

REVIEW AND ASSESSMENT OF THE MICHIGAN EISENHOWER PROFESSIONAL DEVELOPMENT PROGRAM

October 1999-June 2001

Prepared for the Michigan Department of Education

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INTRODUCTION

□ **Background.** A review and assessment of the Michigan Eisenhower Professional Development Program began in Fall 1999. The purpose of the evaluation was to determine effects of the Michigan Eisenhower program, as well as take a "snapshot" of the status of mathematics and science teaching and learning in Michigan. In addition to requiring participation of the 1999-2000 higher education grantees, local grantees and mathematics and science centers were also invited to participate.

The Michigan Department of Education identified a set of performance objectives and associated indicators for which evaluative information would be gathered to assess progress in mathematics and science teaching and learning in Michigan. An evaluation plan incorporating those performance objectives was developed and implemented by Science and Mathematics Program Improvement (SAMPI) at Western Michigan University. The work was conducted between November 1999 and June 2001. The performance objectives:

1. Classroom instruction will be improved through high quality professional development.
2. High quality professional development and State policy will be aligned with content and student performance standards.
3. High quality professional development will be sustained, intensive, and high quality with lasting impact on classroom instruction.
4. High quality professional development will be provided to teachers/schools with disadvantaged student populations.

A variety of data collection procedures were identified, including a statewide survey of teachers who had participated in Michigan Eisenhower-funded programs provided by higher education and local grantees (including Michigan Mathematics and Science Centers), observations of mathematics and science lessons in a sample of Michigan classrooms, observation of professional development sessions conducted by higher education grantees, interviews with program directors and staff, gathering of data on the nature and extent of professional development programming provided, and information on who is served by higher education grants.

□ **Organization of this Report.** This document is a set of five reports based on various data collection strategies used in the Michigan Eisenhower Review and Assessment. Each is designed to be a "stand-alone" report. Each contains a summary of data collected on the particular subject of the report. An overall report of findings, conclusions, and challenges for the future will be prepared based on the data in this set of reports. It will be available through the Michigan Department of Education.

The five reports in this document include:

- **Michigan Teacher Perceptions of Their Classroom Practice and Preparation in Mathematics and Science**--Findings from a survey of Michigan K-12 teachers receiving professional development services fully or partially funded by the Michigan Eisenhower Professional Development Program
- **Observing Mathematics and Science Lessons in Michigan Classrooms: An Assessment of Classroom Practice**--Findings from observations of mathematics and science lessons in a sample of Michigan classrooms--2000-01 school year
- **Michigan Eisenhower Higher Education Grantee Professional Development Programming: Review and Assessment**--Findings from a study of the professional development programming provided by 1999-2000 higher education grantees
- **High Poverty and Unaccredited Schools Being Served by Eisenhower Higher Education Grantees: October 1999-June 2001**--An analysis of participation data
- **Michigan Teacher Perceptions of Barriers to Implementing High Quality Mathematics and Science Curricula**--Findings from a survey of Michigan K-12 teachers receiving professional development services fully or partially funded by the Michigan Eisenhower Professional Development Program