

# Application for the position Teacher

## Part I: Position Sought

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**Agency Name:** Professional Educator Licensing and Standards Board  
**Position:** Teacher

## Part II: Applicant Information

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**Name:** Maggie Borman  
**Phone:** (612) 802-3418  
**Mailing Address:** 100 Third Avenue South Minneapolis 55401  
**Email:** mborman88@gmail.com  
**County:** Hennepin  
**Mn House District:** No Answer  
**US House District:** No Answer  
**Recommended by the Appointing Authority:** False

## Part III: Appending Documentation

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### Cover Letter and Resume

Type	File Type
Cover Letter	application/vnd.openxmlformats-officedocument.wordprocessingml.document
Resume	application/vnd.openxmlformats-officedocument.wordprocessingml.document

### Additional Documents (.doc, .docx, .pdf, .txt)

Type	File Name
No additional documents found.	

## Part IV: Optional Statistical Information

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**Gender:** Female  
**Disability:** No  
**Age:** 28  
**Political Affiliation:** Democratic-Farm-Labor  
**Ethnicity:** White or Caucasian  
**Hispanic, Latino or Spanish origin:** No

## Part V: Signature

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**Signature:** Margaret Borman  
**Date:** 6/19/2017 3:54:02 PM

Dear Governor Dayton,

June 19, 2017

As you may know, I recently applied for an open teacher position on the Professional Educator Licensing and Standards Board. I just completed my 5<sup>th</sup> year as a classroom teacher working in a school with 95% low-income students and over 90% English Language Learners. I am excited about the opportunity this new board presents. And I truly believe I could make a positive impact that would assist you and Commissioner Cassellius as you try to bring high quality, diverse educators to Minnesota.

First, I would bring a distinctive viewpoint to this Board. I am alternatively certified. I work in a high performing charter school. Throughout my entire teaching career, I have only served low-income children of color. Most of the people appointed to the previous version of this Board had similar viewpoints and teaching experiences. I would be proud to represent the students, families and teachers that I have worked with in an important endeavor like this one.

Second, I know the Board has limited resources which impacts their ability to accomplish goals. I have experience solving problems with limited resources. Working in a low-income school, we are frequently working to troubleshoot difficult situations with limited time and money. For example, this past school year I planned an after-school academic support program for the 3<sup>rd</sup> graders at my school. This is the first time we are offering such a program, so we have an extremely limited budget. But I have found ways to provide transportation through carpools, get donations to provide snacks and recruit teachers to volunteer their time. The program ran for 12 weeks with nearly 70% of the 3<sup>rd</sup> grade class enrolled. I pride myself on being solutions oriented; when presented with the obstacles, I find ways to resolve them. I know this type of results oriented thinking would benefit this new Board.

Third, I have experience finding compromise in divisive situations. Four years ago, I served on MDE's Teacher Evaluation Working Group. I was the only charter school representative and the only teacher serving entirely students of color. My perspective was frequently part of the minority. Yet, in a constructive way, I tried to raise my areas of disagreement. I was able to find allies and create compromise with others. I could do the same on this Board.

Finally, my colleagues know that I am incredibly organized and detail oriented. I believe this Board would benefit from a person like myself, who is determined to spur action and hold others accountable.

I hope you will consider my application for one of the open teacher positions on the Professional Educator Licensing and Standards Board. I truly think I can add value to this Board and help Minnesota open its doors for talented and diverse teachers.

Thanks so much,  
Maggie Borman

# Maggie Borman

100 THIRD AVENUE S. APT. 3701

MINNEAPOLIS, MN 55401

(612) 802-3418

MBORMAN88@GMAIL.COM

## EDUCATION:

**Harvard Graduate School of Education**  
Master of Education in Learning and Teaching  
Instructional Leadership Strand

Cambridge, MA  
May 2015  
GPA: 3.8

**Boston College, College of Arts and Sciences**  
Bachelor of Arts in Sociology  
Minor: General Education

Chestnut Hill, MA  
May 2011  
GPA: 3.69

Honors: Dean's List (all semesters), Shaw Leadership Program, Sociology Honors Program, Cum Laude

## PROFESSIONAL EXPERIENCE:

**Hiawatha Leadership Academy- Northrop**

Minneapolis, MN

*3<sup>rd</sup> Grade Math Teacher*

August 2016- Present

- Piloting a departmentalized structure where I teach math to all three homeroom classes.
- Leading the 3<sup>rd</sup> grade team, which includes data analysis, collaborating on lesson plans and planning grade-wide activities such as a presidential election and field trips.
- Designing an entire high quality 3<sup>rd</sup> grade math curriculum, including assessments, that are aligned to the state standards and the MCAs.
- 70% of my students passed the math MCA and 65% of them met their MAP math growth goals.

*2<sup>nd</sup> Grade Teacher*

August 2015- July 2016

- Founding 2<sup>nd</sup> grade teacher whose responsibilities include leading the 2<sup>nd</sup> grade team and designing the math curriculum.
- Member of the Campus Planning Committee, which is the teacher leadership organization in the school. This group plans school wide events, analyzes data and solves problems.
- On the end of year NWEA exam, 88% of my students met their growth goals in reading and math. All students are ELL and low-income.

**Minnesota Comeback**

Minneapolis, MN

*Research Intern*

June- August 2015

- Began research on the organization's new talent pipeline initiative. Goal was to determine the most effective way for MN Comeback to champion this work.
- Responsibilities included creating a list of possible talent pipeline organizations, interviews with eight national and local organizations and document analysis.
- Presented my findings and recommendations to the board of the organization.

**Educators 4 Excellence**

Minneapolis, MN

*Summer Resident*

June- August 2015

- Supported E4E's two summer teacher teams- one on improving teacher preparation and one on reducing racial disparities in discipline. Conducted research for these teams, handled logistics and led portions of the team meetings.
- Designed E4E's first "house party" style focus group training.

**The Best Academy**

Minneapolis, MN

*3<sup>rd</sup> Grade Teacher*

August 2011- June 2014

- Taught low-income East African students for an extended school day and year. Rated as effective on the school's teacher evaluation system all three years.
- Achieved an average of two years of growth in math and reading on the NWEA with all ELLs in the 2012- 2013 school year.
- Served as a peer coach for one year. Led a weekly cycle of 20 minute observations and debrief meetings with four new teachers.
- Elected by the staff to lead the school's workplace satisfaction initiative. Represented staff interests in problem solving discussions with administrators. Also planned three successful staff social events.

**Teach for America Summer Institute***Mentor Teacher*

Minneapolis, MN

June- August 2014

- Coached three incoming corps members, including modeling lessons, co-planning, reviewing lesson plans and weekly debrief meetings.
- Planned and led two professional development workshops for the entire corps.
- Advocated for the new TFA/ UMN partnership to the Board of Teaching, Governor Dayton and Lt. Governor Smith to ensure it was approved.

**VOLUNTEER LEADERSHIP:****New Leaders Council***Fellow*

Minneapolis, MN

January 2016- June 2016

- One of 22 inaugural fellows for the Twin Cities region of New Leaders Council- a highly selective organization that trains and supports the next generation of progressive leaders.
- Receiving training on fundraising, marketing, public speaking, diversity and campaigning.
- Fellowship ends with a capstone project. Currently developing a plan to bring a successful nationwide teacher leadership organization to Minneapolis.

**Educators 4 Excellence***Teacher Leader*

Minneapolis, MN

July 2012- Present

- Active member of E4E, which is an organization that brings reform minded teachers together to impact education policy. As a member of their teacher leadership team, I have co-hosted events, attended leadership retreats and organized teachers at my schools.
- Member of their first policy team, a group of ten teachers who researched and drafted a policy paper on improving the Q Comp program. Members then advocated for these recommendations with legislators, resulting in an addition to the state law.
- Currently organizing teachers at Hiawatha to pilot strategies that reduce racial disparities in discipline.

**Teacher Evaluation Working Group for MN Department of Education***Member of the Student Achievement Subcommittee*

Minneapolis, MN

December 2011- August 2014

- Youngest member of a 30 person committee charged with creating the state wide default teacher evaluation model to be put in place in districts who do not design their own model in 2014.
- Worked with six other members to develop the student achievement portion, including a standardized testing component and a student learning goal component.
- Advocated for unpopular positions, two of which the Commissioner of Education decided to put in the final model.
- Member of the eight person school pilot leadership team charged with overseeing the pilot of this evaluation model in 20 schools and addressing issues that arise.

**PROJECT EXPERIENCE:****Achievement Gap Initiative***Research Assistant*

Cambridge, MA

September 2014- May 2015

- Helped Professor Ron Ferguson of the Harvard Kennedy School create a nationwide survey for teachers on the level of support they received in their first year teaching.
- Created a literature review about the current research in this area.
- Designed a 50 question survey and recruited 200 respondents to pilot the survey.
- End goal is to make recommendations regarding the best ways to support new teachers.

**Boston College Sociology Department***Senior Honors Thesis*

Chestnut Hill, MA

September 2010- May 2011

- Researched the level of student, teacher, and principal autonomy in high achieving charter schools.
- Spent three months observing and interviewing in two Boston charter schools. Also gave a survey to all teachers in both buildings.
- Wrote a 125 page document analyzing the different levels of autonomy and comparing them to traditional public schools. Presented the finished product to members of the Sociology Department.