

**Michigan Department of Education  
Office of Professional Preparation Services**

2010-2011 Title II, Part A (3) Awards

<b>Calvin College</b>	<b>110290-6638</b>	<b>\$220,000</b>
<p align="center"><b>Partners in Learning and Teaching Mathematics</b></p> <p>This partnership in mathematics professional development addresses the needs of teachers and students (grades K-4) at two complete buildings in Wyoming Public Schools, a high-need LEA. It is a collaboration involving Calvin College’s Departments of Mathematics/Statistics and Education, the staff of Gladiola and West Elementary Schools, and teachers from West Side Christian School. Forty-five teachers and administrators will be offered over 100 hours of professional development.</p> <p>The long-term goal of the professional development is the nurturing of teachers so that they can more effectively provide high-quality mathematics instruction that will result in improved student learning. To achieve this goal, the project will concentrate on the following objectives that were identified by a survey and teacher/administrator discussions:</p> <ol style="list-style-type: none"> <li>1. Teachers will grow in content knowledge (especially number/operations, measurement, and geometry).</li> <li>2. Teacher pedagogical practice will improve (especially inquiry-based lessons, student collaboration, and instructional variety).</li> <li>3. Teachers will understand the MI Grade Level Expectations and the new Common Core standards.</li> <li>4. Teachers will use information from a variety of assessment methods to inform teaching.</li> <li>5. Teachers will form a community of learners both within and beyond their buildings.</li> <li>6. Teachers will gain confidence in working with a diverse group of students.</li> </ol>		
<b>Calvin College</b>	<b>110290-6678</b>	<b>\$208,734</b>
<p align="center"><b>Partners for Professional Development in ELA</b></p> <p>The goal of this proposal is to address the English language arts needs of elementary classrooms of a high-need LEA -Grand Rapids Public Schools- and two urban private schools-Potter’s House and Living Stones Academy. A collaboration of Calvin College’s Departments of Education, English, Communication Arts and Sciences, and Technology—partnered with the teachers and administration of Buchanan School, Potter’s House, and Living Stones—will work together to provide professional development in English Language Arts, using the researched-based Four Blocks approach to literacy. This project has three foci: 1) training K-8 educators in the implementation of the Four Blocks Program, 2) developing a comprehensive language arts curriculum that aligns with the Michigan Grade Level Content Expectations, and 3) building capacity to sustain the program by providing on-going professional development and cohort support for site teachers.</p> <p>A plan to ensure the continuation of excellent language arts instruction and curriculum development for pre-service, novice, and veteran teachers following the grant period and mechanisms to provide for the dissemination of the work accomplished are also in place.</p>		

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<b>Central Michigan University</b>	<b>110290-6619</b>	<b>\$197,499</b>
<p align="center"><b>WRITE NOW Project</b></p> <p>The Write Now Project is a Partnership for Professional Learning Opportunities in English Language Arts. This initiative pairs Central Michigan University's English Department (College of Humanities and Social and Behavioral Sciences) and the College of Education and Human Services with ELA teachers from six high schools in northern Michigan: Whittemore-Prescott, Hillman, Oscoda, Alpena (target LEA/rural), Alcona, and Aces Academy (alternative high school).</p> <p>The focus of the <b>WRITE NOW Project</b> is on increasing the writing skills of all high school students by providing ELA teachers with research-based professional development in: Writing instruction and assessment; writing content, processes and skills; and the use of technology to enhance writing instruction. The format for professional development includes: a five-day summer institute; a five-part seminar series throughout the academic year; several technology workshops and webinars; and on-site coaching in each school.</p> <p>Project evaluation will include: classroom observations; pre- and post- SAMPI surveys; pre- and post-Teacher Practice surveys; and collaboratively scoring student writing samples three times over the course of the initiative.</p>		
<b>Central Michigan University</b>	<b>110290-6620</b>	<b>\$214,359</b>
<p align="center"><b>ExCELS 2 Project Excellent Content Expectations for Learning Science</b></p> <p>The ExCELS 2 Project is a Partnership for Sustained Professional Learning Opportunities in Science. This Category One initiative pairs Central Michigan University's College of Science and Technology and the College of Education and Human Services with eleven continuing teachers and nine newly participating teachers from the following schools in the Lansing School District: Gardner (6-8), Otto (6-8), Pattengill (6-8), Rich (6-8), Riddle (K-5), Wexford Montessori (K-7), Pleasant View (K-8), and North (K-6); as well as Lansing Christian School (K-12).</p> <p>The focus of the <b>ExCELS 2 Project</b> is on increasing 4th - 8th grade students' proficiency in science by providing science teachers with research-based professional development in: science instruction and assessment; science content, processes and skills; the development of common assessments; and using technology to enhance learning in science classrooms. The format for professional development includes: a four-day summer institute; a five-part seminar series; Michigan Science Teachers Association Conference; and on-site coaching throughout the academic year. Project evaluation will include: lesson observations; pre- and post-surveys; and an analysis of student achievement.</p>		

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<b>Central Michigan University</b>	<b>110290-6630</b>	<b>\$199,317</b>
<p align="center"><b>The Sun, the Moon, and the GLCEs Teaching Science in the Upper-Elementary Grades</b></p> <p><b>The Sun, the Moon, and the GLCEs</b> will provide professional development in Science content and inquiry-based instructional strategies to twelve fourth- and fifth-grade teachers from the Farwell Area Schools, the Gladwin Community Schools, and the West Branch-Rose City Public Schools; the project will also provide coaching in instructional leadership for the six principals who oversee these teachers.</p> <p>Participants will engage in a five-day Summer Institute in June, 2011 focusing on 1) intensive deepening of teachers' content knowledge in Astronomy and 2) preparing teachers to utilize Inquiry as a mode of instruction in their Science classrooms. Throughout the 2011-12 school year, teachers and principals, guided by Project personnel, will work as a Professional Learning Community to engage in continuous reflection on, and evaluation and improvement of, their Science instruction. The Project will culminate in Summer, 2012 with a two-day workshop in which participants will reflect on their learning and set instructional goals for the 2012-13 school year and beyond.</p> <p>The project co-Directors are Chris Tycner, Ph.D. (Physics) and Kevin Cunningham, Ph.D. (TEPD). The project's Evaluator is Janis Voege, Ph.D., Director of the Science/Mathematics/Technology Center (SMTC). SMTC staff will be responsible for the day-to-day management of the project.</p>		
<b>Central Michigan University</b>	<b>110290-6639</b>	<b>\$217,352</b>
<p align="center"><b>Middle School Geography and History Project</b></p> <p>The Wayne County 2011-2012 Middle School Geography and History Project is a joint effort of the Central Michigan University College of Science and Technology, the Michigan Geographic Alliance, the CMU College of Education, along with the Taylor and Lincoln Park Public Schools and the Wayne County RESA. The goal of the project is to help middle school teachers implement grade level content expectations for geography and history. The project will build upon the current Wayne County Geography and History Project to extend the work of project teams and develop leaders for new teams.</p> <p>The Wayne County Project will:</p> <ul style="list-style-type: none"> <li>• Provide 90 hours of training for 32-36 teachers from the Taylor Public School District, Lincoln Park School District and Wayne County.</li> <li>• Integrate principles from contemporary brain research and Universal Design for Learning into geography-based activities.</li> <li>• Continue to collect data on teachers and students involved in the project including pre- and post-test data on student learning, and observations of teachers.</li> <li>• Develop Teacher Leaders and Teacher Teams to continue the impact of the proposed project.</li> </ul>		

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<b>Grand Valley State University</b>	<b>110290-6610</b>	<b>\$219,946</b>
<p align="center"><b>Science Teachers Education &amp; Development (STEAD) Project</b></p> <p>The educators in Grand Valley State University’s College of Education and the College of Liberal Arts and Science’s Integrated Science Department will provide 90 hours of science GLCE-based professional development through the Science Teachers Education and Development (STEAD) project. It will serve (24) 5th-8th grade science teachers in one federally eligible local education agency (Wyoming Public Schools), as well as another high poverty local education agency (LEA), the Muskegon Public Schools (27.8% poverty rate) and one high poverty non-public school, The Potter’s House (63% poverty rate). These schools are near GVSU, and they all serve diverse populations with high numbers of students traditionally underrepresented in science.</p> <p>The STEAD project has two goals. Goal 1 is that teachers will develop deep content knowledge in high priority/high need GLCE science standards: 1) Solar System, Galaxy, Universe 2) Changes in Matter &amp; Matter and Energy 3) Electricity and 4) Weather and Ecosystems (integrated module), and implement instructional strategies that will assist all students in learning content. Goal 2 is to enable students to accept and share responsibility for learning by asking questions, finding proof and justification for science conclusions, and developing solutions to science-related problems through a GLCE-aligned Project Based Learning task.</p>		
<b>Oakland University</b>	<b>110290-6643</b>	<b>\$208,276</b>
<p align="center"><b>Improving Literacy Teaching and Learning in Urban Schools Parts</b></p> <p>The Saginaw/Oakland Literacy Project is a collaboration between Oakland University, Saginaw Valley State University, Michigan State University and Saginaw Public Schools to improve teacher quality in English/Language Arts by working with teacher mentors (participants from previous projects) and mentees who have five or less years of teaching experience. Urban K-8 teachers will: 1) examine literacy instruction and home-school connection activities, and identify ways to improve; 2) acquire in-depth knowledge about students, families, and communities by collecting parent stories and community profiles; 3) gain content knowledge by participating in workshops; 4) learn about research-based literacy teaching techniques for urban learners; and 5) implement Plans of Action that connect students' home-community-school literacy experiences, based on standards and grade level expectations, incorporating Universal Design for Learning strategies. During Part I of the Project, the areas of greatest need were identified as: A) Examining parts of a story B) Informational text, C) Writing; D) Cross-text analysis; and E) the Reading-Writing connection. During Part II, teachers continued to focus on these areas by implementing enhanced Plans of Action, incorporating UDL strategies and knowledge acquired from workshops and parent stories. The present project narrows the focus areas to comprehension of narrative and informational texts, writing and oral language development. Mentors and mentees will implement the teaching strategies as a part of their English/Language Arts curriculum during the 2011-2012 school year. Periodic evaluations will be scheduled for assessment and instructional adjustment purposes.</p>		

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<b>Saginaw Valley State University</b>	<b>110290-6621</b>	<b>\$211,732</b>
<p align="center"><b>Moving Mathematical Thinking Forward</b></p> <p>This project is a partnership between the Saginaw Valley State University Regional Mathematics and Science Center, SVSU College of Education, SVSU College of Science, Engineering, and Technology, Saginaw Public School District, Carrollton Public Schools elementary school, and Francis Reh Public School Academy to improve teacher pedagogy and increase their content knowledge in algebra. Teachers will demonstrate an increase in their knowledge about the differences between formative and summative assessment, design quality assessments, and use student performance data to guide their instruction. Teachers in grades 3 – 8 will participate in this project.</p> <p>The project will provide research-based professional development for 30 teachers through the use of summer institutes and professional learning communities integrating Universal Design for Learning and Michigan’s Grade Level Content Expectations. Teachers will have the opportunity to collaborate with colleagues, reflect on their practice, design quality assessments, and deepen their own mathematical content knowledge. Evaluation will include focus groups, lesson observations, participant surveys, pre and post testing of content knowledge, samples of assessments and collection of student artifacts.</p>		
<b>Saginaw Valley State University</b>	<b>110290-6622</b>	<b>\$291,891</b>
<p align="center"><b>Strengthening Literacy Weaknesses</b></p> <p>This program will be offered for the grade levels: K-12 and the following schools: Carrollton Public Schools, Bay City Public schools (3), Saginaw Area Catholic schools (2), <i>Saginaw Public School (high-need)</i>, Essexville-Hampton Public school, and <i>Mesick Public School (high-need)</i>.</p> <p>Curriculum Content: These schools have committed to teams of teacher leaders and an administrator with instructional responsibilities and/or a content coach to facilitate the professional development at the individual sites to strengthen weaknesses in literacy - reading and writing as reciprocal processes, per survey results.</p> <p>Saginaw Valley State University will direct this project and provide professional development, resources, and coaching to its K-12 partners to help them improve the teaching of literacy strategies in specific content areas by organizing: Professional Development sessions on specific literacy strategies proven to improve students’ abilities to comprehend complex text and to write in discipline-specific content (reading and writing to learn); Professional Development Sessions and site follow-up support to facilitate the implementation of a school improvement goal focused on literacy in the content areas; Professional Development Sessions and site follow-up to support participants coaching peer faculty in the specific strategies with the literacy in the content areas goal; Coaching of participants and follow-up support of peer coaching at each site.</p>		

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<b>Saginaw Valley State University</b>	<b>110290-6623</b>	<b>\$192,427</b>
<p align="center"><b>Geography and World History Workshop</b></p> <p>The proposed professional development program will serve 18 teachers from the Saginaw School District (LEA partner) and the Saginaw Valley State University service area during the 2011 -2012 school year. Partners at SVSU are the College of Education and College of Behavioral Arts &amp; Sciences. The program will consist of five all day workshops and a two-week summer institute. Workshop and course content are focused on geography and world history and related pedagogical strategies (based on responses from needs survey) and will address social studies standards at the middle and secondary levels (grades 6-12) associated with world history and geography. Participants will plan and enact curriculum and strategies based on program content. Teachers will videotape lessons, and share and reflect on lessons with colleagues. Several faculty members in the Department of Geography will offer specialized content that targets specific standards in geography, e.g. Standard 7.4 which addresses basic geographic technology. Faculty in the Department of History will offer an advanced course in world history with the theme of "War and National Identity." Faculty in the Department of Middle and Secondary Education will offer specific inquiry-based teaching and learning strategies, including related assessment strategies, in workshops and during the summer institute.</p>		
<b>University of Michigan</b>	<b>110290-6625</b>	<b>\$220,447</b>
<p align="center"><b>Collegial Collaboration</b></p> <p>The project is a partnership between UMD's Department of Mathematics' Center for Mathematics Education, its School of Education and the high-needs LEAs of Hamtramck, Highland Park, the Archdiocese of Detroit, and the Detroit Community School, a PSA. The Dearborn Schools also represent participating partners. Project seeks to demonstrate that continuing professional development (PD) centered around collegial collaboration and emphasizing an adapted version of Japanese Lesson Study will sustain and extend previous project gains and further, that the inclusion of teachers who have not received such former PD will deepen their understanding of algebra, the teaching of algebra, and geometry. The project program is based on evidence that effective PD must be long-term, sustained, collaborative, school-based, linked to curricula, and focused on student learning. The project continues an emphasis on co-teaching seeking to engage general and special education teachers of algebra and adds geometry in the current grant. The PD works with 30 teachers divided into teams of 6 teachers for the school year 2011-2012. These teams will form collegial groups in applying an adapted version of the Japanese Lesson Study model to research issues that teachers find difficult for themselves or their students. Summer 2012 will be devoted to activities that center around content and pedagogy issues for the teachers which arise during the work of the school year and the development of a Lesson Study to be accomplished at the start of the 2012-2013 school year.</p>		

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<b>Wayne State University</b>	<b>110290-6618</b>	<b>\$220,000</b>
<p style="text-align: center;"><b>CORE</b></p> <p>This project, entitled "<b>C</b>ollaborative <b>O</b>pportunities for <b>R</b>eaching <b>E</b>xcellence" or <b>CORE</b>, is designed to respond to those needs outlined in <i>Category 1: Partnerships for Sustained Professional Learning Opportunities in Mathematics</i>. The goals of <b>CORE</b> are to provide 90 contact hours of collaboratively planned professional development to former project participants (approximately 24 Detroit Public Schools special education teachers, grades 6-12), to deepen their knowledge in the content and pedagogy of teaching mathematics thereby enhancing their teaching effectiveness and improving the learning of their students. The partners in the CORE are: Wayne State University (WSU) College of Education (COE), WSU's College of Liberal Arts and Sciences (CLAS), and Detroit Public Schools (DPS). DPS qualifies as a "high need" local education agency.</p>		