



South Carolina Commission on Higher Education

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CAAL
5/5/11
Agenda Item 4

May 5, 2011

MEMORANDUM

To: Dr. Bettie Rose Horne, Chair, and Members, Committee on Academic Affairs and Licensing

From: Dr T. Michael Raley, Director of Academic Affairs and Licensing 

Consideration of Awards for *Improving Teacher Quality* Competitive Grants Program, FY 2011-12 (New and Continuing)

Background

Since 1984, the Commission on Higher Education has been responsible for administering federal funds under a Title II program of *The Elementary and Secondary Education Act (ESEA)*. In 2001, the federal legislation was re-authorized under the *No Child Left Behind Act (NCLB)*. Title II, Part A of NCLB, entitled *Preparing, Training, and Recruiting High-Quality Teachers and Principals*, authorizes the Commission to conduct a competitive awards program. The purpose of this part of the federal legislation is to provide support to:

increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools.

The Commission is authorized to provide a competitive grants program to partnerships comprised, at a minimum, of schools of education and arts and sciences from higher education institutions along with one or more high-need local education agencies (LEAs) which are defined as school districts. Additional partners may be included as defined by the legislation.

The higher education program is a competitive grants program with the primary focus on professional development; however, there are several recent significant changes under the legislation. Foremost is that the Commission will only award grants to eligible partnerships that are comprised of, at a minimum, (1) a private or public institution of higher education and the division of the institution that prepares teachers and principals; (2) a school of arts and sciences; and (3) a high-need local education agency (defined in the legislation as a school

district classified as high-needs based upon U.S. census data). Additional partners may also be included. A second change is that there is no longer a focus on science and mathematics. Instead, nine core academic areas (English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography) can be addressed in proposals. A third change allows the provided professional development to focus on in-service and pre-service teachers, as well as principals and paraprofessionals (in the core academic areas that the teachers teach). Finally, the emphasis of the proposed projects must be on low-performing districts and schools, and the Commission is charged with ensuring an equitable geographic distribution of grants.

The priority areas that proposals must address are determined by the federal legislation and are identified in the State's Consolidated State Plan submitted to the U.S. Department of Education by the South Carolina Department of Education.

Under federal regulations, 2.5 percent of the *Improving Teacher Quality Higher Education Grants* (ITQ) funds for the state is allocated to the Commission to be used for the competitive grants program. The Commission is expected to receive \$988,236 with which to make Federal FY 2011-12 awards. This year, given the reduced amount of funding available, proposed new projects may request up to \$90,000 in funds per year (In previous years, available funding allowed up to \$150,000 per year.) The Commission seeks proposals that will have maximum impact and encourages multi-year programs to assure positive results on the target audience. The number of grants awarded will be determined primarily by the quality of the proposals submitted and the size of the negotiated final budgets in comparison to the total funds available. Equitable geographic distribution of districts served must be considered in making awards, assuming proposals are deemed to be of high quality. No proposal will be considered unless it meets the minimum federal definition of a partnership (as stated in the *ITQ Guidelines* and in the *Federal Title II Non-Regulatory Guidance*).

Review Panel Recommendations

A review panel consisting of K-12 and higher education representatives (**Attachment 1**) met on January 21, 2011, to review and rate the three proposals submitted for consideration. One fundable project was identified by the FY 2011-12 review panel (**Attachment 2**) for funding because of its excellence and geographic representation. The funding amount requested for the new award for FY 2011-12 is \$89,972.00 contingent upon availability of funds from the federal government. Three new proposals were received by the Commission for consideration for FY 2011-12.

Project Title	Institution	Districts Served	Subject	Proposed Number of Teachers
<i>Integrating Reading Skills in Inquiry-Based Science Instruction</i>	Charleston Southern	Charleston County	Science	24
<i>PRIME TIME on Achievement: Projects for Rigorous Instruction in Mathematics Education with Technology Integration for Maximum Effect on Achievement</i>	USC-Aiken	Allendale, Bamberg 2, Aiken	Math	30
<i>Developing Science and Mathematics Content Knowledge for Teaching</i>	College of Charleston	Allendale, Bamberg 2, Colleton, Dorchester 4	Science, Math	18

The one new proposal will allow three new school districts (Allendale, Aiken, and Bamberg 2) to receive professional development in mathematics content.

In addition to the one new project, nine continuing projects were submitted and approved by the CHE staff for funding in FY 2011-12 (**Attachment 3**). These projects were reviewed by staff for their success in meeting the stated goals and objectives in their original proposals and for appropriate activities as identified by the federal guidelines. The total amount requested for continuing proposals in their second through fourth years of funding for awards made under the FY 2008-09 through 2011-12 grant competitions total \$ 802,394.98 contingent upon availability of funds from the federal government. The total funding amount requested for all approved projects is \$ 939,511.98.

A map (**Attachment 4**) is attached which shows the high-needs LEAs that are eligible to participate in the Improving Teacher Quality Grant programs and also identifies those that are current partners as well as those that will become partners with the FY 2011-12 projects.

The abstract describing the proposed project recommended for funding is included in **Attachment 5**.

Recommendation

The staff recommends that the Committee on Academic Affairs and Licensing approve on behalf of the Commission the review panel's funding recommendations as shown in **Attachments 2 and 3**. In keeping with and following the Committee's authority to make the awards on behalf of the Commission for the *Improving Teacher Quality* grant program from previous years, the staff requests authority to negotiate the final program activities and budgets with the project directors. Funding will be contingent upon the project directors' revisions of the proposed projects in accord with the review panel's recommended changes and availability of federal funds.

**ITQ Review Panel
2011-12
January 21 2011
9:00 am – 3:30 pm**

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Public Higher Education

Improving Teacher Quality (No Child Left Behind)						
FY 2010 – 11						
<u>New Proposals Submitted</u>						
Project Title	Institution	High-Need LEA	Project Director Name		Funds Requested	Recommended for Funding
<i>Integrating Reading Skills in Inquiry-Based Science Instruction</i>	Charleston Southern	Charleston County	Robin Franklin	YR1	88,796.00	NO
				YR2	88,796.00	
				YR3	88,796.00	
				YR4	88,796.00	
<i>PRIME TIME on Achievement: Projects for Rigorous Instruction in Mathematics Education with Technology Integration for Maximum Effect on Achievement</i>	USC-Aiken	Aiken, Allendale, Bamberg 2	Jeff Priest; Gwen Johnson	YR1	89,972.00	YES
				YR2	89,997.00	
				YR3	89,997.00	
				YR4	89,997.00	
<i>Developing Science and Mathematics Content Knowledge for Teaching</i>	College of Charleston	Allendale, Bamberg 2, Colleton, Dorchester 4	William Veal	YR1	89,883.00	NO
				YR2	89,982.00	
				YR3	89,983.00	
				YR4	89,996.00	
		FIRST YEAR FUNDING REQUEST TOTAL			268,651.00	
		FIRST YEAR FUNDING RECOMMENDED			88,796	

Improving Teacher Quality Higher Education
Continuing Projects
FY 2011-12

Project Director Name	Grant	Institution	High Need LEA(s)	Funding Year	Amount Requested
Megan Che (formerly Elaine Wiegert)	<i>Meeting the Need for High Qualified Mathematics Teachers</i>	Clemson	Anderson 3, Anderson 5	Year 4 (of 4)	\$ 83,137.32
Tom Reid	<i>Distance Education for Developing Highly Qualified Middle School Mathematics Teachers</i>	USC-Aiken	Colleton, Hampton 1, Hampton 2, Jasper, McCormick, Orangeburg	Year 4 (of 4)	\$ 99,286.00
Bert Ely (formerly Mary Earick)	<i>Nature-Based Inquiry</i>	USC-Columbia	Georgetown	Year 4 (of 4)	\$ 84,881.84
Cindy Johnson-Taylor	<i>Inquire to Engage in Chemistry (ITEC)</i>	Newberry College	Laurens 56, Lexington 4, McCormick, Newberry	Year 3 (of 4)	\$ 90,000.00
Denise Forrest Austin Hitt	<i>Concept-Focused Inquiry (CFI): A program for mathematics and science teachers in grades 6-8</i>	Coastal Carolina	Marion 7, Florence 4	Year 2 (of 4)	\$ 90,000.00
Lynne Noble Kirt Moody	<i>Toward Excellence in Math and Science (TEMS)</i>	Columbia College	Lee County	Year 2 (of 4)	\$ 91,489.97
Tony Johnson Barbara Habegger	<i>Developing Highly Qualified Science and Mathematics Teachers through Project-Based Learning</i>	The Citadel	Charleston, Colleton, Hampton1	Year 2 (of 4)	\$ 89,998.10
Marilyn Izzard Judy Newman	<i>Unveiling Mathematics Standards</i>	USC-Upstate	Sumter 2, Sumter 17	YR2 (of 4)	\$ 89,993.00
Michelle Cook	<i>Project RES: Reform-based Environmental Science</i>	Clemson University	Orangeburg 3, Orangeburg 5	Year 3 (of 4)	\$ 83,608.75
TOTAL Continued Awards Requested					\$ 802,394.98

Proposal # ITQ11-01: PRIME TIME on Achievement: Projects for Rigorous Instruction in Mathematics Education with Technology Integration for Maximum Effect on Achievement

Project Directors: Jeff Priest, Gwen Johnson
School of Education
USC-Aiken

Abstract

Through a partnership among USC Aiken School of Education, USC Aiken Mathematics Department, Allendale County Schools, Bamberg School District Two, Aiken County Public Schools (Area 4), and Aiken Performing Arts Academy (Charter School), up to 30 mathematics teachers will expand their mathematics content knowledge, pedagogical skills (including mathematics technology-integration), and classroom implementation/support of best instructional practices.

The four-year **PRIME TIME** project will provide high quality professional development activities designed to 1) improve middle and high school teachers' content knowledge and conceptual understanding in mathematics; 2) increase the teaching skills and consistent use of best practices that engage students; 3) improve classroom support for teachers' implementation of best practices in mathematics instruction; and 4) increase student achievement in high school mathematics, particularly performance on the Algebra I End of Course Examination.

In the targeted high-needs secondary and middle schools partnering in this project, about 68% of the students taking the algebra end-of-course examination scored D or F, a proportion well above the state average. Well-prepared teachers can improve the situation. Evidence from research indicates that teachers with high levels of the following four teacher quality indicators consistently generate higher student achievement results: content knowledge, experience, teacher training and certification, and general cognitive skills.

Teachers will train in technology-enriched summer institutes and seminars/webinars taught by university professors/instructors and mathematics specialists; student project-based camps; ongoing site-based professional development (e.g., classroom observations, lesson study groups, video study groups, webinars, hands-on assistance, etc.); and real world mathematics connections (e.g., visiting professionals, afterschool project-based learning teams, student inter-school communications, college outreach/exhibits, project showcases and celebrations).

Expected outcomes of the project for teachers are 1) increased mathematics content knowledge; 2) increased facility with using mathematics-based technologies in the classroom; 3) frequent application of mathematics technologies to enhance instruction, assess understanding and provide immediate feedback to students; 4) organized and content rich mathematics lessons that promote student engagement and achievement; and 5) regular demonstration of a diverse repertoire of effective teaching techniques. For students, expected outcomes are 1) improved achievement on EOC exams, 2) greater comfort in using the graphing calculator as a tool to support conceptual development; 3) increased readiness for Algebra I by the beginning of ninth grade; and 3) sustained discussions around high level mathematical tasks that deepen the understanding of mathematics subject matter. An outcome for principals is that they will begin to develop foundational understandings of algebra and how best to support teachers and struggling students.

A goals-based approach to the evaluation will be used. Evaluation will determine the extent to which teachers' mathematics content and pedagogical knowledge are improved and the degree to which the project impacts routine classroom practice and student achievement.