in front of a bunch of rowdy children, speaking eloquently and with so much certainty. If they were afraid they surely did not show it. They were also confident. Everything they said had a purpose and added value to our "brain bank". Even if they had no clue about what was going on, they were always able to make things engaging and make us believe in the messages they were conveying. Most importantly, they had passion. There was a reason they were in the front of the classroom. They wanted to be there because they loved what they were doing. It was not for the summer vacations. It was to help us grow as individuals so that when we grew up we would remember them in moments like this.

Students remember their teachers when they care. The students can tell whether or not their teacher cares; about their job, the material, their students. When a teacher cares, it builds relationships and trust. That then opens up a whole new world of possibilities for academic and personal growth. It is very important for a teacher to be able to build relationships with each individual student in their class so that they can provide them with the ideal learning environment and supports.

I do think it is important for teachers to use skills from previous experiences to create a better learning environment as well. This would include behavior management through PBIS and classroom structure, active engagement, and taking advantage of multiple resources like technology and field trips. A teacher who never stops learning and continues to educate themselves along with their students is a teacher that will give their students the best education possible.

The skills deemed necessary to be an outstanding teacher will vary from person to person. Everyone has had a different experience in school, good or bad, that affects the way they might look at teachers. I have been lucky enough to have a large group of outstanding teachers, all the while bettering my understanding of what outstanding can be.

2. How would you address a wide range of skills and abilities in your classroom?

The best way to address the wide range of skills and abilities in the classroom is to make sure you learn about your students. This can be done through interest inventories, interviews, or simply scanning their files. Once you have an understanding of who you are teaching, then you can better assess their needs and wants.

Ingham Area Schools Employment Consortium Online Application

Miller , Molly - AppNo: 49290

Date Submitted: 8/10/2020

2. How would you address a wide range of skills and abilities in your classroom?

One key component of addressing a wide set of skills and abilities is to approach UDL (Universal Design for Learning). This framework helps design environments and lessons that provide access to all students regardless of whether or not they have identified needs. Through multiple means of engagement, representations, and expression, you can meet the needs of every student in the classroom. Whether the students are visual, auditory, or tactile learners, there are ways to modify lessons and assignments so that every student has the ability to learn and grow as much as the next.

Another way to address this range of abilities is to implement some form of tiered learning at the classroom level. By approaching the idea of RtI (Response to Intervention), students would be able to get extra supports in different subject areas if needed. This differentiation would be key to getting the best instruction to the students as possible. The first tier would be instruction as a whole class. All students would receive the same lesson at the same time. The second tier would be small group instruction. If any students needed extra assistance with a lesson, then those students would be brought into a small group with the teacher while the other students worked independently. The third tier would be intervention through pulling out into a separate class or intervention group while the rest of the class continued with their lesson in the classroom.

Language Skills

Do you know any language other than English? No

Professional References

	Reference 1 of 3	Reference 2 of 3
Name:	Laura Henly	Lindsay Clark
School/Org:	Comstock Public Schools	Comstock Public Schools
Current Position:	School Neuropsychologist	Special Education Teacher Consultant
Home Phone:		
Cell Phone:		
Work Phone:		
Mailing Address:		
Email:	henlyl@comstockps.org	clarkl@comstockps.org
Relationship to Candidate:	Mentor/colleague	Mentor/Colleague
Years Known:	1.5	1.5
	Reference 3 of 3	
Name:	Taryn Berkal	
School/Org:		
Current Position:		
Home Phone:		
Cell Phone:		
Work Phone:		
Mailing Address:		
Email:	berkalta@msu.edu	
Relationship to Candidate:	Former Colleague	
Years Known:	5	

Ingham Area Schools Employment Consortium Online Application

Miller, Molly - AppNo: 49290

Date Submitted: 8/10/2020

Referrals

How did you hear about employment with us?

Other: district website

Additional Information

Have you been fingerprinted for a Michigan School District after January 1, 2006?

Yes

If yes, which district?

Comstock Public Schools

Are you related to an employee of the school district in which you are applying?

No

If yes, relative's name:

Relationship:

Have you ever worked for the school district in which your applying?

No

If yes, in what department?

List any additional information which will help in determining your professional qualifications for a position.

I will be in Kalamazoo until the end of the 2020 school year. I will be available after this school year ends.

Disclosures

Contract Status

* Are you currently under contract?

Yes

If Yes, which district?

Morrice Area Schools

If Yes, when does it expire?

August 2017

When may your present employer be contacted?

Professional Status

* Have you obtained tenure status in any other School District?

No

If Yes, where?

When?

* Have you ever been denied tenure?

No

If Yes, explain:

* Have you ever had a teaching certificate or teaching license revoked or suspended?

No

Ingham Area Schools Employment Consortium Online Application

Miller, Molly - AppNo: 49290

Date Submitted: 8/10/2020

Disclosures continued

If Yes, explain:

Legal Information

Please note: Applicants are not obligated to disclose sealed or expunged records of conviction or arrest.

* Are you eligible to work in the United States?

Yes

* Have you ever been arrested, charged or convicted of a criminal offense other than a minor traffic violation?

No

If yes, explain, giving dates:

Please Note: A conviction will not necessarily bar you from employment. Facts, such as date of occurrence and rehabilitation will be considered. This information will be used only for job-related purposes and only to the extent permitted by applicable law.

* Have you ever had any indicated finding of child abuse filed in your name?

No

If yes, explain, giving dates:

* Does your name appear on any Sex Offender Database in any state or country?

No

Equal Opportunity Employer

Ingham Area Schools Employment Consortium is an Equal Opportunity Employer. Ingham Area Schools Employment Consortium ensures equal employment opportunities regardless of race, color, national origin, gender/gender, age, disability, height, weight, marital status, or lack of English language skills in its programs, services or activities. Any individual needing assistance in making application for any opening should contact the Department of Human Resources.

Ingham Area Schools Employment Consortium Online Application

Miller , Molly - AppNo: 49290

Date Submitted: 8/10/2020

Applicant's Acknowledgment and Agreement

By checking the box below, candidate authorizes the school district to conduct an investigation of candidate pursuant to The School Code to determine whether candidate has been convicted of any criminal or drug offenses as set forth in such statute, and, upon request, agrees to execute an investigation authorization form as a condition for candidate's employment. The School Code also stipulates that the School District perform a check on the Statewide Sex Offender Database. Candidate may not be employed unless such investigations have been initiated.

I certify that the information given by me in this application is true in all respects, and I agree that if the information given is found to be false in any way, it shall be considered sufficient cause for denial of employment or discharge. I authorize the use of any information in the application to verify my statement, and I authorize past employers, all references and any other person to answer all questions asked concerning my ability, character, reputation, and previous employment record. I release all such persons from any liability or damages on account of having furnished such information.

I agree

I, Molly Miller , agree to all of the terms above.



East Lansing
Public Schools 509 Burcham, East Lansing, MI 48823

August 16, 2020

Dori Leyko Superintendent
East Lansing Public Schools
509 Burcham
East Lansing, Michigan 48823

Dear Board of Education:

Interviews for the Visual Art teaching position at East Lansing High School were held on August 12 and August 14, 2020. The interview team consisted of Andrew Wells, principal, East Lansing High School; Matt Morales, assistant principal; Ashley Schwarzbek, assistant principal, East Lansing High School; Jacqueline Carroll, Visual Art and English teacher, East Lansing High School; Elise Millard, Visual Art teacher, and Kevin Mayes Computer Science and Digital Technology teacher, East Lansing High School.

The interview committee recommends Mr. Spencer Corbett for the position, pending the Board of Education's approval.

Mr. Corbett holds a Bachelor degree in Visual Arts Education (K12) from Michigan State University and a Master's degree in painting from Indiana University. Mr. Corbett recently taught Art at Quincy High School in Quincy, Michigan.

We believe Mr. Spencer possesses the qualities we are looking for in our East Lansing Public Schools educators. We respectfully request your consideration of Mr. for the Visual Art teaching position at East Lansing High School.

Sincerely,

Andrew Wells, Principal
East Lansing High School

April, 2020

To Whom It May Concern,

I am writing you to inform you about an exceptional Art Educator, Spencer Corbett.

Spencer Corbett began teaching at Delta College in August of 2012. Since then, he has displayed a tireless dedication to the success of his students. Spencer has achieved positive results through strong management of his classroom curriculum, devotion to student engagement and maintenance of collegial relationships in the workplace.

While employed at Delta College, Spencer's teaching responsibilities have primarily consisted of Foundations Drawing courses. Spencer approaches these courses with a combination of firm attention to fundamentals and a variety of aptitude building exercises. By maintaining a curriculum that focuses on building the necessary proficiencies in drawing, Spencer ensures that all his students grow from the same starting point and enables the class as a whole to absorb the course content. Spencer also keeps his students engaged by continuing a freshness of activity. The variation of exercises exposes the students to the required core principles while keeping their interest throughout the class time and the semester. The success of this curricular implementation is evident in the student work produced in Spencer's classes.

In addition, Spencer has been a highly collaborative and cooperative colleague in the Art Department. He has worked steadily with his coworkers to maintain the shared classroom space as well as participated in collaborative efforts such as student and faculty exhibitions.

Overall, having Spencer Corbett as a colleague has been a true privilege. His work ethic, knowledge of drawing and painting processes, as well as his awareness of conceptual characteristics of contemporary art have made him a valuable asset to the Delta College Art Department. I have no doubt that he would be an equally valuable addition to your school's Art Program.

Sincerely,

Andrew Rieder
Associate Professor of Art

SPENCER B. CORBETT

EDUCATION

2018	LQ95 Visual Arts Teacher K-12 Certification College for Creative Studies – Detroit, MI
2012	MFA – Painting, Indiana University – Bloomington, IN
2009	BFA – Painting, Michigan State University – East Lansing, MI
2008	Visual Art Summer Study Abroad – Florence, Italy

TEACHING EXPERIENCE

2018 – Present	Visual Arts Instructor (1.0 FTE) – Quincy High School
2018	Student Teaching – Howell High school and Highlander Way Middle School
2016 – 2017	Fixed Term Professor – Michigan State University Color and Design, Drawing 1
2012 – 2017	Adjunct Professor – Delta College Fundamentals Drawing, 2D Design, Art Appreciation / Art History
2013 – 2014	Adjunct Professor – Saginaw Valley State University Intro to Painting, Fundamental's Drawing, Watercolor
2013	Instructor – Ann Arbor Art Center Fundamentals Drawing, Plein Air Landscape Painting, Figure Drawing Acrylic & Mixed Media Painting
2011 – 2012	Associate Instructor – Indiana University Fundamentals Drawing, Painting

SOLO EXHIBITIONS

2014	Techno Escapers , Delta College Galleria, University Center, MI
2013	Our Ego Glow , Gallery 13, Minneapolis, MN
2012	Buffering , 33 Contemporary Gallery, Chicago, IL MFA Thesis Exhibition , Indiana University Art Museum Special Exhibitions Gallery, Bloomington, IN
2009	BFA Thesis Exhibition , Kresge Art Center, Gallery 114 Michigan State University, East Lansing, MI

GROUP EXHIBITIONS

2017	Art Education Exhibition College for Creative Studies, Detroit MI
2016	94th All Media Exhibition Juror Paul Kotula, Ann Arbor Art Center, Ann Arbor MI Faculty Exhibition Delta College, University Center, MI
2015	Fresh Paint International Juried Painting Exhibition, Manifest Gallery, Cincinnati OH

- In the Flesh** Juror Jeff Huntington, Target Gallery, Torpedo Factory, Alexandria, VA
- The Kinsey Institute International Juried Exhibition**
Grunwald Gallery, Indiana University, Bloomington, IN
- 2014 **Delta Faculty Exhibition** Buckham Gallery, Flint MI
- Magnitude 7** International small works Exhibition, Juror Jason Franz,
Manifest Gallery, Cincinnati OH
- Collage Exhibition** Juror Michelle Word
SCENE Metro space, East Lansing, MI
- Great Lakes Drawing Biennial** Juror Jason Franz, Eastern Michigan University,
Ypsilanti, MI
- Urban Underground** Juror Christina Cosio, Peoria Art Guild, Peoria, IL
- Heroes and Villains** ARC Gallery, Chicago IL
- Transfiguration** Invitational, Gallery 13, Minneapolis, MN
- Art Kudos** International juried art competition and exhibition, online exhibition
- Art Prize** Juried, The B.O.B. Grand Rapids, MI
- 2013 **Within** National Self Portrait Exhibition, Juror Sergio Gomez
Contemporary gallery 33, Chicago, IL
- Forward Tension**, Ann Arbor Art Center, Ann Arbor MI
- 2012 **National Wet Paint Exhibition** MFA Competition, juror Sergio Gomez
Zhou B Art Center, Chicago, IL
- Faculty Exhibition** Delta College Galleria, University Center, MI
- Skink Tail Blue Juried Competition**, Pygmalion's Art Supplies, Bloomington, IN
- 2011 **Breaking Boundaries** MFA Painting Exhibition, The Fuller Projects
Indiana University, Bloomington, IN
- MFA Painting Exhibition**, Sofa Gallery, Indiana University, Bloomington, IN
- Group Exhibition**, Magpie Gallery, Saginaw, MI
- 2010 **Undergraduate Exhibition** Juried, Kresge Art Museum,
Michigan State University, East Lansing, MI
- East Lansing Art Festival** Juried, East Lansing, MI

PUBLICATIONS

- 2015 **International Painting Annual 5**, Manifest Gallery
- Expose Art Magazine**, Art Miami Basel Edition, www.exposeartmagazine.com
- 2014 **Figure 50** selected artist-representing Michigan, season 3, www.figure50.com
- Fresh Paint Magazine**, Volume IV, July 2014
- Studio Visit Magazine** juror Carl Belz, Volume 27, winter 2014,
- Poets & Artists Magazine** Juror Sergio Gomez, Raw Beauty
- Magnitude 7 Exhibition Catalogue**, Juror Jason Franz
Manifest Gallery, Cincinnati OH
- 2012 **National Wet Paint Exhibition Catalogue** Juror Sergio Gomez
Zhou Brothers Gallery, Chicago, IL
- M.F.A. Thesis Catalogue**, Bloomington, IN

HONORS & AWARDS

- 2012 **Zhou B Spirit Award (best in show)** National Wet Paint Exhibition
MFA Competition, Zhou B Art Center, Chicago, IL
- 2011-2012 **Associate Instructor Fellowship**, Henry Radford Hope School of Fine Art
Indiana University, Bloomington IN
- 2010 **Ralf Henrickson Award**, Given to a student whose work is deemed by the
painting faculty to be the most successful in their final year of study
Michigan State University, East Lansing MI

In these tumultuous times, it is more important than ever for teachers to be advocates for social justice and equity for all students. With the amount of racial tension in society right now, it is crucial that all teachers do everything in their power to make all students feel comfortable in their own skin and safe in their learning environment.

My past two years at Quincy High School have been a very positive experience for me, overall. I really enjoy the student body, and the staff have been very welcoming and gracious. As much as I like the culture and climate at Quincy, there were certainly times when I noticed the less than flattering aspects of a small rural town. One experience which comes to mind was a few months into my first year at Quincy at a staff meeting. This was one of our first all-district meetings. I didn't know a lot of the faculty, and I was still trying to tread cautiously and make a good impression as a new teacher. We were discussing the current dress code at the school. Staff were focused on attire that was provocative. I had just had an experience earlier in the week that I wanted to share with the rest of the faculty. I had seen a high school student in the lunch room wearing a hoodie with a big confederate flag on the front. I felt very uncomfortable seeing that. Although Quincy is mostly Caucasian, we have some students of color, foreign exchange students, and LGBTQ students who could feel unsafe in a culture where this is normalized. I was pleased and relieved that my concern was very well received, and we had a great discussion about school climate. I am not a confrontational person, so this felt like a potential risk, but I was so happy that I spoke up. After the meeting a few teachers approached me and thanked me for my comments.

Prior to my experience at Quincy, I taught at Delta Community College and Michigan State University which were significantly more diverse. One conundrum when teaching art is that the majority of art history is dominated by wealthy white males. In an effort to make art history more relatable to all students, I try to share a range of contemporary artists that represents all cultures. I share artists interviews with minority artists such as Julie Mehretu, Marc Bradford, Kara Walker, Yue Minjun and Kehinde Wiley. One of my favorite projects that I have done over the years was inspired by the work of Kehinde Wiley. His work comments directly on the lack of diversity and the power dynamics throughout art history. Below is a painting of his that was a recreation of a Gustave Courbet painting. I use his work as a jumping off point to introduce a portrait project where I have students do a series of two portraits. The first is a master copy of an a famous portrait of their choice and the second is a recreation of the portrait featuring themselves. They can choose to incorporate the style, clothing or facial expressions, or concept of the original artwork that they are referencing. This has always been a popular project and it's one of my favorites.

Generally speaking, even in more diverse districts, often times the majority of the faculty is Caucasian. I'm sure that this makes it more difficult for students in the minority to feel supported, safe, and heard. It is a goal of mine to develop real relationships with my students to create a learning environment that helps all students feel safe and supported.

STATE OF MICHIGAN

State Board of Education

Department of Education

STANDARD TEACHING CERTIFICATE

awarded to

SPENCER B CORBETT

In accordance with the provisions of Act 287 of the Public Acts of 1964, the holder of this certificate is authorized to teach in any Michigan school all subjects and grades indicated.

Secondary

VISUAL ARTS EDUCATION (LQ) K-12



Sheila A. Alles

Interim Superintendent of Public Instruction

Issue Date : 05/28/2018

Expiration Date : 06/30/2023

License Number : PV0000000968969

Certification requirements are subject to change. The certificate holder is responsible for being knowledgeable about current and revised regulations. It is the responsibility of the certificate holder to maintain a valid appropriate certification by meeting the requirements for certificate renewal as prescribed by statute and/or the State Board of Education.

MICHIGAN PROFESSIONAL EDUCATOR'S CODE OF ETHICS

The following ethical standards address the professional educator's commitment to the student and the profession:

- Service toward common good -** The professional educator's primary goal is to support the growth and development of all learners for the purpose of creating and sustaining an informed citizenry in a democratic society.
- Mutual respect -** Professional educators respect the inherent dignity and worth of each individual.
- Equity -** Professional educators advocate the practice of equity. The professional educator advocates for equal access to educational opportunities for each individual.
- Diversity -** Professional educators promote cross-cultural awareness by honoring and valuing individual differences and supporting the strengths of all individuals to ensure that instruction reflects the realities and diversity of the world.
- Truth and honesty -** Professional educators uphold personal and professional integrity and behave in a trustworthy manner. They adhere to acceptable social practices, current state law, state and national student assessment guidelines, and exercise sound professional judgment.

ADVISORY TO EDUCATOR

In accordance with Public Act 96 of the Public Acts of 1995, it is a criminal misdemeanor to : use a suspended, surrendered, revoked, nullified, fraudulently obtained, altered or forged educator certificate, or a certificate of another person.

TO BE EMPLOYED AS AN EDUCATOR IN MICHIGAN THE EDUCATOR OATH MUST BE SIGNED, NOTARIZED, AND SUBMITTED TO YOUR EMPLOYER. THIS IS AN OFFICIAL CERTIFICATE ONCE SIGNED AND NOTARIZED.

EDUCATOR OATH - STATE OF MICHIGAN

I do solemnly swear (or affirm) that I will support the Constitution of the United States of America and the Constitution of the State of Michigan, and that I will faithfully discharge the duties of the office of educator according to the best of my ability.

This certificate was subscribed and sworn to before me, along with picture identification, on _____

Notary Print Name

Notary Signature

Commission Expires: _____

Notary Seal

Staff Member Spencer Corbett (Corbetts@quincyschools.org)
 Group 5D+
 Evaluator Joey Wright (wrightj@quincyschools.org)
 Staff Member Digital Signature Date 06/03/2020 1:02pm
 Evaluator Digital Signature Date 06/03/2020 12:21pm
 School Year 2019 - 2020
 Date Created 06/03/2020 12:20pm
 Date Finalized 06/03/2020 12:21pm
 Status Finalized
 Area of Focus No Area of Focus chosen

Weighted Components

	Rating	Weight	Weighted Rating
1. Professional Practice (5D+ Rubric)	3.33	75.00%	2.4975
2. Student Growth	0	25.00%	0
			Total = 2.4975

Ineffective	Minimally Effective	Effective	Highly Effective
1.0 - 1.49	1.5 - 2.49	2.5 - 3.49	3.5 - 4.0

Final Score: **3.37**

Final Label: Effective

Comments:
 No Comments

Staff Signature:

Date: 06/03/2020 1:02pm

Evaluator
 Signature:



Date: 06/03/2020 12:21pm



MICHIGAN STATE UNIVERSITY
 OFFICIAL ACADEMIC TRANSCRIPT
 ISSUED TO STUDENT

PRINTED: 05/19/14

PAGE: 01 OF 01

UIC:3137371534

CORBETT, SPENCER BRAINERD

STUDENT ID: A36774397

COURSE	TITLE	CRS	GRADE	S R	H	COURSE	TITLE	CRS	GRADE	S R	H
PREVIOUS/TRANSFER INSTITUTIONS						FALL SEMESTER 2008 08/25/08 - 12/12/08					
MASON HIGH SCHOOL MASON						HA 491	SPEC TOPICS IN HISTORY OF ART	3			3.0
MASON MI						STA 420	ADVANCED PAINTING	4			3.5
-----						STA 432	LITHOGRAPHY	4			3.5
UNDERGRADUATE CREDIT						STA 490	INDEPENDENT STUDY	3			4.0
COURSE INFORMATION						CUM CREDITS : 103.0 CUM GPA : 3.0679					
FALL SEMESTER 2005 08/29/05 - 12/16/05						DEAN'S LIST					
MTH 110	FINITE MATH AND ELTS COLL ALG	5			3.0	SPRING SEMESTER 2009 01/12/09 - 05/08/09					
TE 150	REFLECTIONS ON LEARNING	3			3.0	KIN 103V	BOXING CONDITIONING	1			P
WRA 150	WRIT: EVOLUTION OF AMER THGHT	4			3.0	KIN 108C	ICE HOCKEY I	1			P
CUM CREDITS : 12.0 CUM GPA : 3.0000						STA 345	CERAMICS II	3			4.0
SPRING SEMESTER 2006 01/09/06 - 05/05/06						STA 490	INDEPENDENT STUDY	3			4.0
IAH 203	LATIN AMERICA & THE WORLD (I)	4			2.5	CUM CREDITS : 111.0 CUM GPA : 3.1192					
ISP 203A	GLOBAL CHANGE	3			3.5	FALL SEMESTER 2009 09/02/09 - 12/18/09					
ISP 203L	GEOLOGY HUMAN ENVIRONMENT LAB	2			3.0	KIN 113B	GENERAL CONDITIONING II	1			4.0
STA 110	DRAWING I	3			4.0	STA 420	ADVANCED PAINTING	4			4.0
STA 114	THREE-DIMENSIONAL FORM	3			4.0	STA 492	SENIOR SEM & PROF PRACTICE (W)	2			3.5
CUM CREDITS : 27.0 CUM GPA : 3.2037						STA 492A	EXHIBITION PRACTICUM	1			4.0
SUMMER SEMESTER 2006 05/15/06 - 06/29/06						CUM CREDITS : 119.0 CUM GPA : 3.1709					
TE 250	HUM DIV POWER & OPP SOC INST	3			3.0	SPRING SEMESTER 2010 01/11/10 - 05/07/10					
CUM CREDITS : 30.0 CUM GPA : 3.1833						STA 491	SELECTED TOPICS IN STUDIO ART	1			4.0
FALL SEMESTER 2006 08/28/06 - 12/15/06						CUM CREDITS : 120.0 CUM GPA : 3.1779					
IAH 211C	AREA STUDIES AMERICAS (D)	4			2.5	BACHELOR OF FINE ARTS GRANTED: 05/07/10					
ISS 215	SOC DIFFERENT & INEQUALITY (D)	4			3.5	MAJOR: STUDIO ART					
STA 111	DRAWING II	3			3.5	COLLEGE: ARTS AND LETTERS					
STA 113	COLOR AND DESIGN	3			3.5	-----NO ENTRIES BELOW THIS LINE-----					
CUM CREDITS : 44.0 CUM GPA : 3.1931											
SPRING SEMESTER 2007 01/08/07 - 05/04/07											
HA 150	MONUMENTS IN HA	3			2.0						
ISB 204	APPL BIOMEDICAL SCIENCES	3			1.5						
STA 320	PAINTING I	3			4.0						
STA 360	GRAPHIC DESIGN	3			4.0						
CUM CREDITS : 56.0 CUM GPA : 3.1250											
FALL SEMESTER 2007 08/27/07 - 12/14/07											
HA 250	AMERICAN ART	3			2.0						
ISS 335	NTL DIVERSITY & CHANGE US (N)	4			1.5						
STA 325	PAINTING II	3			4.0						
STA 354	CASTING	3			3.5						
CUM CREDITS : 69.0 CUM GPA : 3.0362											
SPRING SEMESTER 2008 01/07/08 - 05/02/08											
HA 452	CONTEMPORARY ART	4			2.0						
STA 340	CERAMICS I	3			3.5						
STA 370	PHOTOGRAPHY	4			1.5						
STA 371	ART, EDUCATION AND SOCIETY	3			3.0						
CUM CREDITS : 83.0 CUM GPA : 2.9277											
SUMMER SEMESTER 2008 05/08/08 - 06/24/08											
STA 300	INTERMEDIATE DRAWING	3			4.0						
	FLORENCE ITALY										
STA 491A	SELECTED TOPICS - PAINTING	3			4.0						
	FLORENCE ITALY										
CUM CREDITS : 89.0 CUM GPA : 3.0000											
-----END OF COLUMN-----											

PROVIDED SOLELY FOR:
 SPENCER CORBETT
 SPENCERCORBETT@DELTA.EDU
 8145 Grand River
 Brighton, MI 48114



Nicole G. Rovig
 Nicole G. Rovig
 University Registrar

INDIANA UNIVERSITY

OFFICE OF THE REGISTRAR

Official Transcript

Page 1 of 1

Name : Corbett, Spencer Brainerd
 Student ID : 0002763712
 Address : 200 Frost Rd
 Williamston, MI 48895-9675
 United States

SSN : XXX-XX-0553
 Birthdate : 12-18-XXXX
 Print Date : 11-24-2014
 Request Nbr : 016849142

- - - - Degrees Awarded - - - -

Indiana University Degree
 Indiana University Bloomington
 University Graduate School
 Master of Fine Arts
 Major: Fine Arts
 08-31-2012

Spring 2012 Bloomington

Course	Title	Hrs Grd
FINA-G 830	MFA THESIS IN PAINTING	2.00 A
FINA-S 531	GRADUATE PAINTING	4.00 A
FINA-S 531	GRADUATE PAINTING	4.00 A
FINA-S 532	GRADUATE PAINTING SEMINAR	1.00 A
FINA-S 535	GRADUATE DRAWING SEMINAR	1.00 A

- - - - Beginning of Graduate Record - - - -

Fall 2010 Bloomington

Course	Title	Hrs Grd
FINA-S 531	GRADUATE PAINTING	5.00 A
FINA-S 531	GRADUATE PAINTING	5.00 A
FINA-S 532	GRADUATE PAINTING SEMINAR	1.00 A
FINA-S 535	GRADUATE DRAWING SEMINAR	3.00 A
FINA-S 695	A. I. TRAINING SEMINAR	1.00 A

Semester: IU GPA Hours: 12.00 GPA Points: 48.000
 Hours Earned: 12.00 GPA: 4.000
 Cumulative: IU GPA Hours: 34.00 GPA Points: 215.100
 Hours Earned: 34.00 GPA: 3.993

Summer 2012 Bloomington

Course	Title	Hrs Grd
FINA-G 750	GRADUATE STUDY PROJECTS	3.00 A
FINA-G 750	GRADUATE STUDY PROJECTS	3.00 A

Semester: IU GPA Hours: 6.00 GPA Points: 24.000
 Hours Earned: 6.00 GPA: 4.000
 Cumulative: IU GPA Hours: 60.00 GPA Points: 239.100
 Hours Earned: 60.00 GPA: 3.985

Student Graduate Program Summary

GPA Hours: 60.00 Transfer/Test Hours Passed: 0.00
 Hours Earned: 60.00 Points: 239.100 GPA: 3.985

Indiana University Graduate Summary

IU GPA Hours: 60.00 Transfer/Test Hours Passed: 0.00
 Hours Earned: 60.00 Points: 239.100 GPA: 3.985

Academic Objective as of Last Enrollment

Fine Arts -GrSch
 Fine Arts - Studio MFA

--- End Of Record ---

Issued at: Indiana University Bloomington
 Mark McConahay, Registrar

Fall 2011 Bloomington

Course	Title	Hrs Grd
FINA-S 531	GRADUATE PAINTING	6.00 A
FINA-S 532	GRADUATE PAINTING SEMINAR	1.00 A
FINA-S 535	GRADUATE DRAWING SEMINAR	3.00 A
FINA-R 590	SEMINAR IN THE VISUAL ARTS	2.00 A

Semester: IU GPA Hours: 12.00 GPA Points: 48.000
 Hours Earned: 12.00 GPA: 4.000
 Cumulative: IU GPA Hours: 42.00 GPA Points: 167.100
 Hours Earned: 42.00 GPA: 3.979

--- Record continued in next column ---

THE WORDS "INDIANA UNIVERSITY" AND "VOID" APPEAR WHEN PHOTOCOPIED

THIS OFFICIAL UNIVERSITY TRANSCRIPT IS PRINTED ON CRIMSON SCRIP-SAFE PAPER AND DOES NOT REQUIRE A RAISED SEAL

Send To:
 spencer corbett
 8145 Grand River Rd
 Brighton, MI 48114-9375
 United States



 Mark McConahay
 Registrar

Current Students

Transcript

0580375 Spencer Corbett

Course/Section and Title	Grade	Credits	CEUs	Repeat	Term
DAE-405 A SEC ART TEACHING:METHODS,MAT	A-	3.00			17/FA
DAE-305 A READ & LANG ARTS METH, TECHN	C	3.00			17/WI
DAE-250 A HUMAN DEVL,CREAT&VISUAL LEARN	A	3.00			16/FA
DAE-315 A EL ART:METH,MAT&LITERACY	A	3.00			16/FA
DAE-200 Michigan State University		3.00			00/TR

Total Earned Credits 15.00

Total Grade Points 41.10

Cumulative GPA 3.425

OK



Howell High School

Letter of Recommendation

Date 4/27/2018

To Whom It May Concern,

It is with great pleasure that I write this letter of recommendation for Mr Spencer Corbett. I have had the wonderful experience of being his Student Teaching Cooperating Art Teacher for the time of his placement at Howell high School. I have come to appreciate his caring personality and positive energy in all classes, as well as his diligence in working with students and sharing his remarkable talents. The students have come to enjoy Spencer's calm and sincere way of collaboration in their development and learning.

A district would benefit greatly from the addition of Mr Corbett to their staff. His knowledge and experience in the field of teaching and Art are beyond that of a majority of recently certified teachers. This assessment is based my experience of 31 years in Art Education and High School teaching.

I know Mr. Corbett will continue to be involved the with students in the campus life of his school building, and build on the professional relationships with his teaching peers. He has a developed understanding and compassion for the students with specific and demanding educational needs, as well as inspiration for those students who have particular talents.

Do not hesitate to contact me for any further information, as I will be happy to provide either through the school contacts or my home phone and email (734-476-8102 or vancoppj@mac.com).

Sincerely yours,

A handwritten signature in black ink, appearing to read "James VanCoppnolle".

James VanCoppnolle, MA, MAE

Visual Arts Instructor

Howell Public Schools

Howell High School
Visual Arts Department
1200 West Grand River Avenue
Howell, Michigan 48843
T 517-548-6200
C 734 476 8102
vancoppj@howellschools.com

vancoppj@mac.com

Ingham Area Schools Employment Consortium Online Application

Corbett, Spencer - AppNo: 68684

Date Submitted: 8/5/2020

Personal Data

Name: Mr. Spencer B Corbett
 (Title) (First) (Middle Initial) (Last)
 Other name(s) under which transcripts, certificates, and former applications may be listed:

Other: Spencer Corbett
 (Title) (First) (Middle Initial) (Last)

Email Address: spcorbet14@gmail.com

Postal Address

Permanent Address		Present Address	
Number & Street:	200 Frost Rd	Number & Street:	200 Frost Rd
Apt. Number:		Apt. Number:	
City:	Williamston	City:	Williamston
State/Province:	MI	State/Province:	MI
Zip/Postal Code:	48895	Zip/Postal Code:	48895
Country:	United States of America	Country:	United States of America
Daytime Phone:	(517) 9270764	Phone Number:	(517) 9270764
Home/Cell Phone:	()		

Employment Desired

Open Vacancy Desired:

JobID: 13292	High School Teaching: Art Teacher - 1.0 FTE at East Lansing High School	Date Last Submitted	Experience in Similar Positions
		8/5/2020	2 years

Position Desired:

High School Teaching	Experience in Similar Positions
1. Art	2 years

Current District

Are you currently employed by one of the organizations listed below? **No**

Experience

Please list ALL relevant work experience beginning with the most recent.

Current or Most Recent Position		Employer Contact Information		Supervisor/Reference Contact Information	
Quincy Community Schools Art Instructor		18 Colfax St, Quincy, MI 49082 Quincy, Mi 49082 (517) 639-9245		Joey Wright 517-639-9245 ext 3500 wrightj@quincyschools.org	
Date From - Date To:	07/2018 -	Full or Part Time:	Full	Last Annual Salary:	\$50,500
Reason for Leaving:					
May we contact this employer?	Yes				
Responsibilities/Accomplishments at this Position	Courses taught: -Art 1 -Art 2 -Advanced art -6th grade art				

Ingham Area Schools Employment Consortium Online Application

Corbett, Spencer - AppNo: 68684

Date Submitted: 8/5/2020

Experience Continued

Responsibilities/ Accomplishments at this Position continued...					
-7th grade art Freshman Class Advisor					
Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
Delta College Adjunct Professor		1961 Delta Road University Center, Mi 48710 989-686-9000		Andrew Rieder (989) 686-9451 andrewrieder@delta.edu	
Date From - Date To:	09/2012 - 12/2017	Full or Part Time:	Part	Last Annual Salary:	\$4000/class
Reason for Leaving:	Student Teaching placement				
May we contact this employer?	Yes				
Responsibilities/ Accomplishments at this Position	Courses taught: -Drawing 1 -Color and Design -Art Appreciation and Art History				
Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
Michigan State Univerisy Fixed Term Professor		600 Auditorium Rd #113 East Lansing, MI 48824 (517) 355-7610		Robert McCann (517) 927-2784 mccannr@msu.edu	
Date From - Date To:	08/2016 - 12/2017	Full or Part Time:	Part	Last Annual Salary:	\$5500/class
Reason for Leaving:	Student Teaching placement				
May we contact this employer?	Yes				
Responsibilities/ Accomplishments at this Position	Courses taught: -Drawing 1 -Color and Design				
Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
Saginaw Valley State University Adjunct Professor		7400 Bay Rd, University Center University Center, MI 48710 (989) 964-7103		Hideki Kihata (989) 964-7103 kihata@svsu.edu	
Date From - Date To:	05/2013 - 05/2015	Full or Part Time:	Part	Last Annual Salary:	\$4000/class
Reason for Leaving:	Temporary position				
May we contact this employer?	Yes				
Responsibilities/ Accomplishments at this Position	Courses taught: -Drawing 1 -Intro to Watercolor -Intro to Painting				

Ingham Area Schools Employment Consortium Online Application

Corbett, Spencer - AppNo: 68684

Date Submitted: 8/5/2020

Education

Please tell us about your educational background beginning with the most recent.

High School Attended: Mason Highschool, Mason MI
Graduation Status: H.S. Diploma

Colleges, Universities and Technical Schools Attended:

Name and location	Dates Attended: From - To	Major area of study and number of semester hours	Minor area of study and number of semester hours	Degree	Date Conferred or Expected
MI - Michigan State University	09/2005 12/2009	Painting Hrs: 120	N/A Hrs:	Bachelors	04/2010
IN - Indiana University, Bloomington	09/2010 04/2012	Painting Hrs: 60	N/A Hrs:	Masters	05/2012
MI - College for Creative Studies	09/2016 05/2018	Art Education Hrs: 30	N/A Hrs:	Teaching certificate	05/2018

Overall GPA	Undergraduate 3.4/4	Graduate 3.95/4
Major GPA	3.8/4	4.0/4
Highest Degree Attained	Number of graduate hours beyond your highest degree:	Grad Program Of Study
MA/MS/etc.	30	MFA Painting

List honors, awards or distinctions you have earned:

PUBLICATIONS

2015

- International Painting Annual 5, Manifest Gallery
- Expose Art Magazine, Art Miami Basel Edition, www.exposeartmagazine.com

2014

- Fresh Paint Magazine, Volume IV, July 2014
- Studio Visit Magazine, Volume 27, Winter 2014, Juror Carl Belz
- Poets & Artists Magazine, Raw Beauty, Juror Sergio Gomez
- Magnitude 7 Exhibition Catalogue, Juror Jason Franz

HONORS & AWARDS

2014

- Figure50 selected artist-representing Michigan, Season 3, www.figure50.com

2012

- Zhou B Spirit Award (Best In Show) National Wet Paint Exhibition, MFA Competition, Zhou B Art Center, Chicago, IL

2011-2012

- Associate Instructor Fellowship, Henry Radford Hope School of Fine Art, Indiana University, Bloomington IN

2010

- Ralf Henrickson Award, Given to a student whose work is deemed by the painting faculty to be the most successful in their final year of study, Michigan State University, East Lansing MI
- Painting Purchase Award (1st Place) East Lansing Art Festival
East Lansing, MI

Ingham Area Schools Employment Consortium Online Application

Corbett, Spencer - AppNo: 68684

Date Submitted: 8/5/2020

Education Continued

List honors, awards or distinctions you have (continued):

Certification

Do you hold National Board for Professional Teaching Standards certification? **Yes**

Do you hold or anticipate a Michigan certificate? **Certificate is held**
Michigan Certification System **Look-Up**

Type	Certificate Number	Expiration Date	Status
K - 12 Certification (Provisional, Visual Arts Education (LQ))	PV0000000968969	06/30/2023	Current
K - 12 Certification (Provisional)			Current

Please list any other endorsements and/or verifications documented on your certificate(s):

Do you hold a current out-of-state certificate? No

State	Type	Certificate Number	Expiration Date	Current?

List your out-of-state certified teaching/administration fields:

Language Skills

Do you know any language other than English? No

Professional References

	Reference 1 of 3	Reference 2 of 3
Name:	Beth Karney	James Vancoppenolle
School/Org:	Quincy Schools	Howell High School
Current Position:	Highschool Counsoler	Painting and Drawing Teacher
Home Phone:		
Cell Phone:	(517) 677-3277	(734) 476-8102
Work Phone:		
Mailing Address:		
Email:	karneyb@quincyschools.org	vancoppj@howellschools.com
Relationship to Candidate:	Friend and Colleague	Mentor Teacher
Years Known:	2	2

Ingham Area Schools Employment Consortium Online Application

Corbett, Spencer - AppNo: 68684

Date Submitted: 8/5/2020

Professional References cont.

	Reference 3 of 3	
Name:	Andrew Rieder	
School/Org:	Delta College	
Current Position:	Department Chair	
Home Phone:		
Cell Phone:	919-624-9274	
Work Phone:	(989) 686-9451	
Mailing Address:		
Email:	andrewrieder@delta.edu	
Relationship to Candidate:	Supervisor	
Years Known:	8	

Referrals

How did you hear about employment with us?

www.K12JobSpot.com

Additional Information

Have you been fingerprinted for a Michigan School District after January 1, 2006?

Yes

If yes, which district?

Quincy Community Schools

Are you related to an employee of the school district in which you are applying?

No

If yes, relative's name:

Relationship:

Have you ever worked for the school district in which your applying?

No

If yes, in what department?

List any additional information which will help in determining your professional qualifications for a position.

During my time at Quincy, I developed opportunities to involve the Art Department with the community as much as possible. At the start of the school year, I brought my advanced students into the community to make window paintings and murals all around our downtown to show our school spirit for Homecoming.

Another fun project that I developed and ran for the last two years was our ceramic fundraiser. Students donated wheel-thrown pottery. Not only did this enrich our program, but it deepened both the students and the community's appreciation of and connection to the arts.

Last year we took a field trip to Art Prize in Grand Rapids. This was such a cool experience for students because they got to see art in-person rather than on a computer screen.

Ingham Area Schools Employment Consortium Online Application

Corbett, Spencer - AppNo: 68684

Date Submitted: 8/5/2020

Disclosures

Contract Status

- | | |
|--|--------------------------|
| * Are you currently under contract? | Yes |
| If Yes, which district? | Quincy Community Schools |
| If Yes, when does it expire? | end of school year |
| When may your present employer be contacted? | post interview |

Professional Status

- | | |
|---|----|
| * Have you obtained tenure status in any other School District? | No |
| If Yes, where? | |
| When? | |
| * Have you ever been denied tenure? | No |

If Yes, explain:

- | | |
|--|----|
| * Have you ever had a teaching certificate or teaching license revoked or suspended? | No |
|--|----|

If Yes, explain:

Legal Information

Please note: Applicants are not obligated to disclose sealed or expunged records of conviction or arrest.

- | | |
|--|-----|
| * Are you eligible to work in the United States? | Yes |
|--|-----|

- | | |
|---|----|
| * Have you ever been arrested, charged or convicted of a criminal offense other than a minor traffic violation? | No |
|---|----|

If yes, explain, giving dates:

Please Note: A conviction will not necessarily bar you from employment. Facts, such as date of occurrence and rehabilitation will be considered. This information will be used only for job-related purposes and only to the extent permitted by applicable law.

- | | |
|--|----|
| * Have you ever had any indicated finding of child abuse filed in your name? | No |
|--|----|

If yes, explain, giving dates:

- | | |
|---|--|
| * Does your name appear on any Sex Offender Database in any state or country? | |
|---|--|

Ingham Area Schools Employment Consortium Online Application

Corbett, Spencer - AppNo: 68684

Date Submitted: 8/5/2020

Legal Information continued

No

Equal Opportunity Employer

Ingham Area Schools Employment Consortium is an Equal Opportunity Employer. Ingham Area Schools Employment Consortium ensures equal employment opportunities regardless of race, color, national origin, gender/gender, age, disability, height, weight, marital status, or lack of English language skills in its programs, services or activities. Any individual needing assistance in making application for any opening should contact the Department of Human Resources.

Applicant's Acknowledgment and Agreement

By checking the box below, candidate authorizes the school district to conduct an investigation of candidate pursuant to The School Code to determine whether candidate has been convicted of any criminal or drug offenses as set forth in such statute, and, upon request, agrees to execute an investigation authorization form as a condition for candidate's employment. The School Code also stipulates that the School District perform a check on the Statewide Sex Offender Database. Candidate may not be employed unless such investigations have been initiated.

I certify that the information given by me in this application is true in all respects, and I agree that if the information given is found to be false in any way, it shall be considered sufficient cause for denial of employment or discharge. I authorize the use of any information in the application to verify my statement, and I authorize past employers, all references and any other person to answer all questions asked concerning my ability, character, reputation, and previous employment record. I release all such persons from any liability or damages on account of having furnished such information.

I agree

I, Spencer Corbett, agree to all of the terms above.