

## Supplementary Support to M<sup>3</sup>RP Districts made possible by Contributions from Private Foundations

Because of the generosity of several private Michigan Foundations, M<sup>3</sup>RP is in a position to increase Teacher Leader stipends and provide financial assistance to districts as they provide professional development to the middle grades mathematics teachers that are not Teacher Leaders.

Supporting foundations to date are:

- **The Herbert H. and Grace A. Dow Foundation**
- **Steelcase Foundation** (*Kent & Ottawa Counties*)
- **Dow Corning Foundation** (*Bay, Midland, & Saginaw Counties*)
- **Rollin M. Gerstacker Foundation**

### **Tier 2 Professional Development**

Every district participating in M<sup>3</sup>RP agreed to provide a significant amount of professional development in mathematics content and pedagogy at the district level. M<sup>3</sup>RP recommends a level of 32-35 hours of professional development during each year 2000-2001, 2001-2002, and 2002-2003 for 2<sup>nd</sup> tier mathematics teachers (i.e. grades 6-8 mathematics teachers not serving as Teacher Leaders for M<sup>3</sup>RP).

**Although thirty-two hours of professional development is not a requirement for continued participation in the project**, to be eligible for supplemental support as described below, districts must commit to this level of professional development.

While this is a significant commitment, *without all middle level mathematics teachers receiving adequate training and support, the potential success of districts implementing exemplary curricula is significantly compromised.* Remember, the Teacher Leaders will be receiving approximately 252 hours (84 hours per year for 3 years) of mathematics content and pedagogical training and will be prepared to facilitate district-level professional development.

In order to accomplish project goals and support district efforts equitably across the state using the foundation funding available at this time, the model below will be used during the 2000-2001 and 2001-2002 school years for compensation purposes. It is anticipated that similar funding opportunities will exist over the duration of the project.

**NOTE: Exceptions to this model for districts working in consortia or with other extenuating circumstances should be requested through the M<sup>3</sup>RP Project Office.**

**SUPPORT OF DISTRICT LEVEL  
PROFESSIONAL DEVELOPMENT 2001-2002**

If the district commits to provide and document 32 hours of professional development for all of its non-Teacher Leader grades 6 - 8 mathematics teachers during the 2000-2001 school year, M<sup>3</sup>RP will reimburse teachers/districts as follows:

Activity	Unit Rate	Maximum Number of Units
<b>TIER 2 PROFESSIONAL DEVELOPMENT</b>		
<b>Teacher Leader</b> stipends on NON-SCHOOL TIME for providing training to district-level mathematics teachers**	<b>\$30/hour</b>	<b>32</b>
Stipends for <b>district-level teachers</b> on NON-SCHOOL TIME for participating in professional development**	<b>\$15/hour</b>	<b>32</b>
<b>Instructional materials</b> for use in the 2 <sup>nd</sup> tier training sessions—copy costs, etc.	<b>\$500/district</b>	<b>1</b>

What this means to a district is that M<sup>3</sup>RP will support a major portion of the professional development of the district's grades 6 – 8 mathematics teachers. M<sup>3</sup>RP will fully fund the Teacher Leader trainers and district level participants for 32 hours of **MATHEMATICS CONTENT & PEDAGOGY professional development.**

**\*\*If school time is used for training purposes,**

*M<sup>3</sup>RP will be unable to provide stipends to teachers or Teacher Leaders for the school-time training (because the district is already compensating them for their time during school hours), however, the project could reimburse the district for substitutes up to, but not exceeding \$15/hour or the cost of the substitute, if substitutes are required (maximum 32 hours). For Teacher Leaders, the remaining \$15/hour (from the original pool of \$30/hour) will be allocated to them "to compensate for planning for and providing school-time training." The project will provide a stipend of \$15 **per hour of school-time workshops** to each Teacher Leader conducting the training on school time.*

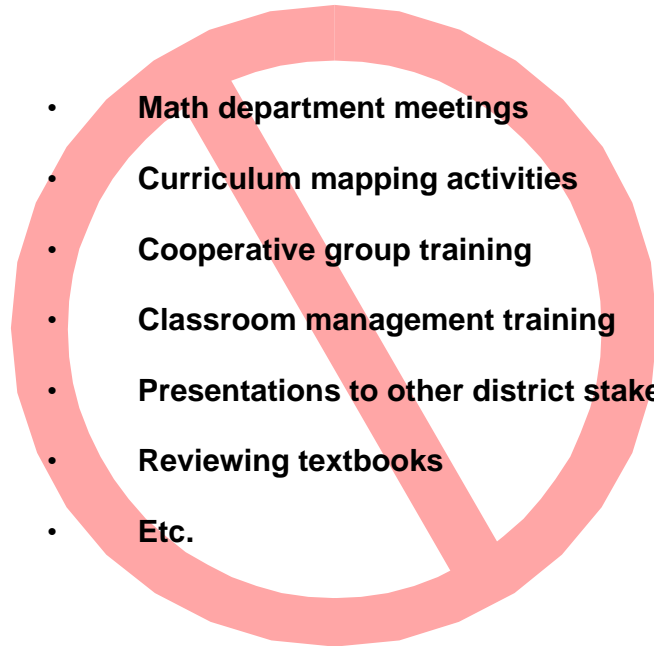
Based on plans previously submitted, many districts have scheduled a variety of training times--some of the 32 hours are on school time, some on non school time. Districts must create a scenario that will work within the parameters set forth locally.

**Please note the following:**

At this time, only grades 6 - 8 teachers of mathematics are eligible for this reimbursement. **Special education teachers, elementary teachers, and high school teachers are not supported by this funding.** The current funding is not sufficient to

support all of these groups. However, many districts have opted to include and support some of these people in their district level training.

The professional development supported here is exclusively related to mathematics content and pedagogy. Though the following are worthwhile activities, this 2<sup>nd</sup> tier support is **not** for

- 
- **Math department meetings**
  - **Curriculum mapping activities**
  - **Cooperative group training**
  - **Classroom management training**
  - **Presentations to other district stakeholders**
  - **Reviewing textbooks**
  - **Etc.**

The idea behind this professional development is to provide time for teachers of mathematics to get together and **grapple with new curriculum, new technology, issues of lesson implementation**, and most importantly, **mathematics from a conceptual/contextual basis as opposed to a strictly procedural approach. Ultimately, the goal is to improve student understanding of important mathematics.**