

Contact: Diana Gonzalez

REPORT ON TITLE IIA GRANT PROGRAM

Action Requested: Receive the report on the Title IIA Grant Program.

Executive Summary: The Board Office administers the Iowa grant program authorized by Title IIA (Improving Teacher Quality) of the federal No Child Left Behind (NLCB) Act of 2001. Each year, this program awards Title IIA federal funds to Iowa colleges, universities, school districts, and area education agencies to develop and provide professional development opportunities for K-12 teachers with a focus on enhancing student achievement in mathematics and science.

In April 2015, first-year funding was awarded to three new multi-year projects¹ in an amount totaling \$453,285. The grants were awarded for the period ending September 30, 2018, on the basis of a competitive review process. In addition, grant funds totaling approximately \$149,994 was awarded to support continuation and expansion of one existing project approved in a prior year competition.

Background:

The Board Office has been designated by the U. S. Department of Education as the state agency for higher education to administer the Title IIA grant program in Iowa. Grant projects are designed to develop and provide professional development opportunities for K-12 teachers with an objective of enhancing student achievement in mathematics and science. Grants are made to interinstitutional partnerships which must include the following:

- 📖 College or department of education of an accredited institution of higher education in Iowa;
- 📖 College or department within the content area of the project (mathematics or science) of an accredited institution of higher education in Iowa;
- 📖 High-need Iowa school district(s), as defined by federal statute;
- 📖 Representatives from the area education agencies served by the project; and
- 📖 Any other eligible contributing partners.

¹ The Elementary and Secondary Education Act (ESEA) has not been reauthorized. There is a likelihood that Title IIA grant funds will be eliminated. Therefore, funding for the multi-year projects is not a certainty.

TITLE IIA GRANT RECIPIENT FOR THE PERIOD ENDING SEPTEMBER 30, 2018

Project: **Developing Content, Pedagogy, and Mentorship Capacity for Improving Elementary Math and Science**

Applicant Institution: Drake University

Project Director: Jerrid Kruse, Chair Department of Teaching and Learning

Proposed Project Period: Three years

Total Three Year Funding Awarded: \$525,000 (subject to continued federal funding)

First Year Funding Awarded: \$175,000

Partners: Drake University, Grand View University, Des Moines Public School District*

Number of Educators to be served directly: 60

The partnership among Des Moines Public School District, Drake University, and Grand View University will create a professional development program to increase participating elementary teachers' content knowledge and pedagogical efficacy in mathematics and science. Teachers will engage in four professional development courses – Mathematical Practices, Physical Science, Earth Science, and Life Science. Each course will focus on the content knowledge necessary to engage in effective instruction as well as pedagogical competencies. Each course will build on previous courses to help teachers learn to integrate science and mathematics learning. Through the 12-month professional development program, teachers will be engaged in active learning directly connected to their district's goals. The sustained cohort model will encourage collegiality and create a network of support as the participating elementary teachers work to improve their practice. Participating teachers will be invited to return for a second year to develop their capacity as mentors and coaches so that project objectives might be promoted beyond the teachers directly involved in project activities.

*Indicates a high need district.

TITLE IIA GRANT RECIPIENT FOR THE PERIOD ENDING SEPTEMBER 30, 2018

Project: **Communities of Exemplary Practice: Teacher Leaders Transforming Science and Mathematics Education**

Applicant Institution: Loras College

Project Director: Robert Keller, Associate Professor Mathematics
Rebecca Monhardt, Associate Professor Education

Proposed Project Period: Three years

Total Three Year Funding Awarded: \$460,602 (subject to continued federal funding)

First Year Funding Awarded: \$153,534

Partners: Loras College, Andrew Community School District*, Dubuque Community School District, Holy Family Catholic Schools (Dubuque), South Winneshiek School District, Postville Community School District*, Area Education Agency 1, and Area Education Agency 9.

Number of Educators to be served directly: 150

This project will provide professional development in mathematics and science for teachers in grades 5-8 in northeast Iowa. The objectives of this project include educating teachers on the most current state and national frameworks in science and mathematics education and providing opportunities for participants to put what they learn into practice. Teacher participants will learn strategies for integrating mathematics and science for grades 5-8 with special attention to developing coherence of content and academic language across grade levels. A lesson study approach will be used to promote collaboration and develop a cadre of mathematics and science teachers who seek constant improvement in their practice. Teacher teams from partner districts will participate in summer workshops and on-going support will be provided throughout the school year. This project provides a structure for exceptional teachers to serve as teacher-project leaders for their peers and opportunities for all participants to assume leadership in the future. The ultimate goal is to positively impact student performance. Data to measure the success of this project will include observations of lessons using the Reformed Teaching Observation Protocol, structured interviews, and teacher/student artifacts.

*Indicates a high need district.

TITLE IIA GRANT RECIPIENT FOR THE PERIOD ENDING SEPTEMBER 30, 2018

Project: Improving Student Service Learning Through the Argument-Based Strategies and STEM Infused Science Teaching (ASSIST) Teaching Approach

Applicant Institution: University of Iowa

Project Director: Mark McDermott, Clinical Associate Professor/College of Education STEM Coordinator

Proposed Project Period: Three years

Total Three Year Funding Awarded: \$472,271 (subject to continued federal funding)

First Year Funding Awarded: \$124,751

Partners: University of Iowa, Cornell College, Area Education Agency 267, Waterloo Community School District*, North Tama Community School District, Mt. Vernon Community School District, St. Paul's Lutheran School (Waverly), and Cedar Valley Catholic System.

Number of Educators to be served directly: 95

This project will deliver professional development in STEM to 40 teachers in districts with an identified need to improve STEM teaching and help teachers implement argument-based teaching practices. The professional development program will be enhanced through purposeful infusion of mathematical practices, technology, and application of knowledge through engineering challenges. To sustain use of these practices, a collaborative online network of teachers will be established allowing for sharing of resources and facilitating cross-district engagement. Tools to enhance teacher planning and assessment will be developed and refined. This project follows the Iowa Professional Development Model which has guided district-wide implementation of similar teacher practices in previous projects. This project involves training of mentor teachers who will recruit future participants and serve as resources, and continual refinement of professional development activities through analysis of program feedback. Evaluation will focus on changes in teachers' understanding of the characteristics of the approach, changes in teacher practices, level of dissemination, cross-district collaboration, and impact on student performance. Participation of higher education faculty and Area Education Agency personnel will help sustain in-service teacher practices beyond the project and promote application of practices from this project to improve pre-service teacher training.

*Indicates a high need district.
