



***S²TEM Centers SC Math Institute:
Growing Teacher Leaders for Grades 3-5***

**Innovation Partnership
July 1, 2024 - June 30, 2025**

APPLICATION AND MEMORANDUM OF AGREEMENT

S²TEM Centers SC is an innovation partnership managed by South Carolina's Coalition for Mathematics & Science at Clemson University. Its purposes are to improve instruction and accelerate student learning in Science, Technology, Engineering and Mathematics content areas through innovation, support and research.

Application Deadline: MAY 24, 2024 @ 5:00 p.m.

For questions regarding this application or the application process, please contact **Tracey Campbell, Director of Special Projects, S²TEM Centers SC / SCCMS** at (843) 274-4087 or [**tcampbell@s2temsc.org**](mailto:tcampbell@s2temsc.org).

Completed application and signed Memorandum of Agreement will be submitted to: **South Carolina's Coalition for Mathematics & Science at Clemson University** via email to **Tracey Campbell, tcampbell@s2temsc.org** .

SOUTH CAROLINA'S COALITION FOR MATHEMATICS & SCIENCE

SCCMS

- Achievement by Design -

Part 1 General Overview

Request for Applications

This application and memorandum of agreement (MOA) contain information that serves as an invitation from S²TEM Centers SC and South Carolina’s Coalition for Mathematics and Science (SCCMS) for schools and districts to participate in the *S²TEM Centers SC Math Institute: Growing Teacher Leaders for Grades 3-5* for the 2024-2025 school year. S²TEM Centers SC and SCCMS will consider only those applications that meet the requirements outlined below under *Part I: General Overview*. Additionally, only applications that are complete and meet the deadline requirements will be reviewed.

Completed application and the MOA affirmation signatures page must be submitted to South Carolina’s Coalition for Mathematics & Science at Clemson University **via email to Tracey Campbell, tcampbell@s2temsc.org by 5:00 pm on May 24, 2024.**

NOTE: This program is supported by state-appropriated funds. In the event that sufficient funds are not available, this agreement will be terminated.

Program Overview

S²TEM Centers SC/SCCMS has designed a comprehensive system of scaffolded support for elementary teachers to support their understanding and application of evidence-based instructional strategies and pedagogical practices in the mathematics classroom to improve student learning. This partnership is designed to engage teachers of grades 3-5 in professional learning experiences with embedded instructional coaching support to increase their knowledge of and ability to implement evidence-based practices in mathematics instruction.

NOTE: A full program overview (including the purpose, theory of action, research, additional program model details, and program outcome details) is available at www.s2temsc.org/mathsupport

Eligible Schools

All South Carolina public schools serving students in grades 3, 4, and/or 5 are eligible to apply for participation in the *S²TEM Centers SC Math Institute: Growing Teacher Leaders for Grades 3-5*.

Preference may be given to schools that meet the following criteria:

- Title I designation
- Diverse student population
- Data indicates the need for increased student achievement

Individual School Team

A school team may apply for this program as an individual school. A school is required to submit an application for a team that includes one participating building administrator and three to six participating teachers who teach mathematics to grades 3-5. It is preferred that teacher participants represent a team that includes at least one teacher from each grade 3-5.

District Team

A district may apply for this program on behalf of multiple schools. In addition to meeting the requirements for each school team (see above), there must be a district-level leader who will actively participate in the program. While a district may submit multiple school teams, it is possible that all school teams will not be selected for participation during 2024-2025.

Program Model

S²TEM Centers SC Math Institute: Growing Teacher Leaders for Grades 3-5 program is intended to be a 3-year professional development program employing six complementary teacher actions of the Professional Teaching and Learning Cycle (Study, Select, Plan, Implement, Analyze, and Adjust). See http://txcc.sedl.org/resources/working_systemically/ptlc-intro.pdf

A S²TEM Centers SC Specialist will work directly with the teachers to model, observe, assist and provide feedback in understanding and applying evidence-based mathematics instructional strategies in the classroom through facilitated professional development, classroom observations and coaching conversations.

Components of the model for Year One include (*dates subject to change*):

- Statewide professional learning experiences (Tentative Location – Columbia, SC)
 - Summer Session – Program Launch (July 8-11, 2024)
 - Summer Session – Continuing Program - Year 2 (June 2025, 2-4 days TBD, tentative)
- Instructional coaching provided by a S²TEM Centers SC Specialist in both on-site and virtual settings on a monthly (August – March) cycle for participating teachers.
- School / District Administrator Support
 - Program Orientation (online, required)
 - Quarterly meetings with the S²TEM Centers SC Specialist (required)
 - Observes participating teachers once/semester (with S²TEM Centers SC Specialist)

Beyond Year One, the above components will be continued in some format along with opportunities for teachers to build capacity as a mentor and teacher-leader.

Administrator support is vital for the program's success. The principal of each participating school must engage in specific program components (as noted above). District leader support is imperative for ensuring the success of school teams. If applying as a district with multiple schools participating, a district-level leader must be designated to participate in communication and collaboration with the schools and the S²TEM Centers SC staff.

Program Outcomes

S²TEM Centers SC Math Institute: Growing Teacher Leaders for Grades 3-5 program has identified the following outcomes:

- 1) Strong foundational teacher mathematical identity
- 2) Positive teacher mathematical beliefs and perceptions of students learning math
- 3) Engaged mathematics classroom learning environment, which includes:
 - Teacher knowledge and use of evidence-based mathematics instructional strategies
 - Teacher mathematical content knowledge
- 4) Confident teacher mathematical self-efficacy

By the end of Year One participating teachers will demonstrate:

- 1) improved instructional practice
- 2) positive change in teacher beliefs and perceptions about mathematics
- 3) develop sense of collegiality among teachers.

Data Collection

S²TEM Centers SC Specialists will collect data in collaboration with teacher and administrator team members. Data may include (but will not be limited to):

- Classroom observation data related to the use of mathematics instructional practices,
- Pre- and post-surveys related to changes in teacher beliefs and knowledge
- Anecdotal evidence of coaching
- Student achievement data (no student names or identifying information will be collected).

Data collected will be used in a formative way to enhance teacher growth with goal setting and coaching. In addition, data will be used to report on progress toward the program outcomes as noted above.

Part 2
Program Application – 2024-2025 School Year

An editable application document is available at www.s2temsc.org/mathsupport and can be completed offline. The completed application should be **submitted via email to Tracey Campbell.**

If applying as a district, each school applying to participate as part of the district team should complete the School Contact, School Data, School Narrative and Teacher Information sections of the application.

In preparation for completing the application documents, note that the following information will be requested.

DISTRICT CONTACT INFORMATION

(for superintendent and program lead)

SCHOOL CONTACT INFORMATION

(for principal)

(NOTE: if applying as a district, responses should be included for each school submitted)

SCHOOL DATA

(Title 1 designation, enrollment, demographics)

(NOTE: if applying as a district, responses should be included for each school submitted)

SCHOOL NARRATIVE

(brief statement to affirm interest in project)

(NOTE: if applying as a district, responses should be included for each school submitted)

PARTICIPATING TEACHER INFORMATION

(NOTE: A total of 12 teachers is allowed per district application with not more than 6 teachers from any one school and not more than four schools represented. Each school team is required to have a teacher representing each Grade – 3rd, 4th, 5th (unless a grade is not served at the school).

Part 3
Memorandum of Agreement – June 2024 – June 2025

SCCMS reserves the right to terminate this partnership if it is determined that the teacher(s), school and/or district are not in compliance with the terms identified in the Memorandum of Agreement.

I. Financial Obligations

*a. S²TEM Centers SC/SCCMS Financial Obligations**

- i. S²TEM Centers SC/SCCMS will provide support for overnight travel expenses (including lodging and meals during sessions) associated with the participation of the teachers in statewide professional development including:
- ii. S²TEM Centers SC/SCCMS will provide support to the S²TEM *Center SC Specialist* for all travel and training materials expenses associated with statewide training and on-site support.

** S²TEM Centers SC/SCCMS financial contributions estimated @ \$4,500 per participant.*

b. District and/or School Financial Obligations

- i. The district and/or school will support teacher release time for whole group learning and any other release time mutually determined to be necessary during the school year.
- ii. The district and/or school will provide funding for teacher substitutes for teachers attending professional learning sessions if sessions are on instructional days.
- iii. The district and/or school will provide support for necessary travel expenses (mileage and meals not provided) associated with the participation of the teachers and school/district administrators in statewide professional development.

II. Roles and Responsibilities

a. S²TEM Centers SC Specialist Roles and Responsibilities

Deliver the program as identified in the Program Overview to include professional development, on-site and virtual coaching, data collection and school and/or district administrator collaboration.

b. Participating Teacher(s) Roles and Responsibilities

Actively engage in all components of the program as identified in the Program Overview to include professional development, coaching, classroom collaboration, and collection and sharing of data.

c. *School Administrator Roles and Responsibilities*

Actively engage in all components of the program as identified in the Program Overview to include communication with S²TEM Centers SC staff, quarterly check-in discussions, support for teacher scheduling to allow time for coaching support, and sharing of data.

d. *District Leadership Roles and Responsibilities**

Actively engage to support all components of the program as identified in the Program Overview to include support for school administrators and teachers to participate fully in the program and to provide access to data as needed to assess the program's effectiveness.

** Only applies to districts with multiple schools participating.*

III. Termination of the Agreement

- a. Funding Unavailable - This program is supported by state-appropriated funds. In the event that sufficient funds are not available, this agreement will be terminated.
- b. Termination by the School or District – The school or district may terminate this agreement if the participating teacher(s) are reassigned to another school, subject area or grade level or are otherwise employed. The school or district may also terminate this agreement if SCCMS or the S²TEM Centers SC Specialist does not fulfill the roles and responsibilities designated in this agreement.
- c. Termination by SCCMS - SCCMS may terminate this agreement if the participating teacher(s) school and/or district are not in compliance with the terms identified in this Memorandum of Agreement.
- d. Notice of termination shall become effective on the date specified on the notice letter.

IV. Amendments

This agreement constitutes the whole agreement between the parties, and no prior representatives, negotiation, or agreements by any party shall affect the construction and operation of this agreement. This agreement may be amended only by a written instrument signed by all parties.

NOTE: This program is supported by state-appropriated funds. In the event that sufficient funds are not available, this agreement will be terminated.

**Part 4
Signature Page**

AFFIRMATION OF MEMORANDUM OF AGREEMENT

***S²TEM Centers SC Math Institute:
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July 2024 – June 2025***

I hereby affirm that all of my statements in this application are true and accurate. Additionally, I have read and will comply with the terms of this agreement.

Signatures and Dates needed from:

District Instructional Leader _____		_____
Title _____		Date
School Principal _____		_____
		Date
SCCMS Signature _____		_____
		Date

Submit the complete application and MOA Signature page by 5:00 p.m. FRIDAY, May 24, 2024, to South Carolina’s Coalition for Mathematics & Science via email to Tracey Campbell, tcampbell@s2temsc.org

Note: If applying as a district on behalf of multiple schools, each school requires a separate MOA page to be submitted with the application.

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