

Title IIA(3) Improving Teacher Quality Competitive Grants Program, 2016-2018

Introduction:

For 2016-2017/18, the Michigan Department of Education was authorized to award approximately \$2.2 million for the Title II, Part A(3) Improving Teacher Quality Competitive Grants Program.

The Department requested applications that proposed providing research-based professional learning opportunities to emerging teachers and their mentors, which would result in increased learning for all students. These grants were available to teacher education departments of Michigan's approved educator preparation institutions, in partnership with their divisions of arts and sciences and high-needs local education agencies (LEAs).

Five projects were approved for grant awards. The purpose of these grants is to support partnerships in the provision of professional learning opportunities needed to achieve the goal of having properly certified, endorsed and highly qualified teachers in all classrooms with deep knowledge of the content they are assigned to teach and instructional delivery skills to meet learning needs of all students.

Central Michigan University - Awarded \$350,285 for Project #003, *Sustainable Mentoring Network*

The primary goal of the project is to develop a network of teacher consultants trained in both social studies/geography content expertise and mentoring skills. This network will build capacity in the partner Local Education Agencies (LEAs) for a residency program that will provide on-site support for new and emerging teachers of social studies and geography. This residency program, with trained district staff as the on-site mentors, will have strong ties to the higher education community and provide sustainable support building district capacity to meet the needs of new and emerging teachers.

The project will primarily focus on the rural areas in the central, northern and western parts of the Lower Peninsula, with LEA partnerships with Benton Harbor Area Schools, Detroit Public Schools Community District, Flint Community Schools, Whittemore-Prescott Area Schools, Fremont Public Schools, Frankfort-Elba Area Schools, Kaleva Norman Dickson Schools, Genesee ISD, Bay City Public Schools, West Branch-Rose City Area Schools, and Oakridge Public Schools

Grand Valley State University - Awarded \$449,641 for Project #006, *GRAND SCIENCE: Bridges to Learning*

Grand Science is a proposed partnership between Grand Valley State University's College of Education, College of Liberal Arts and Science's Integrated Science Department, and the Grand Rapids Public Schools. It will provide residency-based professional development and coursework in Michigan Science Standards content, science pedagogy, and instructional coaching to a minimum of (30) K-5 mentor teachers and highly qualified paraprofessionals who are seeking elementary certification (emerging teachers). Grand Science has two goals. Goal 1 is that teachers will develop deep content knowledge in the following high need Michigan Science Standards cluster areas: 1) Engineering Design 2) Earth Systems 3) Life Cycles 4) Weather and Climate and 5) Gravity and Forces. Goal 2 is that participating mentor teachers and emerging teachers will improve classroom instruction and student achievement in science by 1) improving classroom management during science lessons and investigations 2) developing science units based on the Understanding by Design and 5-E instructional models, which also integrate content area literacy strategies 3) developing and using formative assessments to adapt instruction and

gauge learning and 4) implementing mentoring and coaching relationships between mentor teachers and emerging teachers that focus on instruction.

The project will address science in elementary school buildings in the Grand Rapids Public Schools and Kentwood Public Schools.

Northern Michigan University – Awarded \$476,646 for Project #007, *STEP UP to MESS*

Northern Michigan University's Improving Teacher Quality Competitive Grants Program: STEP UP to MESS (Secondary Teacher Education Program for the Upper Peninsula in Mathematics, English literacy, Science & Social Studies) will work with the following school partners: NMU Department of Education, NMU College of Arts and Sciences and Local Education Agencies (LEAs) in northern Michigan and the Upper Peninsula.

LEA teacher participants will be supported, assessed, and evaluated throughout the program through a course design that is rooted in clinical practice. The STEP UP to MESS will utilize a cohort model via online courses that reflect best practices. The mentors will be participating in purposeful coursework that will be paired with that of the emerging teacher with the mentor serving as the authentic audience for participant coursework outcomes.

NMU will work with the following school partners: NMU Department of Education, NMU College of Arts and Sciences and the following LEA's: Burt Township Schools, Carney-Nadeau Public Schools, Cheyboygan Area Schools, Forest Park School District, Houghton-Portage Township Schools, JKL Bahweting Anishnabe Public School Academy, Lake Linden-Hubbell Schools, Sault Ste. Marie Area Schools, as well as Bishop Baraga Catholic School. All partner LEAs are considered "rural" by their locale codes. STEP U.P. will address mathematics, English, integrated science, and social studies content areas and will work with grades 9-12.

University of Michigan-Dearborn – Awarded \$350,814 for Project #004, *Global Geography Project*

The Wayne Schools Global Geography Project- Elementary Certification will attempt to replicate the successes of the recently completed WSGG-Project, which developed and refined: (1) Collaborative Community of Professional Teachers Model (CCPT), (2) two-way teacher planning and (3) reflective social studies classroom practices. WSGG-Project 2.0 will use a multidimensional epistemological framework that blends CCPT model with theories of ambient professional development (PD) and a lesson study approach as the foundational mechanisms for improving teacher quality through classroom observations, sustained onsite mentoring and coaching. This is a school-based project primarily aimed at building the capacity of participating school districts by developing and supporting emerging teachers' efforts towards elementary teacher certification and sustaining a highly qualified group of teachers by fostering teacher retention through a residency internship program. The WSGG Project 2.0 will also support the development of emergent teachers by offering undergraduate credits and PD workshops embedded in their yearlong residency internship in social studies. The project will expand the development of mentor teachers by offering them graduate credits in adult education, research and leadership. Overall, the project aims to demonstrate that a well-structured program grounded in theory and focused on social studies content knowledge and elementary certification has the ability to build capacity in local schools.

This project will include emergent and mentor teachers who are committed to their districts, Detroit Public Schools Community District and Wayne-Westland Community School District, and the process of pre and in-service training and development for the long-term benefit of their students.

Wayne State University - Awarded \$500,000 for Project #005, *Dreamkeepers*

The field of teacher preparation is at a critical juncture for reimagining how we train those who will serve children in PK-12 schools. This paradigm shift has important implications for the success of urban teachers and children, particularly at a time of critical teacher shortages in urban districts, such as Detroit Public Schools Community District (DPSCD). Wayne State University (WSU), College of Education is partnering with DPSCD, WSU College of Liberal Arts and Sciences, and Michigan Department of Education to develop an urban teacher residency program in DPSCD. Other thought partners include Apple Inc., Campaign for Black Male Achievement, and the New Teacher Center. Dreamkeepers will provide a pathway through which current DPSCD substitute teachers holding bachelor's degrees can earn either a Master's of Art in Teaching (MAT) degree or Post Baccalaureate Certificate with elementary certification, with Language Arts Teaching Major. This core curriculum will be woven throughout coursework and coaching for emerging teachers, and through professional development for emerging teachers and mentors. Dreamkeepers also will provide professional development for mentor teachers, support for university clinical coaches, and on-going collaboration among all stakeholders. When the emerging teachers graduate, they will be prepared to re-enter DPSCD classrooms as well-prepared, certified teachers.

The project will address literacy in elementary school buildings in the Detroit Public Schools Community District.