

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

**2008-2009 Title II, Part A(3)  
Awards**

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<b>Calvin College</b>	<b>090290-2887</b>	<b>\$200,000</b>
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This partnership for professional development is designed to address the English Language Arts needs of elementary and middle school classrooms of a high-need LEA - Grand Rapids Public Schools (GRPS) - and two independent schools. A collaboration of Calvin College's Departments of Education, English, and Technology partnered with the teachers and administration of Buchanan, Calvin Christian, Riverside Middle, and Potter's House, and will work together to provide professional development in English Language Arts, using the researched-based Four Blocks approach to literacy.

This effort has two primary goals: 1) to provide enhanced teaching in English Language Arts using the Four Block Model of Balanced Literacy and the GRPS 5 E Framework; and 2) to assure that all students, even those with the greatest needs, will have the strategies, abilities, dispositions and understandings to be successful readers and writers.

Implicit in these goals is the incorporation of the Michigan Curriculum Framework, MiCLIMB clarifying document, and the Michigan Grade Level Content Expectations in the assessment of student needs and development of curriculum plans. Teachers will also receive extensive instruction on using technology within their classrooms to support UDL, especially when it comes to multiple means for students to acquire information, demonstrate mastery, and for teachers to motivate/engage the learners.

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<b>Central Michigan University</b>	<b>090290-2991</b>	<b>\$199,584</b>
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S.C.I.E.N.C.E. Project  
Science Curriculum and Instruction for Exceeding New Content Expectations

This initiative pairs Central Michigan University's Chemistry Department (College of Science and Technology) and CMU's Center for Excellence in Education (College of Education and Human Services) with J.W. Sexton High School in Lansing and Catholic Central High School in Lansing to work with all their high school science teachers.

S.C.I.E.N.C.E. focuses on helping high school students become proficient in science by providing research-based professional development in Content Knowledge, Laboratory Skills, Formative Assessments, Universal Design for Learning, and Using Technology in classrooms. Most professional development will occur in the

classroom with Science Coaches and Leadership Coaches modeling, co-teaching, observing, and engaging in planning and reflective conversations with teachers. Project evaluation will include: lesson plans that incorporate UDL, teacher constructed formative and summative assessments, teacher efficacy and use of strategies surveys, teacher interviews, and an examination of student data. Project staff will also conduct classroom observations and engage administrators in conducting classroom observations. This Project is designed to coordinate with Lansing School District's Restructuring Plan and Leadership component is part of the design of the S.C.I.E.N.C.E. Project with administrators and teacher leaders participating in Leadership Seminars.

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<b>Central Michigan University</b>	<b>090290-2992</b>	<b>\$199,260</b>
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W.R.I.T.E.S. Project  
Writing Rural Initiative To Engage Students

This initiative pairs Central Michigan University's Center for Excellence in Education (College of Education and Human Services), the CMU English Department (College of Humanities and Social and Behavioral Sciences) with three, small, rural middle and high schools: the Farwell Middle and High Schools, Gladwin Middle and High Schools, and Harrison Middle and High Schools. Both Farwell and Harrison districts are in Locale 7, the sparsely populated northern region of the Lower Peninsula, and all qualify as High-Need LEAs.

W.R.I.T.E.S. focuses on helping all middle and high school students become proficient writers by providing research-based professional development in Writing Workshop, 6+1 Traits, Modes of Writing, Universal Design for Learning, Using Technology in classrooms, and developing and using common summative assessments and rubrics. Most professional development will occur in the classroom with Literacy Coaches and Leadership Coaches modeling, co-teaching, observing, and engaging in planning and reflective conversations with teachers. Project evaluation will include student work samples; lesson plans that incorporate UDL, teacher efficacy and use of strategies surveys, teacher interviews, and an examination of student data. Project staff will also conduct classroom observations and engage administrators in conducting classroom observations.

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<b>Central Michigan University</b>	<b>090290-2994</b>	<b>\$198,774</b>
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CMU/Saginaw: Special Education Project

CMU/Saginaw Special Education Project partners Saginaw's Central Middle and Saginaw High School (high need LEA) with CMU's Center for Excellence in Education (College of Education and Human Services) and CMU's English Department (College of Humanities, Social and Behavioral Sciences). The Saginaw City School District has a poverty level of 32.47% and Saginaw High School did not meet Adequate Yearly Progress (AYP) in English Language Arts (ELA) and their special education

subgroup did not meet AYP in ELA. The CMU/Saginaw Special Education Project will also include special education teachers from Grace Christian School in Saginaw.

CMU/Saginaw Special Education focuses on helping middle and high school special education students become proficient in reading and writing by providing research-based professional development in Co-teaching, Response to Intervention, Differentiated Instruction, Universal Design for Learning, and Using Technology in classrooms. Most professional development will occur in the classroom with Special Education Coaches and Leadership Coaches modeling, co-teaching, observing, and engaging in planning and reflective conversations with teachers.

Project evaluation will include: lesson plans that incorporate UDL, teacher summative assessments, teacher efficacy and use of strategies surveys, teacher interviews, and an examination of student data. Project staff will also conduct classroom observations and engage administrators in conducting classroom observations.

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<b>Lawrence Technological University</b>	<b>090290-3003</b>	<b>\$199,800</b>
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Super Science for Special Teachers Utilizing Unit and Universal Design Through Technology (S3T2) provides an opportunity for selected Special Education teachers from high need public and private schools mainly from Macomb and Wayne counties who wish to become HQT in science. Through the development of a professional learning community, interactions will occur using several resources including: the new K-7 Science GLCEs, the Connecting With the Learner Toolkit, Inquiry Within, Taking Science to School and Understanding by Design. Teaching strategies, benchmarks of instruction and assessments will be developed. Each teacher will create a 5 E lesson plan which they will present to their peers and eventually to their classroom while being observed by grant facilitators. Lessons and artifacts will be posted to the S3T2 web site. This project is a collaboration of Madonna University, LTU, MISD, WRESA, Mt. Clemens, Van Dyke, and Taylor Public Schools and Ben Ross, Great Lakes, and Conner Creek Academies. Twenty five teachers will be involved in the two cohorts and could earn 5 graduate credits or 160+ hours of professional development. This grant will combine at least five members of Cohort 1 from the previous S3T grant who will serve as mentors.

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<b>Michigan State University</b>	<b>090290-2314</b>	<b>\$200,000</b>
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Building Capacity for Algebra: Teaching, Learning and Leading  
A partnership between Michigan State University  
and Six School Districts in the Jackson County ISD Service Area

Newly passed graduation requirements significantly raise the bar for Michigan schools. This is especially true in mathematics where graduates are now required to demonstrate competency in Algebra I and II. To build capacity for stronger teaching and learning of essential algebraic concepts, clearly articulated across grade levels,

we believe teachers and principals need rich and sustained opportunities to work collaboratively in learning, teaching and assessing high-quality algebra instruction. The inclusion of school leaders is deliberate. Teams of teachers and their principals will be needed if we are to meet the challenges posed by the new graduation standards. Our proposal draws on the latest research and thinking within the field of mathematics education to design powerful content-rich learning opportunities for those who teach algebraic concepts at the middle and high school levels. We will do this through a practice-based approach to professional learning that is uniquely targeted toward general mathematics and special education teachers, instructional teacher leaders of mathematics, and their school leaders. The two-year project focuses on developing a shared vision of algebra teaching and powerful student learning across participating school districts in the first year, transitioning to building-level work to realize this vision in the second year.

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<b>Oakland University</b>	<b>090290-2729</b>	<b>\$200,000</b>
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Whom Are We Serving? Building on Students' Home and Community Literacy Experiences To Improve Literacy Teaching and Learning in Urban Schools Part II  
 The 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. Urban elementary 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) Information text, C) Writing; D) Cross-text analysis; and E) the Reading-Writing connection. During Part II, teachers will continue to focus on these areas by implementing enhanced Plans of Action, incorporating UDL strategies and knowledge acquired from workshops and parent stories. Additionally, a school-wide Scope and Sequence Plan for each need will be implemented as part of the English/Language Arts curriculum during 2008-2009 and 2009-2010. Periodic evaluations will be scheduled for assessment and instructional adjustment purposes.

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<b>Saginaw Valley State University</b>	<b>090290-2595</b>	<b>\$197,703</b>
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In partnership, Saginaw Valley State University and the participating schools (Bay City Public, Saginaw Public, West Branch/Rose City Public, Saginaw Area Catholic, Carrollton Public, and Merritt Charter Academy) are committed to improving student achievement in literacy through improving teacher effectiveness.

The ability to work with teachers to improve classroom instruction is a difficult challenge especially when it comes to knowing the best practices and working effectively with teachers to change their practices. With accountability for student achievement at its highest levels, principals need information on best practices and current concepts for improving learning for all students. The professional development focus is on best practices in literacy across the content areas, integrating differentiated instruction and the universal design for learning. MEAP and building data indicate that students from participating schools need literacy strategies to apply in content area courses to improve their learning. Principals and teachers need professional development on coaching and developmental supervision to meet the varied needs of staff and to make sure that best practices are implemented. Professional development will involve technology instruction, book studies, on-site modeling and practice, and online components facilitated with V-Space software.

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<b>University of Michigan-Dearborn</b>	<b>090290-2893</b>	<b>\$198,682</b>
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**Title of Project:**

Building Special Education Teacher Content and Pedagogical Knowledge to be Highly Qualified and to Obtain Success for All in Algebra Project is a partnership between Wayne RESA and UMD's Department of Mathematics' Center for Mathematics Education and its School of Education. The Project provides special education teachers in the high-needs districts of Detroit, Dearborn, and Taylor attainment of the status of Highly Qualified (HQ) in mathematics and is based on research that effective professional development of teachers must be long-term, sustained, collaborative, school-based, linked to curricula, and focused on student learning. The program engages special education teachers of mathematics in a sequence of four courses with the first three courses completed by June 30 in order to meet the HQ requirements. The fourth course (summer 2009) focus is on technology. Courses seek to broaden and deepen teachers' understanding of the content, pedagogy for reaching all students, and effective use of technology to impact teaching and learning. The learning environment seeks to build collegial support for teachers making and sustaining changes in their classroom and reflecting on their teaching and the diversity of student learning. RESA expects the project to strengthen its capacity to provide continuing support for districts and their special education teachers.

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<b>Wayne State University</b>	<b>090290-2837</b>	<b>\$200,000</b>
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This project, Advancing Student Learning Through a Collaborative Partnership for Teacher Education, is designed to address the needs outlined in category 1: Partnerships for Professional Learning Opportunities in English Language Arts, Mathematics, Science, and Social Studies. Specifically, this project focuses on professional science learning opportunities for elementary teachers. The partners in the project are Wayne State University's (WSU) College of Education (COE), and

College of Liberal Arts and Sciences (CLAS), and Detroit Public Schools (DPS). DPS is a Local Educational Agency (LEA) which qualifies as a "high-need" LEA. This project provides over 90 contact hours of research-based and collaboratively-planned professional development to a select group of 33 Detroit Public Schools elementary teachers, teaching grades 3 or 4 in self-contained classrooms, who do not possess a science endorsement. The main goal is to deepen participating teachers' content and pedagogical knowledge in science, thereby increasing their students' opportunities to engage in real science experiences.