

MEA

Michigan Education Association

Professional Growth & Development Grants



MEA Professional Development & Human Rights Department

MEA PROFESSIONAL GROWTH AND DEVELOPMENT GRANT

Background

The Michigan Education Association is committed to improving the quality of education for Michigan students in the state's public schools. As part of its continuing commitment to deliver quality professional development and improved professional practice for its members, MEA established a program to provide funding grants to members, local associations and local professional development committees. MEA's Professional Growth & Development (PG&D) Grant projects allow members to plan and implement conferences, workshops, research or other projects that address educational needs and professional practice.

Announcing

For the 2008-09 school year, the MEA is pleased to announce that it is making grants of up to \$3,000 available to local affiliates to provide professional development activities to assist members in closing the achievement gaps among students. These grants will be targeted to assisting non-Title I schools which have not made Adequate Yearly Progress (AYP) for two or more consecutive years and are in a corrective action phase. The grants are intended to supplement district activities (usually funded through the use of Title II, Part A funds), and should include Educational Support Personnel in the proposed activities.

Proposal Criteria

Proposals submitted must address the criteria for high-quality professional development by demonstrating how it will be sustained, intensive and classroom focused to the exclusion of one-day or short-term workshops or conferences. The professional development activities should include strategies to improve teaching and learning in areas of need identified by gaps in student performance on state level assessments. Proposals should take into consideration the seven guiding principles of professional development (see next page) when designing the specific activities to be conducted in conjunction with the grant project.

Guiding Principles

At the heart of a teaching and learning framework are seven guiding principles of quality professional development that are based primarily on professional development research and the experiences of school improvement teams.

Each principle highlights an important component or characteristic of quality professional development. However, all seven principles are interdependent.

The seven guiding principles describe quality professional development as:

1. **Results-Oriented**—Quality professional development increases the capacity of educators to improve student achievement.
2. **Individualized**—Quality professional development addresses educators' varied experiences and learning needs.
3. **Job-Embedded**—Quality professional development is relevant to and embedded in each educator's principal work.
4. **Collaborative**—Quality professional development creates communities of educators that support continuous inquiry, collaboration and growth.
5. **Research-Based**—Quality professional development applies knowledge from learning theory and research, as well as lessons from sound educational practice.
6. **Data-Driven**—Quality professional development is based on student data, aligned with district and building goals, and focused on a specific set of targeted improvements in student learning.
7. **Systemic**—Quality professional development is a process that occurs over time with system support for acquiring new skills and incorporating them into practice.

Scope and Purpose

The MEA intends to give special consideration during this funding cycle to supporting project proposals that address issues related to the improvement of student achievement for all students in non-Title I buildings identified as needing improvement and are in a phase of corrective action. Proposed projects must be consistent with other school improvement activities identified for the building, such as examining student sub-group performance on assessments, developing strategic interventions for segments of student population, data analysis, including test scores, as well as other such activities.

The purpose of the Professional Growth and Development grants are:

- To enhance the professional practice and skills of MEA members with a result of improving student achievement.
- To provide meaningful professional development experiences related to the performance of their duties as educators.
- To strengthen the relationship between the MEA and its members and the students they serve.

Eligibility Criteria

Proposals will be accepted from MEA affiliates with at least one non-Title I building identified for needing improvement for at least two consecutive years. Buildings in Phases 3 or 4 of the corrective action will be given preference during the selection process.

Proposals may be submitted by any of the following individuals or groups:

- An individual MEA member;
- A UniServ director;
- An MEA local association;
- An MEA committee of a local association (e.g., professional development, IPD);
- A region coordinating council or a committee within the region.

Each application must have at least one project coordinator responsible for completing and signing the application as well as serving as the contact person for the project.

**Note: The term educator refers to teachers and education support personnel involved in the teaching and learning process.*

WHAT IS QUALITY PROFESSIONAL DEVELOPMENT?

As noted in the book, *Evaluating Professional Development*, by Thomas R. Guskey, “professional development is defined as those processes and activities designed to enhance the professional knowledge, skills and attitudes of educators so that they might, in turn, improve the learning of students.”

Further, according to Guskey, professional development is a process that is:

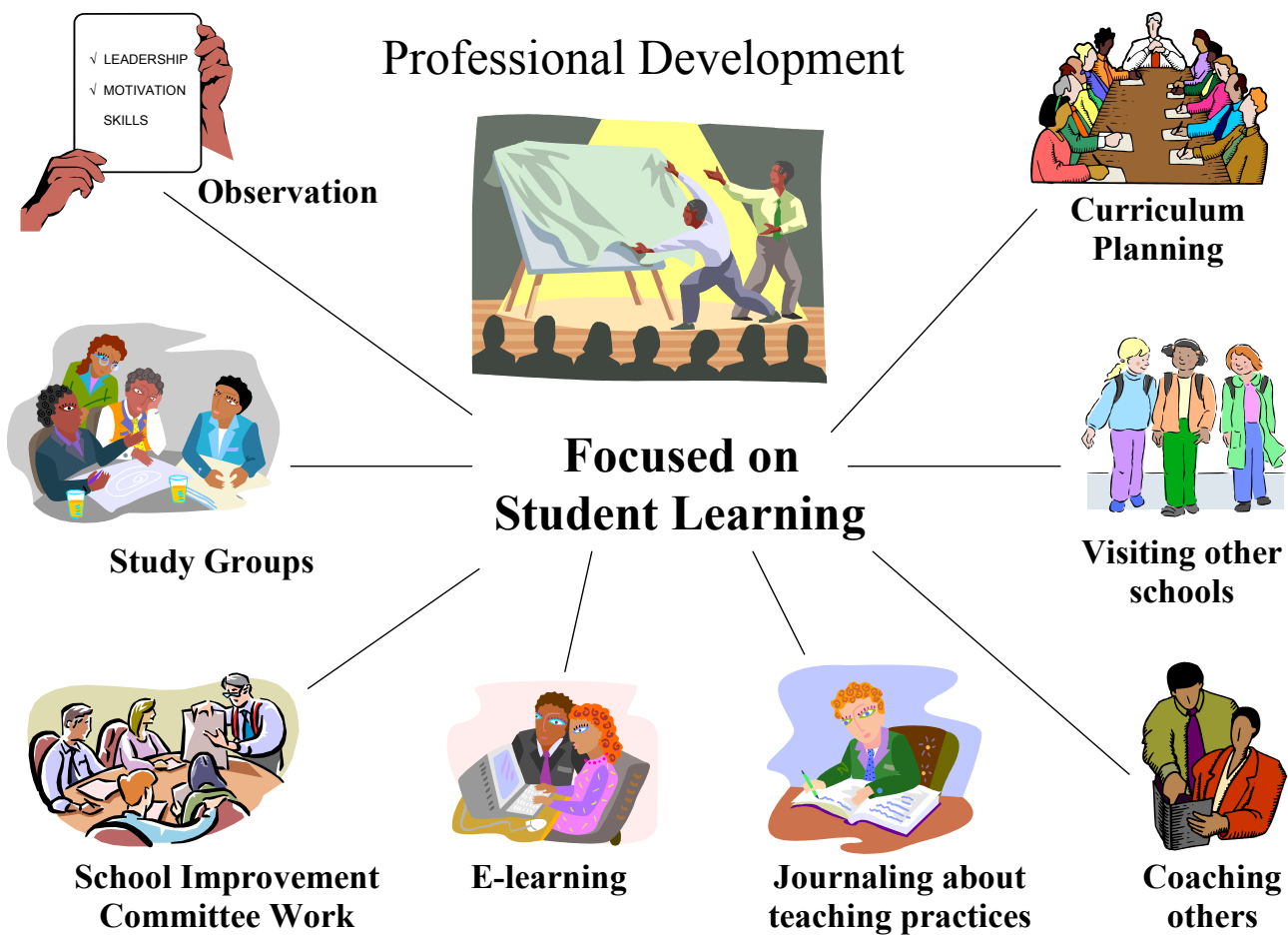
- a) **Intentional**—deliberate, guided by a clear vision of purpose and planned goals.
- b) **Ongoing**—learning throughout the span of one’s career, job-embedded which everyday presents a variety of learning opportunities.
- c) **Systemic**—considers change over an extended period of time and takes into account all levels of organization.

Quality Professional Development...

- improves student learning;
- helps educators meet the needs of students who learn in different ways and come from diverse backgrounds;
- allows enough time for inquiry, reflection and mentoring and is part of the normal working day;
- is sustained, rigorous and adequate to the long-term change of practice;
- is directed toward educators’ intellectual development and leadership;
- fosters better subject-matter knowledge, greater understanding of learning, and a full appreciation of students’ needs;
- is designed and directed by educators, and includes the best principles of adult learning;
- balances individual priorities with school needs, and advances the profession as a whole;
- makes best use of new technologies;
- is site based and supportive of a clear vision for student achievement.

Note: The term educator refers to teachers and education support personnel involved in the teaching and learning process.

QUALITY PROFESSIONAL DEVELOPMENT IS FOCUSED ON STUDENT LEARNING



GRANT FUNDING AND RESPONSIBILITY

Grant Funding

Grants will be awarded to proposals that are approved for funding up to a maximum of \$3,000. Funds are provided only for expenses incurred in the implementation of the program as described in the submission. Funds are not to be used for refreshments, meals, substitute personnel costs or the purchase of either software or hardware that is normally the responsibility of a school district. If project money is not totally expended, remaining funds must be returned to MEA prior to Aug. 31.

Responsibility of Grant Recipients

The designated project coordinator(s) will receive a project report and evaluation form. The completed form is to be sent to the director of the Professional Development/Human Rights Department upon project completion but no later than Aug. 31 of each fiscal year. Any announcements or materials prepared in conjunction with a PG&D grant should include the following statement:

This project has been made possible by the Michigan Education Association through a funding project grant.

Two copies of project materials shall be submitted to the Director of the Professional Development/Human Rights Department, MEA Headquarters, 1216 Kendale Blvd., East Lansing, MI 48823.

Letters of Support

Letters from your UniServ director, local president, council chair, district staff or other possible project partners should be attached to the application form.

Application and Selection Procedures

A proposal form is included in this announcement for your use.

Proposals may be submitted anytime during the year.

Submitting proposals early in the fiscal year (beginning Sept. 1) improves the chance for funding because the budget for this project is limited and may be depleted later in the year.

FORMULA FOR QUALITY PROFESSIONAL DEVELOPMENT

It is recommended that you think carefully about each of these principles and give consideration to some important conclusions:

- First, the primary responsibility for an educator's professional development lies with the educator.*
- Second, quality professional development will change the work, the roles and the relationships that exist in schools.
- Third, quality professional development will require new levels and types of support from the educational system.
- Fourth, quality professional development will surround teachers and support personnel with a culture of support while providing them with structure, venues and opportunities that encourage learning, innovation, leadership for experimentation and change.

Given those considerations, proceed by using the following formula to develop a project proposal:

Step I:

Assess student educational goals with actual student performance to determine student learning gaps.

Step II:

Assess staff skills needed to close student gaps and the actual skills staff possess to determine professional development needs.

Step III:

Assess student learning gaps and the staff professional development needs to implement quality professional development practices.

**Note: The term educator refers to teachers and education support personnel involved in the teaching and learning process.*

GRANT APPLICATION FORM

**Michigan Education Association
Professional Development/Human Rights Department
Professional Growth and Development
Grant Application Form**

Part I. Demographic information

Name of local/team/site _____ Region _____

Address _____ City/State _____ Zip _____

Phone _____

Local or region president/coordinating council chair _____

UniServ director(s) _____

Project coordinators(s) _____

Address _____ City/State _____ Zip _____

Office phone _____ Home phone _____

E-mail _____

Target audience _____

Project implementation date _____

Part II. Project information (what, why and how?)

Title of project _____

Purpose statement (goals, targets, focus)

Program description (describe the specific project activities)

Timeline for implementation of activities (sampling of possible ideas)

DATE	ACTIVITY
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Projected costs (How will you use the money?)

Facilities	\$ _____
Resource personnel	\$ _____
Materials	\$ _____
Equipment (rental)	\$ _____
Miscellaneous (specify)	\$ _____
<hr/>	\$ _____
<hr/>	\$ _____
<hr/>	\$ _____
<hr/>	\$ _____
<hr/>	\$ _____
Total	\$ _____

Evaluation criteria (by what criteria will this program be evaluated?)

Letters of support

Submitted by: _____

Local contact: _____

UniServ director: _____

Other stakeholders: _____

Date _____

Important—Please complete the following:

1. Number of members in unit (local association and region) applying for grant _____
2. Region location of unit applying for grant _____

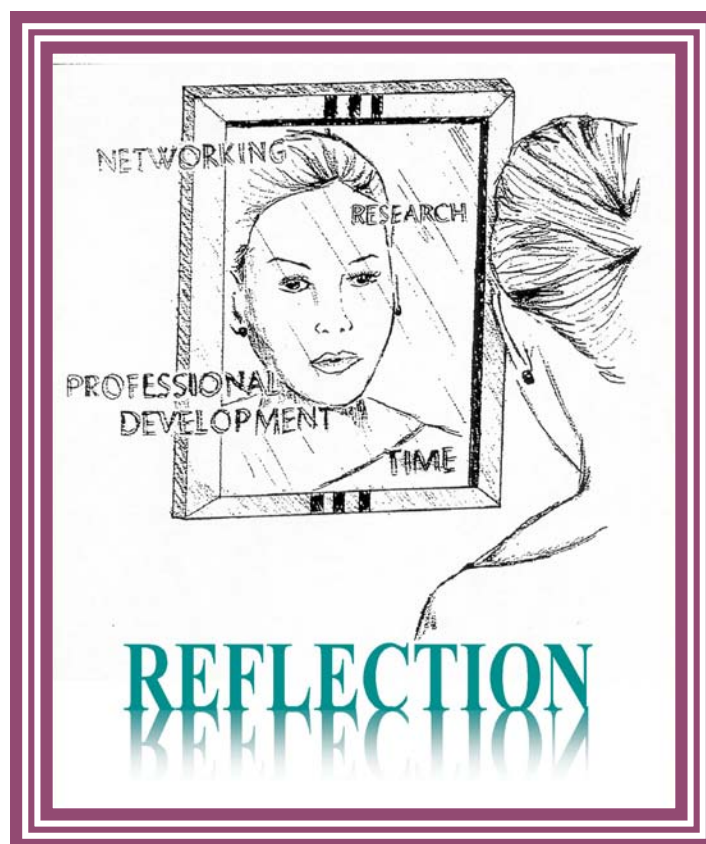
Mail to:

Joan Mapson, Director
Professional Development/Human Rights Department
Michigan Education Association
PO Box 2573
East Lansing, Michigan 48826-2573

PROJECT EVALUATION AND REFLECTION

Use one of the included sample formats, or develop your own.

Please remember, the project report is due within 30 days of project ending.



FOUR LEVELS OF PROGRAM EVALUATION

	Participant Reaction	Participant Learning	Participant Use of Knowledge/Skills	Student Learning Outcomes
What questions are addressed?	Did the materials make sense? Will this be useful? Were the leaders knowledgeable and helpful?	Did participants acquire the knowledge and skills intended?	Do participants incorporate the new knowledge and skills into practice?	How did the program affect students? Did it impact student performance? Is student achievement improved? Did it influence students' physical or emotional well-being? Are students more confident as learners? Is student attendance improving? Are dropouts decreasing?
How will information be gathered?	Questionnaires administered at the end of the session(s).	Paper and pencil instruments. Simulations. Demonstrations.	Observations. Participant interviews. Participant questionnaires. Supervisor interviews.	Student records and questionnaires. Teacher interviews and questionnaires. Administrator interviews and questionnaires. School records.
What is measured or assessed?	Initial satisfaction with the experience.	New knowledge or skill level of participants.	Degree and quality of implementation.	Student learning outcomes: a. Cognitive b. Affective c. Psychomotor
How will the information be used?	To improve the design and delivery of the program.	To improve the format, content and organization of the program.	To document and improve the implementation of program content.	To focus and improve all aspects of program design, implementation, and follow-up. To prove that staff development makes a difference in improving education.

EVALUATION SAMPLE 1

Session:		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Content:	Content was appropriate and beneficial					
	This topic addressed an important need					
	Information and materials are current and enhanced my learning					
	I would recommend inviting this presenter for future professional development					
Process:	Session was well organized and session objectives were clear and focused					
	Trainer(s) were knowledgeable, prepared, and helpful					
	Information was presented in a logical sequence and easily understandable					
	Training provided a variety of learning activities					
	Sufficient time was provided to complete tasks					
	Participants were encouraged to ask questions and/or make comments					
	Trainer(s) used methods appropriate to my needs					
Context:	My objectives for attending the program were met					

Comments:

What were the best aspects of this session?

How would you use this to effect student outcomes?

EVALUATION SAMPLE 2

WORKSHOP: _____

LOCATION: _____

DATE: _____

PRESENTER: _____

Attitude toward the presenter(s)

	Strongly disagree	1	2	3	4	5	6	7	Strongly agree
1. Had a professional approach and style.		1	2	3	4	5	6	7	
2. Provided a high quality presentation.		1	2	3	4	5	6	7	
3. Was respectful of the audience.		1	2	3	4	5	6	7	
4. Was credible.		1	2	3	4	5	6	7	
5. Kept my interest.		1	2	3	4	5	6	7	

Attitude toward the information

6. Did not change my thinking	1	2	3	4	5	6	7	Did change my thinking
7. Not useful	1	2	3	4	5	6	7	Useful
8. Not convincing	1	2	3	4	5	6	7	Convincing
9. Not credible	1	2	3	4	5	6	7	Credible
10. Not practical	1	2	3	4	5	6	7	Practical
11. Not helpful	1	2	3	4	5	6	7	Helpful

Use of information

12. How likely is it that you will use this information in your decision making with colleagues/parents/students?	Unlikely	1	2	3	Likely
13. How likely is it that you will use a strategy(ies) presented today with a colleague/parent/student?	Unlikely	1	2	3	Likely
14. How likely is it that you will share this information with someone else?	Unlikely	1	2	3	Likely

COMMENTS (please attach separate page if necessary):

EVALUATION SAMPLE 3

Session: _____

Presenter(s): _____

	Excellent	Good	Satisfactory	Poor	Needs improvement
1. The presenter(s) understanding of the topic was:					
2. The presentation style and delivery was:					
3. The information provided was:					
4. Overall, I consider this session:					
5. This session should be offered again next year:			YES	NO	
6. Further comments and suggestions (please attach separate page if necessary):					

MEA

Michigan Education Association

PO Box 2573, East Lansing, MI 48826-2573 517-332-6551 or 800-292-1934 www.mea.org
Iris K. Salters, President • Steven B. Cook, Vice President • Peggy McLellan, Secretary-Treasurer • Lu Battaglieri, Executive Director

*The mission of the MEA is to ensure that the education of our students and
the working environments of our members are of the highest quality.*

