

**PR/Award No.:** P336B030021

**Applicant Name:** Northern Illinois University  
DeKalb, IL

**Date Range:** 10/1/2003 – 9/30/2008

**Total Funds Awarded:** \$4,875,000

**ED Program Contact:** Kathy Price

Northern Illinois University, Rock Valley Community College, and Rockford School District 205 will develop a comprehensive partnership that focuses on improving student performance and enhancing the quality of educators from pre-school through graduate study. The project will:

- Create a shared decision-making and governance model for partnering to improve student performance, prepare teachers and establish mechanisms to disseminate lessons learned;
- Build a “pipeline” for recruiting diverse students into the teaching profession;
- Create four professional development schools in order to transform teacher preparation, enhance content preparation, and integrate technology into instruction;
- Provide extended clinical experiences designed to enhance exposure to diverse populations;
- Initiate a sustained mentoring and professional development program focused on retaining teachers, facilitating national certification and assuring that all teachers are highly qualified; and
- Implement a development program to enable principals to act effectively as instructional leaders and expert managers in high-need schools.

**PR/Award No.:** P336B030082

**Applicant Name:** University System of Maryland  
College Park, MD

**Date Range:** 10/1/2003 – 9/30/2008

**Total Funds Awarded:** \$6,046,265

**ED Program Contact:** Kathy Price

The University System of Maryland's project, E=mc<sup>2</sup>, addresses the needs of the Baltimore City Public School System through a sustainable K-16 partnership between the University System, the University of Maryland, College Park, Coppin State College, Baltimore City Community College, Frederick Douglass High School, and the Maryland Business Roundtable for Education.

The project focuses on creating three related strands of activity:

1. Building a long-term, sustainable pipeline for future teachers, using a unique future teacher academy to grow teachers from within the school district;
2. Developing a seamless, sustainable 2+2 teacher education program between Coppin State College and Baltimore City Community College through an Associate of Arts of Teaching degree focused on teacher shortage areas; and
3. Serving the short-term needs of an urban school system struggling to recruit and retain highly qualified teachers through a mentored alternative certification pathway, the "Resident Teacher Certificate."

**PR/Award No.:** P336B030081

**Applicant Name:** Board of Trustees of the University of Illinois  
Chicago, IL

**Date Range:** 10/1/2003 – 9/30/2008

**Total Funds Awarded:** \$5,611,513

**ED Program Contact:** Price, Kathy

The University of Illinois/Chicago will support a comprehensive new model of clinical instruction and mentoring that will increase hiring and retention rates of highly qualified teachers in Chicago's West Side schools, thus raising student achievement.

The partnership seeks to reshape the continuum of teacher development from preservice through induction and leadership development. The primary focus is on clinical instruction and mentoring, combining partners' different areas of expertise to dramatically improve teachers' subject-area knowledge, pedagogical skills, cultural competence, and technology proficiency.

One key element of the project is creation of standards-based, differentiated assessments for preservice and beginning teachers. A second element is creation of performance standards and assessment tools for measuring mentor effectiveness.

**PR/Award No.:** P336B030010

**Applicant Name:** Indiana State University  
Terre Haute, IN

**Date Range:** 10/1/2003 – 9/30/2008

**Total Funds Awarded:** \$3,942,144

**ED Program Contact:** Sharon Easterling

Indiana State University proposes a partnership committed to transforming teacher education to a clinically-based program, supporting educator development from preservice through induction and continued professional development, and creating rich school environments that support learning by all children and serve as exemplary settings for the preparation and continued development of professional educators. Among the projected outcomes as a result of fulfilling the purpose and goals of the proposal are (1) higher achievement for all students in partner schools, (2) the development of a teacher education program that links content knowledge and pedagogical strategies that impact achievement and enhance learning by PK-12 students, (3) the development of an enhanced continuum of intensive clinical experiences for preservice teachers, (4) greater retention rates for new teachers in high need partner schools and districts, and (5) the development of high quality continuing professional development and learning for all adults in both the schools and the university.

**PR/Award No.:** P336B030084

**Applicant Name:** **St. Cloud State University**  
St. Cloud, MN

**Date Range:** 10/1/2003 – 9/30/2008

**Total Funds Awarded:** **\$4,841,054**

**ED Program Contact:** Sharon Easterling

St. Cloud State University is partnering with the St. Cloud public schools to enhance the teacher preparation program at St. Cloud State University. The two have been collaborating for over three years in the National Network for Educational Renewal. This initiative facilitates further reform by building on the foundation already in place.

The co-teaching model is founded on the knowledge that more can be accomplished working in partnership than working alone. This initiative moves to a new model of student teaching that will provide dynamic, active roles for both the student teacher and the cooperation teacher. New teachers will receive additional support and mentoring from university faculty and K-12 master teachers. This project will enhance the clinical experience of teacher candidates, improve the relevance of professional development for PreK-12 faculty, improve the quality and duration of support to new teachers, and improve the PreK-12 learning environment by lowering the student to teacher ratio and providing a diversity of instructional styles.