



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



JENNIFER M. GRANHOLM
GOVERNOR

MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

April 27, 2009

MEMORANDUM

TO: State Board of Education

FROM: Michael Flanagan, Chairman 

SUBJECT: Approval of Criteria for the No Child Left Behind Act, Title II, Part A(3):
Improving Teacher Quality Competitive Grants Program

The No Child Left Behind Act of 2001 (NCLB) authorizes a teacher and principal professional development competitive grants program defined within Title II, Part A of the legislation.

The competitive grants program supports the formation of partnerships between high-need local education agencies [as defined in Section 2101 (3) of the NCLB Act], colleges or departments of teacher education, and colleges or departments of arts and sciences. This program is intended to provide grant awards to support teacher and principal professional development in the core academic subjects. It is the intent of this program to coordinate the professional development needed to achieve the goal of having a highly qualified teacher in every classroom.

The Office of Professional Preparation Services proposes to continue managing a competitive process with criteria that focus on the core content areas for the awarding of grants annually from the available funds.

It is recommended that the State Board of Education approve the Criteria for the No Child Left Behind Act, Title II, Part A(3): Improving Teacher Quality Competitive Grants Program, as attached to the Superintendent's memorandum dated April 27, 2009.

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608 WEST ALLEGAN STREET • P.O. BOX 30008 • LANSING, MICHIGAN 48909
www.michigan.gov/mde • (517) 373-3324

**MICHIGAN
STATE BOARD OF EDUCATION**

**Criteria for the No Child Left Behind Act, Title II, Part A(3):
Improving Teacher Quality Competitive Grants Program**

The State Board of Education (SBE) has adopted as its strategic goal, "Attain substantial and meaningful improvement in academic achievement for all students/children with primary emphasis on high priority schools and students."

To the extent possible, all grant criteria and grant awards will serve to further attain the above goal.

PRIORITIES, POLICIES, AND PROGRAMS THAT THESE CRITERIA SUPPORT

The Improving Teacher Quality Competitive Grants Program further assists the SBE with the goal of prioritizing service to low-performing schools. The program addresses the Strategic Initiatives of ensuring excellent educators because priority is given to applicants that propose partnerships between high-need Local Education Agencies (LEAs) and Institutions of Higher Education (IHEs).

BACKGROUND/PURPOSE OF GRANT

Competitive Formula New Continuation *(Check all that apply.)*

The No Child Left Behind (NCLB) Act of 2001 authorizes a teacher and principal professional development competitive grants program defined within Title II, Part A(3), of the legislation. The competitive grants program supports the formation of partnerships between high-need Local Educational Agencies (LEAs), as defined in Section 2101A(3) of the NCLB Act, colleges or departments of teacher education, and colleges or departments of arts and sciences. The program is intended to provide grant awards to support teacher and principal professional development in the core academic subjects. It is the intent of this program to coordinate professional development needed to achieve the goal of having a highly qualified teacher in every classroom who has deep knowledge of the content that he/she is assigned to teach. All grant projects must provide a minimum of 90 contact hours of course work or professional development in the content area. The 90 contact hours will meet the highly qualified requirements of teachers as prescribed in "Michigan's Definition of Highly Qualified Teachers."

CRITERIA

Date criteria were last approved: April 8, 2008

Defined in Legislation Defined in Department's Grant Proposed by Staff

Consistent with the priorities and criteria it has announced for selection of grant recipients (including priority consideration to grants that implement particular recommendations of the SBE's Ensuring Excellent Educators Task Force and its Board-adopted policy recommendations), the Michigan Department of Education (MDE) must make awards of Improving Teacher Quality State Grants Program funds to support the following types of partnership activities to enhance student achievement in participating high-need LEAs:

1. Professional development activities in core academic subjects to ensure that:
 - a. Teachers and highly qualified paraprofessionals (and principals, when appropriate) have subject matter knowledge in the academic subjects that the teachers teach (including knowledge of how to use computers and other technology to enhance student learning). This will be consistent with Standard 7 of the Professional Standards for Michigan Teachers (PSMT); and
 - b. Principals have the instructional leadership skills to help them work more effectively with teachers to help students master core academic subjects consistent with the recommendations of the SBE Task Force on Elevating Educational Leadership.
2. Development and provision of assistance to LEAs and to their teachers, highly qualified paraprofessionals, or school principals, in providing sustained, high-quality professional development activities that:
 - a. Ensure that participants can use challenging state academic content standards, student academic achievement standards, and state assessments, to improve instructional practices and student academic achievement;
 - b. Include intensive programs designed to prepare individuals to provide instruction related to the professional learning described in the preceding paragraph to others in their schools; and
 - c. Include activities of partnerships between one or more LEA, one or more of the LEA's schools, and one or more IHE for the purpose of improving teaching and learning at low-performing schools.

CATEGORIES

Funding will be awarded in the following grant categories:

1. Partnerships for Professional Learning Opportunities in English Language Arts, Mathematics, Science, and Social Studies:

Projects forming partnerships for the improvement in any of the above-mentioned curricular areas in which the project builds on:

- a. Teacher and principal understanding and implementation of the corresponding content expectations, as part of a comprehensive curriculum;
- b. Teacher instructional delivery skills as they relate to the corresponding content expectations, as part of a comprehensive curriculum; and
- c. Teacher skills in assessing student performance as they relate to the corresponding content expectations, as part of a comprehensive curriculum, and principal skills in using data to help them work more effectively with teachers.

All projects must substantiate the district's need to improve student achievement in the selected curricular areas and be able to demonstrate progress in meeting federal and state goals for all students, including the implementation of Universal Design for Learning (UDL) strategies to accommodate learner differences.

2. Partnerships for Professional Learning Opportunities that Result in Highly Qualified Status or Endorsement for Special Education Teachers Assigned to Grades 6-12:

Projects forming partnerships that result in the enhancement of content knowledge and instructional skills relevant to one or more of the core curricular areas AND result in Highly Qualified Status for Special Education teachers assigned to teach core academic subjects to students in grades 6-12.

All partnership projects must incorporate the use of the corresponding content expectations.

3. Partnerships for Professional Development to Increase the Skills of Elementary and Middle School Mathematics Teachers, to Instruct Students of All Ability Levels in Algebraic Thinking:

Projects forming partnerships that enhance the instructional skills of elementary and/or middle school mathematics teachers to meet the learning needs of students of all social, economic, and academic levels.

All partnership projects must incorporate the mathematics content expectations and design the professional learning format to give teacher participants the opportunity to try new instructional strategies in algebraic thinking, including the implementation of UDL, reflect on the results, and re-apply in subsequent instruction.

4. Partnerships for Professional Development in Writing Instruction

Projects forming partnerships for the improvement in writing instruction in which the project builds on:

- a. Teacher and principal understanding and implementation of the writing domains in the corresponding content expectations, as part of a comprehensive curriculum;
- b. Teacher instructional delivery skills as they relate to the writing domains in the corresponding content expectations, as part of a comprehensive curriculum; and
- c. Teacher skills in assessing student writing performance as they relate to the corresponding content expectations, as part of a comprehensive curriculum, and principal skills in using data to help them work more effectively with teachers.

All projects must substantiate the district's need to improve student achievement in writing performance and be able to demonstrate progress in meeting federal and state goals for all students, including the implementation of Universal Design for Learning (UDL) strategies to accommodate learner differences.

ELIGIBLE APPLICANTS/TARGET POPULATION TO BE SERVED BY GRANT

Eligibility is limited to partnerships comprised at a minimum of (1) a private or public IHE and the division of the Institution that prepares teachers (and principals when appropriate to the project); (2) a school of arts and sciences; and (3) a high-need LEA (see below).

An eligible partnership may also include another LEA, a public charter school, an elementary school or secondary school, an educational service agency, a nonprofit educational organization, another IHE, a school of arts and sciences within that IHE, the division of that IHE that prepares teachers and principals, a nonprofit cultural organization, an entity carrying out pre-kindergarten programs, a teacher organization, a principal organization, or a business.

A high-need LEA is defined as one

- 1 That serves not fewer than 10,000 children from families with incomes below the poverty line; **OR**
- 2 For which not less than 20 percent of the children served by the agency are from families with incomes below the poverty line; **AND**
- 3 For which there is a high percentage of teachers not teaching in the academic subjects or grade levels that the teachers were trained to teach; **OR**
- 4 For which there is a high percentage of teachers with emergency, provisional, or temporary certification or licensing.

In accordance with the federal law, NCLB, absolute priority will be given to those proposals forming partnerships that include high-need LEAs. Furthermore, in recognition of the importance of the SBE's commitment to ensure quality teachers in priority schools, applicants are encouraged to include schools that have not met Adequate Yearly Progress (AYP) due to low performance on the Michigan Merit Exam or the Michigan Educational Assessment Program (MEAP) in Mathematics or English Language Arts or by a subgroup, only as long as these LEAs are also eligible under the federal high-need LEA definition.

TOTAL FUNDS AVAILABLE

Approximately \$2.7 million for competitive grants

LEGISLATION

The No Child left Behind Act of 2001, Title II, Part A(3)

PROGRAM ADMINISTERING GRANT/PROGRAM CONTACT

Office of Professional Preparation Services, Donna L. Hamilton