

Teacher Quality Enhancement Grants Program (TQE)
TQE Partnership Grants
2004

PR/Award No: P336B040001
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Award Amount: \$989,714

THE COLORADO LEARNING NETWORK PARTNERSHIP IN RURAL TEACHER EDUCATION

Goal 1: Implement shared governance structure through the development of a partnership Teacher Education Advisory Council. Outcome: Joint responsibility for the program redesign of the Teacher Education Program (TEP).

Goal 2: Develop a comprehensive rural TEP model. Outcome: Redesigned TEP (content courses, pedagogy courses, field experiences, alternative program options, professional development, mentoring, and teacher induction).

Goal 3: Provide rural LEAs statewide with highly qualified teachers to fill job openings in high-need areas. Outcome: Strengthened professional development of beginning and accomplished rural teachers through technology-integrated teaching and learning experiential opportunities where research findings can be applied, practiced, tested, and transferred to all rural classrooms.

Goal 4: Strengthen the mentoring and induction programs and professional support between and across school districts, thus enabling the districts to retain higher numbers of qualified beginning and new teachers. Outcome: Changes in K-12 student academic achievement.

Goal 5: Leverage revenues from the cash-funded alternative licensure programs with matching funds from partners and identify new regional business partners by disseminating program “best practices” findings statewide. Outcome: Sustainability beyond Federal funding support. Model Potential and Population: The Partnership's research and trailblazing practices will result in a rural TQE-P model driven to qualitative excellence by the IBM Reinventing Education Change Toolkit.

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Award Amount: \$1,000,000

The College of Staten Island (CSI) Discovery Institute, with the CSI Education Department, its Divisions of Science Technology and Humanities Social Sciences, New York City Department of Education Region 7, New York State Department of Education, City University of New York, and other supplementary partners proposes a comprehensive approach to developing highly qualified elementary school teachers.

The project begins with a “Teaching Scholars” program in which high performing CSI college students assist exemplary teachers in elementary school classrooms complete a liberal arts and sciences and teacher education double major. The redeveloped program emphasizes “discovery” methodology and a “key idea” approach to learning. Novice teachers take a year long practicum workshop taught by exemplary teachers who coach their development and review their lessons on a weekly basis. They are mentored on-site twice weekly for two hours by retired exemplary teachers, and participate in weekly three-hour professional curriculum development workshops at CSI after their first year of teaching.

The entire comprehensive program is integrated philosophically around the dual principles that teachers ought to be empowered as true professionals, and that learning takes place most effectively when students are also empowered to engage actively in their own education. The integration of all program elements as well as the ideological unity is insured by the fact that the lead partner, the CSI Discovery Institute, has successfully conducted similar programs for secondary schools for the past 18 years. Based on past results, this project is expected to produce 100 percent highly qualified new teachers, an 80 percent retention rate, and teacher satisfaction and competence resulting in a 5 percent yearly increase in student achievement as measured on city and state exams.

PR/Award No: P336B040003

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The Oregon Technology in Education Network (OTEN) is a consortium of six liberal arts colleges and universities in Northwestern Oregon. The OTEN Partnership grant supports Technology Competent Teacher Leaders (TCTL) in high-needs K-12 schools associated with the OTEN schools of education. These teachers are provided curricular and technology resources designed to improve student learning through the implementation of superior technology-enhanced lessons. Pre-service teachers are placed in TCTL classrooms for clinical experiences in which they must design and teach technology-enhanced lessons that are observed by TCTL and university supervisors. The OTEN will develop grant, collaboration, and curricular resources for first year teachers who have participated in OTEN activities during teacher preparation programs. Content area methods instructors will be supported in cross-campus, collaborative efforts to improve content area teacher preparation. Data gathered from TCTL classrooms and first-year teaching experiences will be used for review of teacher education programs to better prepare teachers for high-needs schools and improve student achievement in those schools. Outcomes of the grant work include: improved student achievement, implementation of superior technology-enhanced teaching, effective teaching from early career teachers and improved teacher education programs.

The grant activities and assessments are designed around four goals:

- Increasing student achievement in TCTL and other K-12 classrooms in high-needs schools;
- Providing high quality clinical experiences for pre-service teachers;
- Adjusting teacher education programs to better prepare new teachers to use technology; and
- Improving the capability of first-year teachers to apply technology to improve student achievement.

PR/Award No: P336B040004
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Georgia State University's Colleges of Arts and Sciences and Education with four Atlanta school systems, are forming a partnership to improve the quality of pre-service and in-service teachers in order to increase student achievement in urban school systems. This partnership will be situated within the context of Professional Development Schools (PDS) with one elementary, middle, and secondary school from each district completing the partnership. This PDS infrastructure consists of four components: intern experiences for pre-service teachers, a collaborative induction model for new teachers, professional development opportunities for in-service teachers, and on-going opportunities for improved content area learning. Each PDS will house a site coordinator, a site professor, supervising teachers, and student teachers. In the collaborative induction model, experienced mentor teachers, university, and school personnel will work with new teachers. Professional development workshops and courses will be conducted on site with content area faculty from Arts and Sciences and Education offering workshops on literacy, science, mathematics, technology, and special education. Eventually, endorsement programs in math and reading, mentor training, and graduate programs can be scheduled at the school site. Pre-service teachers will participate in a variety of intern experiences. The assessment of effectiveness of these partnerships will include input evaluation, process evaluation, product evaluation, using mixed methods techniques with the expected outcomes of increased production and retention of new teachers, particularly from underrepresented groups, and increased student achievement.

PR/Award No: P336B040006

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This Partnership will place pre-service secondary education students in near-by high schools in Bloom District 206 to work under the guidance of a mentor-teacher with high school students, ages 14-18.

The goals are to:

- Redesign teacher preparation collaboratively with Arts and Science faculty, regional faculty and schools to elevate knowledge, pedagogical skills and technology skills;
- Give pre-service teachers real-world experiences and develop the teaching skills required to address the needs of diverse learners before their student teaching actually begins;
- Help high school students, who are operating up to five years below grade level, improve their skills in reading, writing, and science;
- Recruit under-represented and disadvantaged teacher candidates and train them to become high-quality professionals who will go on to teach in diverse and challenged schools; and
- Support novice teachers with an effective and extensive induction system.

This Partnership will have regional significance and the potential to be a national model for small urban and suburban teacher preparation programs that will improve the quality of teachers and meet the needs of all learners across the country.

PR/Award No: P336B040012

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Award Amount: \$343,480

The goal of this project is to increase the number of highly qualified middle and high school special education teachers, as per the No Child Left Behind Act and proposed IDEA legislation, teaching in and available for employment by Delaware high-need school districts.

Specifically, the project partners will:

- Define the content knowledge middle and high school teachers need to know in each core content area, and develop or select a set of appropriate courses which will lead to a major (or its equivalent of 30 credit hours) or a course of study in each core content area;
- Redesign the current special education program for prospective middle and high school special education teachers, requiring them to earn a major or its equivalent in a core content area required for "highly qualified" status, in addition to the pedagogical content knowledge courses (including technology) in special education required for state certification;
- Design a transition to teaching induction program to help pre-service teachers move through the induction stage in learning to teach, to the experimentation and consolidation stage and a coaching induction program for school-based in-service teachers to support their movement to the mastery and stabilization stage; and
- Develop a recruitment program aimed at annually attracting 25 pre-service and 25 in-service teachers to become highly qualified middle and high school special education teachers.

Specific activities have been designed to achieve these goals and measurable outcomes have been specified to describe how the partners will know the goals have been achieved. Central to the project is the enhancement of the content knowledge of prospective and in-service teachers. The ultimate goal of this change is to positively impact special education students' learning.

PR/Award No: P336B040014

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The primary goal of this project, *A Collaborative Approach For South Carolina 2- and 4-Year Colleges*, is to support the development of a highly qualified teaching force in South Carolina that reflects the diversity of the state's population. The partnership includes two universities with comprehensive teacher education programs, three two-year colleges, two high-needs school districts, the BellSouth Corporation and the state Center for Educator Recruitment, Retention and Advancement. Because more than 50 percent of college-attending minority students begin their study at two-year institutions this partnership is proposed as a strategy to increase the number of minorities in the teaching profession. Student recruitment and support along with early, meaningful clinical experiences will be major focuses. A *Professional Learning Community* concept will serve to ensure success of students progressing from pre-college recruitment, to their initial entry into two-year colleges, through the completion of certification requirements and into their induction into the teaching profession. Year one of the project will involve a "proof-of concept" phase involving the Columbia area partnership led by the University of South Carolina teacher preparation program that was enhanced by support from a previous Teacher Quality Enhancement grant. Pre-kindergarten through 12th grade schools will be selected to host clinical experiences for students in the two-year colleges and Project staff will work to support professional development activities in those schools. During year two, a parallel partnership in the Charleston area will pursue activities proven successful in year one. In years three through five, all partners in collaboration with the state Department of Education and the Commission on Higher Education will disseminate the program to other teacher education institutions and two-year colleges.

PR/Award No: P336B040016

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Schools in Alaska face a daunting set of circumstances, challenges and demands that call for creative and forceful solutions. In fact, schools are not measuring up to the needs of students, parents and communities, as reflected in the 58 percent of schools state-wide that have not demonstrated adequate yearly progress in student achievement. The challenges include high teacher and principal turnover that approaches 50 percent in some districts; Alaska Content Standards for Students that call for new approaches to teaching; insufficient professional development for educators; and the No Child Left Behind (NCLB) Act requirements for highly qualified teachers and paraprofessionals. The University of Alaska Anchorage's (UAA) research and experience with the Alaska Partnership for Teacher Enhancement, the initial TQE grant, strongly indicate the substantial benefits that K-18 initiatives offer for addressing Alaska's needs and for addressing NCLB requirements for highly qualified teachers. In this new project, UAA and our rural community campuses will partner with eight high-needs districts, two teacher associations, Alaska's largest telecommunications firm, and a national public-private collaborative to establish a Professional Development Network. The main goal of this new partnership is to build stronger teaching and learning communities within and across schools and districts in the network that lead to improved instructional practices and raise student achievement.

To achieve this goal we will:

- Develop state-of-the-art, technology-supported, distance-delivery formats for both pre-service and in-service professional development to ensure support for teachers in meeting "highly qualified" requirements regardless of where they live in Alaska;
- Develop instructional leadership capacity for both teachers and principals that supports standards-based practices within the schools in the network;
- Create a network-based induction and mentoring program that spans the career arc for teachers and rural principals; and
- Strengthen the ties among the partner districts and university to support culturally responsive teaching and learning for all students.

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Over the past six years the College of Education at the West campus of Arizona State University has collaborated with three urban Phoenix districts to produce outstanding new teachers and meaningful professional development. In the Professional Development School Teacher Education Network of Excellence through Technology (PDS TENET) project, the college improves and extends the scope of its “full service” model of PDS. In collaboration with the College of Arts & Sciences at ASU West and Tempe, the Department of Distance Learning and Technology at ASU Downtown, and two private technology firms, we join with seven high-need school districts in urban and remote, underserved regions of Arizona to enact high quality new teacher preparation and content-area professional development.

The strength of PDS TENET comes from its three unified initiatives:

- Full Service PDS - a model where a full-time university faculty member, immersed in the partner district, serves as university-school liaison and coordinates professional development, action research, and fully site-based teacher preparation for a cohort of teacher candidates;
- Content Academies - a 30-semester hour series of university-school created, high quality, standards-based, professional development coursework in each area of mathematics, science, and reading; and
- Technology - the well-designed use of technology-enriched, site-based PDS classrooms to prepare new teachers and state-of-the-art distance learning technology to deliver the 30-hour content professional development series.

Specific and measurable teacher quality, student achievement, university-school collaboration, and project dissemination outcome goals and performance objectives are articulated. An extensive and well-supported program of ongoing program evaluation (both internal and external) will be implemented to maximize project impact. In the future, this combined full service plus hybrid PDS model will be used to bring the best of collaborative university-school teacher education to all parts of the nation.

PR/Award No: P336B040018

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The New Jersey Consortium for Middle School Teacher Preparation will create a blueprint for the preparation of middle school teachers in New Jersey, based on strong subject matter content knowledge, the effective use of assessment to improve student learning, and intensified experiences in diverse settings. The Consortium is a partnership of three universities (Kean, Rowan and Rider), their respective Colleges of Liberal Arts and Sciences, and their partnering local school districts (Bridgeton, Elizabeth, Piscataway, Trenton and Woodbury). In addition, the Educational Testing Service, a leader in innovations in assessment and professional development, and Apple Computer, a leader in the infusion of technology in today's classrooms, will partner with the Consortium. Through collaboration with liberal arts and sciences, partnering universities will design teacher preparation programs for middle school teachers that include extensive content knowledge. The programs will help to implement the requirements of the No Child Left Behind Act and New Jersey's recently approved licensing code. Professional development schools at the middle school level in these high-needs districts will provide intensive clinical experiences for teacher candidates and professional growth for teachers in the field. Statewide training in assessment and mentoring will allow the project to impact two critical areas; addressing the achievement gap in high-needs districts at the middle school level and mentor support for induction year teachers.

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Nicolaus Copernicus, not satisfied with historically accepted Ptolemaic theories about the nature of the movements of planets in the solar system, set about constructing a revolutionary new system that properly located the sun where it still sits at the center of our solar system. Like Copernicus, we propose to launch a science teacher degree program that compels a paradigm shift in the ways Schools of Education have traditionally approached the recruitment and education of future science teachers.

The *Copernicus Project's* goals, and the objectives, activities and outcomes that flow from these goals, aim at substantially raising the number, quality and diversity of science teachers in California, and becoming a national model program for science education. The *Copernicus Project* is centered in: early identification of future science teachers (as early as high school); systematic recruitment from a diverse pool of candidates from both community colleges and high school; high quality and focused teacher preparation beginning at the community college level; and sustained, mentored support of new and veteran teachers through ongoing professional development.

Unlike conventional approaches to teacher preparation, our program is not based on a linear model (channeling aspiring science teachers through various programmatic educational modules offered by various, and often disconnected partners). Rather, we propose a collaborative for science education, one that spans teacher preparation from beginning to end, and fully and continuously engages all partners at all times. Our shared vision and goals include nurturing a more culturally diverse teaching force and science teachers that are better versed in the subject matter science and subject matter specific pedagogy. The ultimate goal is to significantly improve student achievement in science.

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Award Amount: \$659,058

The Niagara Falls City School District (NFCSD), in collaboration with Niagara University College of Education and Niagara University College of Arts & Sciences and the National Center for Education in the Economy, have partnered to implement a five-year teacher quality enhancement initiative, *Teaching Excellence*. The initiative, coordinated with an existing teacher recruitment grant, will prepare pre-service, new and veteran teachers in both content and pedagogy and will provide an innovative mentoring opportunity for veteran teachers to work with University faculty.

The outcomes of the collaboration include the following objectives:

- Pre-service, new, and veteran teachers will increase their breadth of content area knowledge in at least one core subject area;
- Pre-service, new, and veteran teachers will increase their pedagogical skills consistent with their home school needs;
- The project will establish content specialists in each core subject area in each District school by 2009;
- Professional development and pre-service experiences will be aligned with NFCSD's established curriculum cycle which provides an annual content focus;
- All teachers will increase their use of assessment data to drive daily classroom practice;
- The district will increase the percentage of teachers who demonstrate independent and facilitative use in technology integration proficiency; and
- The District will increase the percentage of teachers who meet the NCLB requirements for highly qualified teachers.

PR/Award No: P336B040022

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The purpose of this project is to design, implement, evaluate, institutionalize, and disseminate a multi-institutional collaborative teacher preparation model to address the continuum of teacher education from recruitment, through undergraduate preparation, early career induction, and continued professional growth. All aspects of this model will address urgent state and national needs of Hispanic American students and English language learners.

Project Goals: 1) Strengthen and expand existing partnerships to promote K-12 curriculum renewal to enhance the quality of teaching in K-12 schools, increase student achievement, and reform teacher preparation. 2) Develop recruitment and retention initiatives to increase the number and diversity of high quality teachers prepared to teach in high needs partner schools. 3) Design, implement, evaluate, and institutionalize three new field-based licensure programs. 4) Provide sustained professional development for practicing K-12 teachers. 5) Implement induction programs in new partner districts to increase new teacher success.

Outcomes: Content and methods courses will be revised and clinical field experiences will be more diverse and extensive. More new teachers will remain in teaching; greater numbers of undergraduates will pass the state teacher licensure exams. Greater numbers of high needs K-12 students will be taught by highly qualified teachers. Future, new, and experienced teachers will gain a deeper understanding of academic content, culturally and linguistically diverse students, research-based teaching, and instructional technology. Future, new, and experienced teachers will learn to help all students reach the state's rigorous K-12 content standards. Increase K-12 student achievement and achievement gaps based on race/ethnicity, income, and language proficiency will decrease. A variety of best practice monographs, videos, DVDs, training materials, and web-sites will be produced and widely disseminated.

PR/Award No: P336B040025

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Too many teachers in urban schools leave teaching early in their careers. Because of this flight pattern, urban schools often are the proving grounds for their suburban neighbor districts. The members of the TRUST Initiative have been meeting together in small groups to discuss the public schooling in Birmingham, Alabama for more than a year. These discussions have led to the conclusion that only a comprehensive local and national approach can provide the environment in which young teachers can first survive and then contribute to closing the achievement gaps faced by their students. The setting that can support and nurture teachers, young and old, who will then nurture students as they prepare to succeed in post-secondary education can be found in such an environment.

The TRUST Initiative will plant a unique urban teacher garden in four stages:

- Preparing the soil by enhancing the educational environment in two high school feeder systems within the Birmingham City Schools (BCS) by infusing principles of the National Urban Alliance and the College Board's *Springboard*;
- Planting the seeds by recruiting students at UAB and paraprofessionals in BCS for an Urban Teacher Enhancement program;
- Growing the crop in a collaborative, continuous professional development environment by co-training BCS master teachers, UAB faculty, and UAB student teachers through approaches used by NUA and the College Board; and
- Harvesting and preserving the crop by enrolling new and early career teachers in the feeder schools in the Alabama Teacher Training and Induction Network (ATTAIN), a five-year induction plan to retain teachers.

The mantra of this initiative is: It takes a village to train a teacher. Surrounding this project will be an innovative data collection and analysis system that will allow the partnership to follow student teachers through their early careers and relate their performance to the performance of the students they teach.

PR/Award No: P336B040031

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Award Amount: 1,274,418

UT³ is a five year project designed to foster collaboration that increases the capacity of the University of Toledo to recruit and prepare teachers in science and math, increase the number of candidates who major in these high need areas, improve the quality of the initial teacher preparation programs to meet high-quality standards, and improve the quality of teaching of science and math with the aim of increasing student achievement. The Colleges of Education and Arts and Sciences (A&S) partnered with Toledo Public and Toledo Catholic Schools and six campus centers.

The partners agreed to:

- Establish mutual accountability for science and math teaching and learning;
- Create shared responsibility for science and math teacher education; and
- Form action teams at the district and university level to collect data, analyze problems, and pose solutions.

Recruitment strategies will target large and qualified pools of candidates majoring in science and math in other colleges. Many of these students have substantial content background, but their interest in pursuing careers as scientists, pharmacists, or engineers lessens over time. We will recruit post-baccalaureate students and minority students. Recruitment strategies (e.g., early exposure to teaching and financial support systems) are designed to select talented students and create support structures for helping them complete requirements for a teaching license. New courses will be created: Introduction to Teaching, a Nature of Science/Math, and a Project-Based Science. Clinical experiences will be provided early and modified to provide greater linkages between the professional development (PD) of in-service teachers and training of pre-service teachers. Technology will be used to improve the courses and clinical experiences. An induction program is designed to retain teachers during their first three years. PD and “Challenge Grants” will be provided for A&S faculty with the goal of improving the content and pedagogy of courses. New graduate level courses will provide teachers greater opportunities for PD as they transition into their career. PD will also be offered for principals so they are better able to support science and math teachers. An Executive Board composed of university, K-12, and community leaders will monitor the program and oversee institutionalization.

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The Illinois Metropolitan Teacher Education Partnership (IMTEP) seeks to significantly improve K-12 teaching and learning in high-need schools in Northern, Central and Southwestern Illinois by fundamentally transforming how teachers are prepared to serve these schools. This will be a collaborative initiative among the Associated Colleges of Illinois, which is a non-profit organization that facilitates collaboration among private liberal arts institutions; eight private liberal arts colleges, local education agencies, community colleges, business partners, community partners, state agencies, and teacher organizations.

This five-year program will develop and support a new generation of K-12 teachers prepared for high-need schools through a redesigned teacher education program that:

- Provides a formal collaboration system engaging all partners, especially K-12 teachers and businesses, in design and implementation of innovative teacher education;
- Promotes content mastery and effectively integrates content and methods by designing general education courses around NCATE's Specialty Professional Association (SPA) standards and engaging arts & sciences faculty in curriculum design and in instruction of teacher candidates;
- Exposes lower division students (at IHEs and community colleges) to social issues influencing high-need schools and their students and provides them with appropriate field experiences before beginning teacher preparation;
- Educates teacher candidates in cohorts, on-site in high-need schools, integrating intensive and extensive clinical experiences across the curriculum;
- Uses technology to connect all IMTEP constituents statewide in collaboratively planning and implementation and to enhance teaching and learning;
- Recruits business partners to develop and implement real-world field experiences that enhance K-12 teaching and learning;
- Creates a support system that substantially reduces attrition in high-need schools; and
- Builds new infrastructure that promotes and supports fundamental change at partner colleges.

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Studies suggest that recruiting, training, supporting and retaining highly qualified teachers and administrators hold great promise in closing the achievement gap in urban schools. This project's partnership offers a set of innovative strategies to recruit, support and retain capable professionals for the District of Columbia. George Washington University will continue its tradition of recruiting highly talented arts and sciences majors and career switchers who are interested in working in urban schools for the pre-service component of the initiative while making teaching a central focus of the institution through the *Literacy Collaborative*.

The partners will participate in the redesign of an innovative teacher-training program engineered to increase the pool of highly qualified teachers committed to working in this high-need district. A professional development partnership with a full year of field-based training, including ongoing seminars, will prepare new candidates with a focus on critical literacy and the application of technology at six elementary schools and one middle school in the Deanwood neighborhood of the Anacostia area of the District of Columbia. University, system, and corporate partners will support regular and special education candidates and teaching professionals in the learning process while utilizing "communities of practice" as the mechanism to design appropriate and inclusive delivery of instruction for students regardless of need or ability.

In tandem with pre-service teacher preparation, the partnership will also work with veteran teachers and administrators to expand their skills in critical literacy and instructional leadership. Utilizing the significant expertise of national partners in the area of induction and mentoring, models will be implemented that can be replicated to support professional staff in the District. A comprehensive evaluation system will be put in place to measure project outcomes, carefully document the success of students, teacher candidates and teaching professionals, identify best practice for dissemination, and utilize aggregate data to refine project design and intervention strategies.

PR/Award No: P336B040037
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This project will use funding from the U.S. Department of Education to implement the Secondary Teacher Enhancement Project (STEP). Partners will include: Metropolitan State College of Denver (Metro), lead applicant; Denver Public Schools (DPS); The Fund for Colorado's Future (the Fund); Colorado Roundtable business partners; and LiveText, based in Chicago, Illinois, delivering services to 55,000 Schools/Departments of Education in the U.S. Metro, the largest baccalaureate institution in the U.S., is the state's primary provider of teacher candidates. Metro enrolled 25,330 in 2002-03, with about one fourth minority students. DPS serves a student population of 72,489 (2003-04), 80 percent of whom are students of color. Overarching goals are designed to ensure significant and sustainable changes in preparation and practice, as well as and connections between the two; increasing student achievement; developing a new mentoring model for all clinical experiences, including three-year support of new hires; and educational reform.

Some STEP innovations will include:

- A collaborative, decision-making governance system to better prepare instructors;
- A Center for Training Excellence (CTE), combining physical/virtual space, offering services to pre-service through practicing teachers, including: modeling best practices by DPS and Metro master teachers; communication via a ListServ, Web site, and Livetext, with access to colleagues at 55,000 universities; group/individualized assistance, workshops and courses; a software testing site and other teacher education resources; and technology assistance; and
- Incentives supporting and sustaining renewal, i.e., stipends from the Colorado Roundtable; the first U.S. Pay-for-Performance DPS plan; K-12 technology to schools involved in training; new policies; professional development opportunities; and palm pilots (PDAs) for faculty involved in a new, innovative Standards Tracking and Curriculum Management System.

PR/Award No: P336B040038

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Award Amount: \$526,401

American University's College of Arts and Sciences and School of Education propose a partnership with the District of Columbia Public Schools, the District of Columbia Public Charter School Professional Development Consortium, the D.C. Teaching Fellows, Teach for America D.C., the Center for Artistry in Teaching, and Apple Computer, Inc. to enhance the content knowledge and teaching skills of teachers and to increase the academic achievement of students in Washington, D.C., public and charter schools. The partnership is comprised of the key stakeholders responsible for recruitment, training, support, and continuing professional development in the District of Columbia's public and charter schools. The goal of this partnership is to improve student achievement through a comprehensive teacher preparation model that will include a series of teacher professional development processes, each designed to support the ongoing development of a highly qualified teaching force. Through a multistage process, we will work together to recruit, certify, and retain teachers. This process will emphasize teacher preparation as a continuous, career-long process and will build a community where new teachers are encouraged and supported by master teachers, then become mentors themselves as they continue to develop their teaching skills. Professional development opportunities will be available to master teachers including support in the preparation for Praxis III and National Board for Professional Teaching Standards Certification. The proposed partnership will sustain the efforts of new teachers and address the support and training needs for continued professional development. By modeling a career-long professional development framework using the varied perspectives and talents of the partners, and by using that framework to drive modification of teacher training programs and structural changes in the partners' organizations, the ultimate goal of increasing student achievement by assuring all children are taught by talented and competent professional teachers will be achieved.

PR/Award No: P336B040044

University of Missouri

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Award Amount: \$1,248,475

The University of Missouri - St. Louis and St. Louis Public Schools (SLPS) are working to develop a pipeline of high quality teachers to SLPS and increase the achievement of students in the district. Current efforts focus on developing "communities of practice" in SLPS school clusters in which university, school, and community partners can work together toward these common goals. Developing geographic partnership networks will engage candidates in innovative student teaching arrangements, moving away from the "clinical triad" model of teacher preparation toward a wider circle of support involving practicing teachers, College of Education and Arts and Sciences faculty, and other SLPS school personnel. The significant challenge is in taking the community of practice model to scale. We intend not for a select group of university students to be provided this opportunity, but instead, we are restructuring our programs to develop these systems of practice for all teacher candidates. In conjunction with pre-service training, teachers and faculty will engage in ongoing professional development driven by the needs of participating schools. Professional development will draw on the local expertise within the community of practice, involving master teachers who have understandings that promote success for urban school children and drawing on a wide range of university and community resources. Partners will conduct research to document the effectiveness of these communities of practice in producing high quality teachers for high need schools and to track the impact of these teachers' practices on the achievement of children in their classrooms. Once established, the new program structure will serve as a sustainable model for fundamental change in traditional teacher education programs across the country.

PR/Award No: P336B040045
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Award Amount: \$562,137

The goal of the Metropolitan Educational Training Alliance (META) Teacher Development and Retention Project is to increase student achievement by developing and retaining more effective teachers within the school divisions that make up META. The META project will involve close collaboration with all META partners, including the Chesterfield County, Hanover County, Henrico County, and Richmond City Public Schools, as well as Virginia Commonwealth University (VCU).

The project will:

- Enhance the content knowledge and pedagogical skills of prospective teachers through alignment of content courses in VCU's College of Humanities and Sciences with national and state standards, create of an interdisciplinary major for elementary teachers, and redesign the VCU education methods courses to better integrate theory and practice;
- Ensure the consistency and quality of the clinical placements of preservice teachers by identifying and training a large pool of exemplary teachers to serve as VCU clinical faculty; and
- Transform the current META mentoring programs from informal "buddy systems" to structured ones that focus on increasing student achievement by enhancing the knowledge and skills of beginning teachers, especially in the most challenging schools.

Over five years, the project will train 580 National Board Certified Teachers and other exemplary teachers as clinical faculty and 24 Beginning Teacher Advisors (BTAs) in the research-based Santa Cruz New Teacher Project model of mentoring. Each BTA will be released full-time to mentor in the most challenging schools within the META divisions. Through observation, coaching, and analysis of student work, the BTAs will help novices improve teaching and learning, resulting in higher student achievement and greater teacher retention.

PR/Award No: P336B040046

University of Rhode Island

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Award Amount: \$1,555,232

Rhode Island Teacher Education Renewal (Project RITER) is a partnership composed of all eight approved teacher preparation programs in Rhode Island, the arts and science faculties at these institutions, three high-need school districts and the two state education agencies. This proposal represents a commitment to build on current efforts to reform teacher education to strengthen the preparation of the next generation of Rhode Island teachers. Project RITER is designed to increase the knowledge of subject matter, the ability to integrate technology into instruction, and the knowledge of diverse communities and effective strategies for working with students from poverty, English language learners and students with disabilities. The project will effect changes in the curriculum, assessment, and clinical experience of teacher education programs, in the professional development and mentoring of district based teacher induction programs, and in student learning in PK-12 schools. At a statewide level this program will support the development of a non-traditional route to certification. The focus of this proposal is on products. The deliverables include: redesigned courses; additional roles for arts and science faculty members in evaluating prospective teachers; new preparation and evaluation of prospective teachers' capacity to integrate technology into instruction; and modifications to clinical experiences to increase knowledge, activities, and assessments that prepare teachers to understand communities, work with families, and differentiate instruction for diverse learners that will be developed, tested, and integrated across preparation. Once these program changes are made, they will become a part of the curriculum. The integration of the outcomes of this work with Rhode Island Department of Education's (RIDE) policy initiatives and the accountability of RIDE's Program Approval Process provide assurance of the institutionalization of these changes. They are an integral part of the systemic change within the state, not ancillary to it.

PR/Award No: P336B040048

Columbus Public Schools

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Award Amount: \$1,178,154

The Columbus Public Schools (CPS), in collaboration with its higher education partners and the Columbus Education Association, will form the Higher Education Partnerships Teacher Quality Consortium (HEPTQC). This consortium intends to create and implement specialized improved urban teacher preparation and targeted professional development, with a particular focus on math and science at the middle school level, to increase urban student academic achievement.

This will be accomplished through:

- Training in a content enrichment math and science curriculum;
- Identification, modeling and dissemination of evidence-based, culturally-relevant best teaching practices;
- Ongoing mentoring support; and
- Meaningful clinical field experiences accomplished with purposeful placements in urban classrooms.

An urban teacher strand will target two groups; pre-service teachers at the partner institutions who have already been recruited and admitted and are preparing to teach math and/or science, and in-service teachers in the CPS in the apprentice and professional stages of their careers. Additional assistance will be provided to the apprentice group, which is comprised of those with two to five years of teaching experience, through the creation of a structured mentoring program to provide ongoing support for each apprentice teacher. The CPS and its partners propose to increase student achievement levels of CPS middle school students in math and science, better prepare many of its middle school teachers to effectively deliver a standards-based curriculum to a diverse student population, and to improve the retention rate of its apprentice teachers. The HEPTQC will use its collaborative infrastructure to integrate this initiative into its ongoing recruitment, retention, and professional development refinement efforts, while helping teachers meet new licensure standards in Ohio.

PR/Award No: P336B040051
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Award Amount: \$1,552,825

California State Polytechnic University Pomona (Cal Poly Pomona), in partnership with school districts, community colleges, and business and community partners, will establish Project Teacher PREP. The project represents a major institutional commitment of the partners and is a comprehensive model of reform aimed at significantly improving the preparation of teachers for the challenges of the region's diverse 21st century classrooms. The project's methods and practices will be institutionalized by the partner entities, and its findings will be disseminated broadly throughout the higher education and K-12 education communities.

The project is designed to:

- Strengthen academic content knowledge and research-based instructional strategies among the 1000 future elementary and secondary teachers trained annually at Cal Poly Pomona;
- Restructure clinical/field experiences to emphasize early and significant learning among prospective teachers at school sites;
- Expand new teacher induction and foster alignment between K-12 support activities for new teachers and university roles supporting teacher education graduates;
- Provide training for principals in instructional leadership approaches that support teacher quality and increase student achievement;
- Improve the preparation of new and future teachers to work with English language learners (ELLs) and students with special needs;
- Develop a prototype for involving parents in the teacher preparation program reform process;
- Integrate technology into all aspects of curriculum, instruction, and assessment;
- Recruit new talent into teaching, including paraprofessionals and community college students;
- Prepare 250 new math and science teachers through a nationally replicable *Scientists and Engineers Becoming Educators* program with business partners The Boeing Company and Southern California Edison; and
- Increase new teacher accountability through standardized assessments and digital portfolios.

PR/Award No: P336B040052
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Award Amount: \$854,290

Drawing on research, as well as our experience with the challenges faced by students seeking to become mathematics and science teachers, California State – Dominguez Hills and El Camino College have formulated a theory of action that informs a set of challenging goals for the Quality Teacher Development (QED) project. Our theory places the potential teacher at the center of the process and proposes that three types of challenges facing potential teachers at every stage of their preparation must be addressed. These challenges are present from the time prospective teachers enter college until the time they achieve confidence, based on experience, in their capacity to effectively meet the challenges of a math or science teaching career in an urban district.

The challenges are:

- Finding sufficient social and organizational support to enable students to persist in the certification program;
- Learning sufficient disciplinary content and pedagogical content knowledge to implement reform-oriented curriculum with expertise; and
- Learning the role, through apprenticeship, from expert teachers who have bridged the gap between theory and practice in their own classrooms.

The project's two higher education partners draw the majority of their students from the same geographical area in the Los Angeles Unified School District (LAUSD) that this project is designed to serve. An additional partner, the Wisconsin Center of Education Research SCALE project, is a National Science Foundation Comprehensive Math and Science Partnership that serves over a million students in four large urban school districts. SCALE's overarching goal is to improve math and science understanding and performance for all students in these districts. SCALE brings to the QED Partnership a large cadre of national experts eager to work together collaboratively on the QED goals. Business partners include Boeing and Teachscape.