

M³RP
UPDATED 2ND TIER GUIDELINES FOR 2002-2003
Supplementary Support to M³RP Districts
made possible by
Contributions from Private Foundations

Because of the generosity of several private Michigan Foundations, M³RP 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 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 M³RP agreed to provide a significant amount of professional development in mathematics content and pedagogy at the district level. M³RP recommends a level of 30-35 hours or more, of professional development during each year 2000-2001, 2001-2002, and 2002-2003 for 2nd tier mathematics teachers (i.e. grades 6-8 mathematics teachers not serving as Teacher Leaders for M³RP). **For school year 2002-2003, there is no minimum number of hours required for support, however, the project requires that a proposed plan for 2nd tier professional development be submitted to the project office by September 30, 2002, for approval (see enclosed documentation or project web site for the form--www.wmich.edu/nsfm3rp/ReimbResources.html).** Without a submitted plan, the project cannot guarantee any support for 2nd tier training for the year.

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.* The Teacher Leaders will have received approximately 252 hours (84 hours per year for 3 years) of mathematics content and pedagogical training and are 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 2002-2003 school year for compensation purposes. **NOTE: Exceptions to this model for districts working in consortia or with other extenuating circumstances should be requested through the M³RP Project Office. For example, a district implementing a new curriculum may wish to do more than 32 hours of professional development. The project will evaluate each proposed plan individually and determine the appropriate level of support.**

SUPPORT OF DISTRICT LEVEL PROFESSIONAL DEVELOPMENT 2002-2003

Based on a project approved plan for 2nd Tier professional development, M³RP will reimburse teachers/districts as follows (please note the differences between training that occurs on "school time" (contracted hours), versus training done on "non-school time" (non-contracted hours)):

NON-SCHOOL TIME (non-contracted hours)

Activity	Unit Rate	PER PERSON MAXIMUM REIMBURSEMENT
TIER 2 PROFESSIONAL DEVELOPMENT		
Teacher Leader stipends on NON-SCHOOL TIME for providing training to district-level mathematics teachers**	\$35/hour	32 hours x \$35 = \$1120
Stipends for district-level teachers on NON-SCHOOL TIME for participating in professional development**	\$20/hour	32 hours x \$20 = \$640
Instructional materials for use in the 2 nd tier training sessions—copy costs, etc.	\$500/ district	

SCHOOL TIME (contracted hours)

M³RP 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 can 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 \$20/hour (from the original pool of \$35/hour) will be allocated to them, personally, "to compensate for planning for and providing school-time training." In lieu of remuneration for actual planning time, the project will provide the stipend of \$20 **per hour of school-time workshops presented by the Teacher Leader** to each Teacher Leader conducting the training on school time.

Example: A Teacher Leader facilitates **2 hours** of professional development on school time. The teacher should personally receive **2 hours** x \$20 = \$40 for "planning" **and** the district receives up to **2 hours** x \$15 = \$30 for substitute costs, if needed.

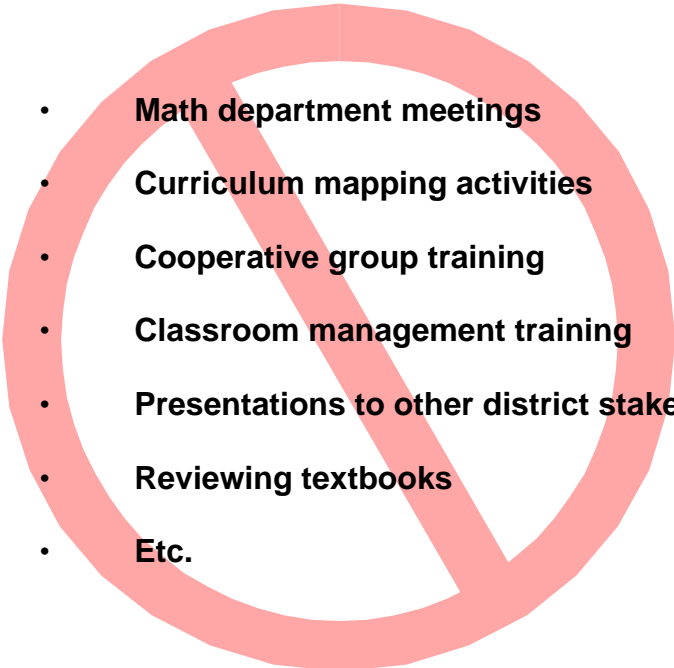
What this means to a district is that M³RP will support a major portion of the professional development of the district's grades 6 – 8 mathematics teachers. M³RP will fully fund the Teacher Leader trainers and district level participants for 32 hours of **MATHEMATICS CONTENT & PEDAGOGY professional development.**

Many districts have scheduled a variety of training times--some of the professional development 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 contact the project office if you would like more ideas on how to arrange your schedule.

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 2nd tier support is **not** for

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- **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.**