A-PLUS in Math
Alabama’s Practitioner Leaders for Underserved Schools in Mathematics
An NSF-funded Master Teaching Fellowship
A Researcher-Practitioner Partnership Model
(Grant#1849948) 2019-2025
http://aplusinmath.ua.edu

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Before we get started...

- If you are one of the 27 teachers who attended one of the May 2018 interest/feedback sessions while we were writing this proposal...THANK YOU!!!

- That was a strong component of our NSF proposal reviewers noticed!
Questions from Google Survey
(to be directly addressed in writing @end)

1. Is there a limit of cohorts per school?
2. Planning ahead for necessary childcare during summer and after school, just wanting as many "dates" as possible
3. I am scheduled to take the Praxis for Middle School Mathematics grade 4-8, how will that affect my chances in getting into the cohort.
4. Seeking more information about general schedule, course times, and balancing master’s program with teaching and personal obligations
5. How will this program help me to be a better classroom teacher?
6. Requirements?
7. What times are classes during summer?
Researcher-Practitioner Framework

• Statements of Commitment
• This depicts “a classroom teacher (practitioner)” and a university “professor (researcher)”.
• The lens of our framework for this project is centered in “peers” working towards goals.
• Researchers lead research
• Practitioners lead practice
• Together…
  – WE all lead the leadership & transformation
Overview

• The University of Alabama’s Practitioner Leaders for Underserved Schools in Mathematics (UA-PLUS-M), is a collaborative partnership effort between The University of Alabama, Tuscaloosa City Schools, Tuscaloosa County Schools, and the Alabama Council of Teachers of Mathematics. This project has five goals related to developing 24 teachers into MTF leaders. By meeting our goals, we will improve educational experiences for students by providing intense and continuous professional development for teachers and administrators.

• Hand out with the current intellectual merit & broader impacts requirements of NSF.

• Addressing local needs of:
  – Early career teacher turn-over (induction support)
  – Movement of teachers across schools and/or LEAs
  – School-level math teacher leader development
  – Preservice high capacity clinical mentor network
  – Keep best teachers locally and in the classroom
  – Build admin/teacher continuity to improve student outcomes and teacher satisfaction
NSF Funding Source Information

• National Science Foundation, Robert F Noyce – Track 3

• The NSF Master Teaching Fellowships Track (MTF) of the Robert Noyce Teacher Scholarship Program offers awards to institutions to administer fellowships and programmatic support to experienced and exemplary K-12 STEM teachers, who are certified/licensed teachers, who possess a master’s or bachelor’s degree in their field, and who participate in a program for developing master teachers and teacher leaders. These selected individuals are referred to as Master Teaching Fellows.

• Master Teaching Fellows must be (1) teachers with master’s degrees in their field or (2) teachers with bachelor’s degrees in their field who are enrolled in a master’s degree program in their field.
Funding Source Requirements

• Required Partners
  - a department within an institution of higher education (IHE) that provides an advanced program of study within a specific discipline in mathematics or the sciences, including engineering and computer science, and either -
    - a department or entity within an IHE that provides a teacher preparation program; or
    - a two-year IHE that has a teacher preparation offering or a dual enrollment program with an IHE;
  - at least one high-need local educational agency and a public school served by the agency from which the experienced and exemplary teachers will be selected; and
  - at least one nonprofit organization that has a demonstrated record of capacity to provide expertise or support to meet the goals of the proposed project.

• UA
  - Curriculum & Instruction
  - Mathematics
  - Ed Leadership
  - Teacher Leader

• TCS, TCSS

• Alabama Council of Teachers of Mathematics
Funding Source Requirements

• Teaching Service Commitment & Leadership Role
  – A teacher awarded a Master Teaching Fellowship is expected to:
    – serve as a STEM [Math] teacher in an elementary or secondary school served by a high-need local educational agency for five years, to be fulfilled within seven years of the start of participation in the program; and
    – take on a leadership role within the school or high-need local educational agency in which the individual is employed, while fulfilling the teaching service commitment above and in addition to regular classroom activities. Examples of leadership activities include serving as a mentor, participating in curriculum development, assisting in the planning and implementation of professional development experiences, and participating in preservice teacher education.
Funding Source Requirements

• A key aspect of the Master Teaching Fellowships Track, required under the America COMPETES Act (P.L. 111-358), is the provision of salary supplements to the Master Teaching Fellows as they are fulfilling their teaching service and project commitments.

• While participating, a Master Teaching Fellow will receive a salary supplement of at least $10,000 per year.
  – LEAs may not reduce MTF salaries (NSF requirement in with LEA letters)
Funding Source Requirements

- **Recipient**: As a condition of acceptance of a fellowship, the recipient agrees to provide the institution with annual certification of employment and up-to-date contact information as well as to participate in activities (e.g., surveys, interviews, evaluation assessments) conducted as part of institution project-level and NSF program-level evaluation. In addition, the fellowship may revert to a loan, meaning that the recipient will be required to repay all or a portion of the fellowship, if the recipient:

  1. fails to maintain an acceptable level of academic standing in the program in which the individual is enrolled;
  2. is dismissed from the program or institution for disciplinary reasons;
  3. withdraws from the program before the completion of such program;
  4. declares that the individual does not intend to fulfill the teaching service commitment; or
  5. fails to fulfill the teaching service commitment.

- If such circumstances occur before the completion of one year of the teaching service commitment under any track, the total amount of scholarship or stipend received by the individual must be repaid. If the circumstance described occurs after the completion of one year of the teaching service commitment, the amount to be repaid will be as follows:
  - **Track 3 – MTF**: one-half of the total amount of salary supplements received.
Cost Share Requirements

• Total request from NSF
  • $2.84M
    – 60% salary supplements to MTFs
    – +10% additional support
      – Subs, conf travel, tech, tuition
  • 50% of direct costs matched
    – $1.42M
    – Of which half must be cash

• In-Kind (donations materials/time)
  • $400,000 from TI
  – Software licenses for all MTF’s & students during 5 years
  – Teacher time
    – Hosting PSTs & attending LAs (off contract time)
  – Admin time (summit)

• Cash
  – ACTM comp registration
    – Faculty salary & benefits
    – Grad student support on project
Two Pathways for MTFs

1. Those without a Master’s
   - Pursuit of a Secondary Math Education Master’s degree
     - Class – A Alabama 6-12 license
     - Requires Class-B 6-12 by ALSDE
     - Two-year pathway to degree**
     - Tuition paid**($19,066)
     - Four years salary supplements
       - Starts at conclusion of MA degree
       - $50,300 (12,575 x 4)

2. Those with Master’s
   - Pursuit of National Board Certification**
     - 18 hours of coursework Yr1
       - Could roll into an EdS or other degree program at the AA level
     - Tuition paid ($11,061)
     - Yr2, complete & submit NBCT
     - Five years salary supplements
       - $62,875 (12,575 x 5)

Obviously this does not include ALSDE Class A or NBCT pay incentives, or the path two MTFs decide after the five years to pursue AA license. We estimate the total value over the remaining career of an MTF to be $225,000 to $275,000, not including RSA benefits in retirement.
Other Financials

• To be accepted (only direct out of pocket before support can begin)
  – Minimum Score (300) on GRE exam for grad school admission during application process
  – Review sessions by doctoral students April 13th 930am to 1230pm; April 17th follow-up 430pm to 730pm (1st hour same as 13th)

• Expected by MTFs through salary supplements
  – Mileage to/from campus for activities, coursework, PLA’s (will vary by MTF)
  – Some books, possible course fees (est. total ~$400-500)
  – NBCT (~$2,000)
  – Praxis II math exam for external evaluation measure (~$125)
  – TOTAL costs over entire project ($2870 + mileage)

• Substitute teacher costs covered by grant @ max $75 per day
  – Budgeted average five school days max per MTF per year
  – Adding advanced teacher candidates to sub-list may reduce this cost if appropriate

• Other support to MTFs
  – ACTM Conference Fee complimentary for MTFs during grant
  – $4,200 Ti-Nspire CX Classroom Set of Graphing Handhelds (Multi-year supports)
  – $4,000 in Conference Travel support ($1k per year per MTF)
  – Suzanne Culbreth, NBCT AL teacher of year, 16 NBCT workshops
  – $2,500 Possibly for Ti-Nspire Navigator wireless technology (seeking foundation matching grant, looking for opportunity for summer 2021 implementation, Training)
Selection Application – As Proposed

1. A GRE score that includes three sub-scores (verbal reasoning, quantitative reasoning, and analytical writing); UA requires a minimum of 300 combined for grad school, writing score used qualitatively.


3. A written 1-page statement of support from their current school principal.

4. Evidence of leadership potential from at least three sources:
   a) May include #3 as one.
   b) Peer math teachers (1-page statement).
   c) Another teacher from a discipline other than mathematics (1-page statement).
   d) Former preservice teacher placed in classroom (1-page statement).
   e) Professional colleague from previous position/school/organization (1-page statement).

5. A curriculum vita or resume outlining their credentials and career as an educator:
   a. Should be concise, 1-2 pages, prior degrees/certifications, teaching experience, and leadership/mentoring.
   b. Uploading of current active teaching license is an NSF requirement.

6. A short 10-15 minute classroom video of an effective teaching moment:
   a. Should narrate someone in your 1-2 page purpose statement.

7. A signed commitment letter acknowledging the time and teaching commitment, and the activities of leadership expected. Required by NSF, basically a contract given the large salary supplements and commitments associated.
Some of the Commitments (thru May ’25)

• MTF teachers
  – Leadership as a classroom teacher (not moving to admin, central office, or out of area)
  – Partnered leadership with ACTM fall program, presentations, annual meetings
  – Mentoring practicum students, new math teachers in your school
  – Complete program commitments and coursework
  – Developing an induction program for new math teachers, PD hosting

• Project Leaders
  – Provide coursework, professional development, leadership opportunities, structure of program
  – Provide feedback, support, and mentoring
  – Opportunity to meet with Practicum students in different settings

• LEAs
  – Administrator (any) from MTF school attend 3-day summer summit with MTFs
  – Support for MTFs to learn, improve, and lead (time)
  – Time will be documented as in-kind contribution of LEAs (contract days, admin summers)
Leadership Academies (42-44 days)

- Orientation 1 day
- Understanding Students & Teacher Self-Efficacy 2 days
- Preservice Mentoring and Peer Supervision 4 days
- Mastering Instruction in Math Practices 4 days
- New Teacher Induction 4 days
- Developing Leadership Skills as Teacher Leader 4 days
- Leading PD 6 days
- Learning to be a Math Coach 6 days
- Administrator’s Summit 12 days (4 summers, 3 days each)
Questions from Google Survey

1. Is there a limit of cohorts per school?

We intend to make efforts to provide representation across multiple schools and system. Though, the possibility of establishing a PDS school or two is not out of the question (>1 MTF in same school).
Questions from Google Survey

2. Planning ahead for necessary childcare during summer and after school, just wanting as many "dates" as possible

The first full week in June 2019, 2020, and 2021 immediately following Memorial day week, will serve as the start to four weeks for the 6-7 credit hours of graduate coursework in summers.

You can plan for Mon-Thur for four weeks, running from 830am to 330pm with a lunch hour from 1130-1230.

There will be expected homework between each week of instruction, as would be the case of any summer graduate course offered in a one-month format.
3. I am scheduled to take the Praxis for Middle School Mathematics grade 4-8, how will that affect my chances in getting into the cohort?

Any fulltime, certified mathematics teacher teaching grades 6-12 is eligible.

Any teacher with K-6 endorsement with any MA field related degree but not a 6-12 Class A math MA degree, can only be considered for the 2020 cohort.

The 2019 cohort requires at a minimum, an AL 6-12 secondary Class-B credential.

For those with a 6-12 Math Class B and earned an MA degree in something else (pure math, library science, special ed) may apply to either cohort, though preferred 2019 cohort.
Questions from Google Survey

4. Seeking more information about general schedule, course times, and balancing master’s program with teaching and personal obligations

Our meetings with 27 different teachers in May 2018 writing this grant proposal, we were sensitive to their input. We made numerous changes based on that feedback. Including, only one academic course during fall and spring semester and two each summer.

All Professional Learning Academy sessions will be “group decided by MTFs and Team Leadership”.

Conference attendance dates are set by the requisite professional organizations and will be made public as they are known. For now, ACTM for cohort 1 is set as Nov 14 & 15, 2019 @ McWane Science Center in B’ham.
Questions from Google Survey

5. How will this program help me to be a better classroom teacher?

Please review our five goals handout. We are in this together and will provide a community setting in which all MTFs will work as peers with Project Leadership using the most up-to-date literature, curricular materials, and devise ways to support MTFs to do just this.
Questions from Google Survey

6. Requirements

Either cohort:
300 combined GRE score (UA admit for graduate courses)
Completed application packet
Commitment to help the project reach our goals
Desire to do National Boards
Desire to excel and lead
Teaching in UA 50 mile radius schools

2019 Cohort
Alabama Class-B 6-12 math
Can be done via praxis II testing

2020 Cohort
A master’s degree, minimum
Questions from Google Survey

7. What times are classes in summer?
   2019\(^\wedge\), 2020\(^*\), 2021\(^*\)
   • June (week after memorial day week)
   • Four weeks
   • Monday through Thursday
   • 830am to 330pm, 1hr lunch break
   • Homework typical of any graduate course leading to degrees
   • 2022, 2023, 2024 summers will be determine by whole group for PLA’s
   \(^\wedge\)2019 Cohort
   \(^*\)2020 Cohort