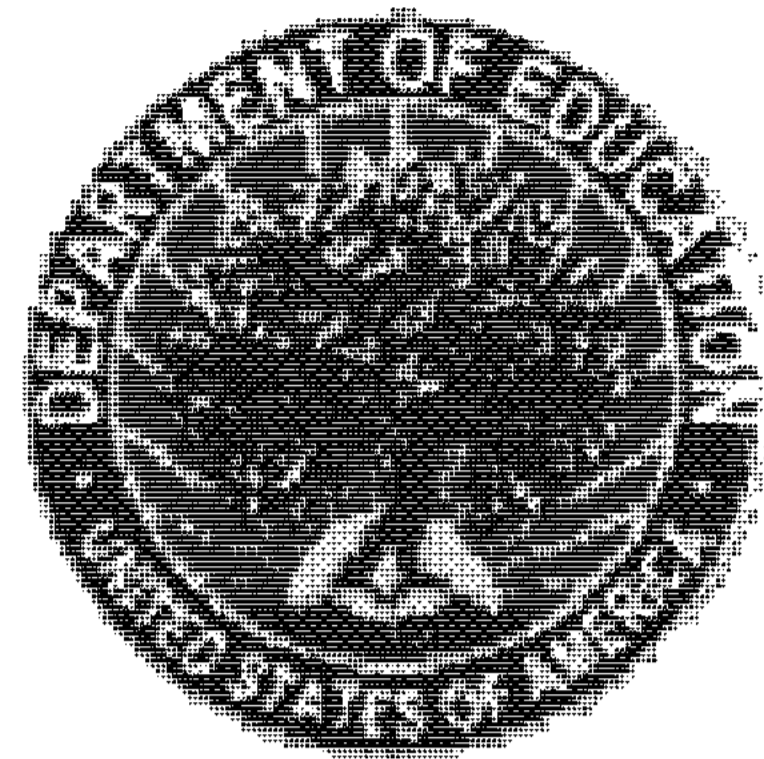


U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

**TEACHER QUALITY PARTNERSHIP GRANTS PROGRAM
CFDA # 84.405A
PR/Award # U405A090031**

OMB No. 1894-0006, Expiration Date: 09/30/2011
Closing Date: JUL 23, 2009

****Table of Contents****

Forms

1. <i>Application for Federal Assistance (SF-424)</i>	e1
<i>Congressional Districts</i>	e5
2. <i>Standard Budget Sheet (ED 524)</i>	e6
3. <i>SF 424B - Assurances Non-Construction Programs</i>	e8
4. <i>Disclosure of Lobbying Activities</i>	e10
5. <i>ED 80-0013 Certification</i>	e11
6. <i>427 GEPA</i>	e12
<i>GEPA Statement</i>	e14
7. <i>Dept of Education Supplemental Information for SF-424</i>	e16

Narratives

1. <i>Project Narrative - (ED Abstract Narrative Form...)</i>	e17
<i>Abstract Narrative</i>	e18
2. <i>Project Narrative - (Project Narrative Attachment Form...)</i>	e19
<i>Project Narrative</i>	e20
3. <i>Project Narrative - (Competitive Preference Priorities and Invitatio.....)</i>	e85
<i>Competitive Preference Priorities</i>	e86
4. <i>Project Narrative - (Appendix A--Eligible Partnership Documentation...)</i>	e93
<i>Appendix A</i>	e94
5. <i>Project Narrative - (Appendix B--Checklist (optional)...)</i>	e121
<i>MSU Checklist</i>	e122
6. <i>Project Narrative - (Appendix C--Matching Waiver...)</i>	e133
<i>MSU Matching Waiver</i>	e134
7. <i>Project Narrative - (Appendix D--Other...)</i>	e135
<i>Appendix D</i>	e136
8. <i>Budget Narrative - (Budget Narrative Attachment Form...)</i>	e288
<i>Budget Narrative</i>	e289

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by

e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission	* 2. Type of Application: * If Revision, select appropriate letter(s):	
<input type="checkbox"/> Preapplication	<input checked="" type="checkbox"/> New	
<input checked="" type="checkbox"/> Application	<input type="checkbox"/> Continuation	* Other (Specify)
<input type="checkbox"/> Changed/Corrected Application	<input type="checkbox"/> Revision	

* 3. Date Received:	4. Applicant Identifier:
7/22/2009	

5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:
	N/A

State Use Only:

6. Date Received by State:	7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Montclair State University

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
222912682	053506184

d. Address:

* Street1:	1 Normal Avenue
Street2:	
* City:	Montclair
County:	Essex & Passaic
State:	NJ
Province:	
* Country:	USA
* Zip / Postal Code:	07043

e. Organizational Unit:

Department Name:	Division Name:
Center of Pedagogy	College of Education and Human Services

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:	Dr.	* First Name:	Jennifer
Middle Name:			

* Last Name: Robinson

Suffix:

Title: Executive Director, Center of Pedegogy

Organizational Affiliation:

Montclair State University

* Telephone
Number:

(973)655-7534

Fax Number:

(973)655-5150

* Email: TRELEVENL@MAIL.MONTCLAIR.EDU

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.405A

CFDA Title:

Teacher Quality Partnership Grants Program

*** 12. Funding Opportunity Number:**

ED-GRANTS-052709-001

Title:

Teacher Quality Partnership Grants Program

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Towns of Newark and Montclair; County of Essex, New Jersey

*** 15. Descriptive Title of Applicant's Project:**

The Newark-Montclair Teaching Residency Program (NMTRP)

Attach supporting documents as specified in agency instructions.

Attachment:

Title :

File :

Attachment:

Title :

File :

Attachment:

Title :

File :

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: NJ-008

* b. Program/Project: NJ-010

Attach an additional list of Program/Project Congressional Districts if needed.

Attachment:

Title : Congressional Districts

File : Congressional Districts.pdf

17. Proposed Project:

* a. Start Date: 10/1/2009

* b. End Date: 9/30/2014

18. Estimated Funding (\$):

a. Federal	\$ 6447578
b. Applicant	\$ 5455620
c. State	\$ 0
d. Local	\$
e. Other	\$
f. Program Income	\$
g. TOTAL	\$ 11903198

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on .

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

Yes No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Ms. * First Name: Laurie

Middle Name:

* Last Name: Treleven

Suffix:

Title: Director, Office of Research and Sponsored Programs

* Telephone Number: (973)655-7534 Fax Number: (973)655-5150

* Email: TRELEVENL@MAIL.MONTCLAIR.EDU

* Signature of Authorized Representative:

* Date Signed:

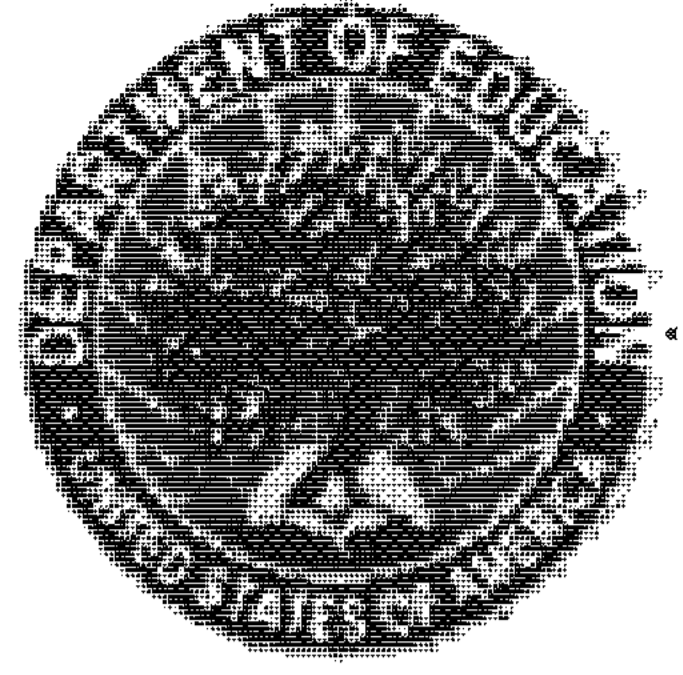
Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

Affected Areas of The Newark-Montclair Teaching Residency Program			
City	County	State	Congressional District
Montclair	Essex	NJ	008
Newark	Essex	NJ	010
Newark	Essex	NJ	013



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Montclair State University

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 176,850	\$ 274,065	\$ 283,013	\$ 292,211	\$ 301,665	\$ 1,327,804
2. Fringe Benefits	\$ 8,850	\$ 36,428	\$ 37,520	\$ 38,646	\$ 39,805	\$ 161,249
3. Travel	\$ 14,000	\$ 14,000	\$ 14,000	\$ 14,000	\$ 14,000	\$ 70,000
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 7,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 27,000
6. Contractual	\$ 100,000	\$ 75,000	\$ 50,000	\$ 50,000	\$ 125,000	\$ 400,000
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 212,855	\$ 657,002	\$ 503,509	\$ 500,513	\$ 304,492	\$ 2,178,371
9. Total Direct Costs (lines 1-8)	\$ 519,555	\$ 1,061,495	\$ 893,042	\$ 900,370	\$ 789,962	\$ 4,164,424
10. Indirect Costs*	\$ 41,564	\$ 84,920	\$ 71,443	\$ 72,030	\$ 63,197	\$ 333,154
11. Training Stipends	\$ 112,500	\$ 487,500	\$ 487,500	\$ 487,500	\$ 375,000	\$ 1,950,000
12. Total Costs (lines 9-11)	\$ 673,619	\$ 1,633,915	\$ 1,451,985	\$ 1,459,900	\$ 1,228,159	\$ 6,447,578

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2009 To: 6/30/2012 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): Department of Health and Human Services The Indirect Cost Rate is 58%

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 0%



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 Montclair State University

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

- | |
|-----------------------------------|
| Budget Categories |
| 1. Personnel |
| 2. Fringe Benefits |
| 3. Travel |
| 4. Equipment |
| 5. Supplies |
| 6. Contractual |
| 7. Construction |
| 8. Other |
| 9. Total Direct Costs (lines 1-8) |
| 10. Indirect Costs |
| 11. Training Stipends |
| 12. Total Costs (lines 9-11) |

(b)(4)

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Signature of Authorized Certifying Representative:

Name of Authorized Certifying Representative: Laurie Treleven

Title: Director, Research & Sponsored Programs

Date Submitted: 06/03/2009

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

<p>1. Type of Federal Action:</p> <p><input type="checkbox"/> Contract</p> <p><input checked="" type="checkbox"/> Grant</p> <p><input type="checkbox"/> Cooperative Agreement</p> <p><input type="checkbox"/> Loan</p> <p><input type="checkbox"/> Loan Guarantee</p> <p><input type="checkbox"/> Loan Insurance</p>	<p>2. Status of Federal Action:</p> <p><input type="checkbox"/> Bid/Offer/Application</p> <p><input checked="" type="checkbox"/> Initial Award</p> <p><input type="checkbox"/> Post-Award</p>	<p>3. Report Type:</p> <p><input checked="" type="checkbox"/> Initial Filing</p> <p><input type="checkbox"/> Material Change</p> <p>For Material Change only: Year: 0 Quarter: 0 Date of Last Report:</p>
<p>4. Name and Address of Reporting Entity:</p> <p><input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee</p> <p style="padding-left: 100px;">Tier, if known: 0</p> <p>Name: Montclair State University Address: 1 Normal Avenue City: Montclair State: NJ Zip Code + 4: 07043-</p> <p>Congressional District, if known:</p>	<p>5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:</p> <p>Name: Address: City: State: Zip Code + 4: -</p> <p>Congressional District, if known:</p>	
<p>6. Federal Department/Agency: US Department of Education</p>	<p>7. Federal Program Name/Description: Teacher Quality Partnership Grants Progr</p> <p>CFDA Number, if applicable: 84.405A</p>	
<p>8. Federal Action Number, if known:</p>	<p>9. Award Amount, if known: \$0</p>	
<p>10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): N/A</p> <p>Address: City: State: Zip Code + 4: -</p>	<p>b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): N/A</p> <p>Address: City: State: Zip Code + 4: -</p>	
<p>11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.</p>	<p>Name: Laurie Treleven Title: Director, Research & Sponsored Programs Applicant: Montclair State University Date: 06/03/2009</p>	
<p>Federal Use Only:</p>		<p>Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)</p>

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

APPLICANT'S ORGANIZATION

Montclair State University

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Ms. First Name: Laurie Middle Name:

Last Name: Treleven Suffix:

Title: Director, Research & Sponsored Programs

Signature:

Date:

06/03/2009

ED 80-0013

03/04

Section 427 of GEPA

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P. L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Applicants should use this section to address the GEPA provision.

Attachment:

Title : GEPA Statement

File : MSU GEPA Statement.doc

GEPA (General Education Provisions Act), Section 427

In accordance with Section 427 of the Department of Education's General Provision Act (GEPA), Montclair State University (MSU), ensures equal access and participation to all persons regardless of their race, color, ethnicity, religion, national origin, gender, age, citizenship status, or disability to the programs and services offered in the **Newark Montclair Teaching Residency Program (NMTRP)**.

For all activities supported by federal assistance under this application, MSU will fully enforce all federal and state laws and regulations designed to ensure equitable access to all program beneficiaries, and to overcome barriers to equitable participation. MSU will take all steps necessary, whether by required notices, complaint procedures, appointment of liaisons, outreach activities, pursuit of conforming state legislation, or otherwise, to achieve these goals.

Montclair State University serves a diverse student population, and will take these steps to eliminate any potential barriers regarding: 1) national origin; 2) age; 3) gender; 4) disability; 5) race and color.

NATIONAL ORIGIN

Potential Barrier: Intercultural communication:

NMTRP will use the following steps to eliminate national origin barriers:

Foster a culturally rich program by employing an ethnically diverse staff that reflects many of the cultures of the students.

Establishing an open line of communication between NMTRP faculty/staff, families and campus community

AGE

Potential Barrier: Students are grouped based upon their educational experience and not their age.

NMTRP will eliminate age barriers by including all students, regardless of age, in the project.

GENDER

Potential Barrier: The MSU student population is comprised of 63.7% female students.

NMTRP will reach out to both gender groups to identify and includes both genders in the project.

DISABILITY

Potential Barrier: Disabled students may encounter a number of different barriers depending on the nature and extent of their disability.

NMTRP will use the following steps to eliminate disability barriers:

All MSU and NPS sites are barrier free environments for students with disabilities.

They have the facilities used in this project fully accessible to these students with the installation of ramps, elevators, etc.

NMTRP will coordinate programs to ensure accommodation and response to the needs and requests of students with disabilities.

RACE AND COLOR

Potential barrier: Many participants in this project belong to minority, disadvantaged, and traditionally underrepresented groups who may face barriers due to race and/or color.

NMTRP will use the following steps to eliminate race and color barriers:

- a) Recruit among all ethnic groups for participants
- b) Ensure all students have equal opportunity to engage in all activities.

**SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS**

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:
Dr. Jennifer Robinson

Address:

* Street1: 1 Normal Avenue
Street2:
* City: Montclair
County: Essex & Passaic
* State: NJ* Zip / Postal Code: 07043 * Country: USA

* Phone Number (give area Fax Number (give area
code) code)
(973)655-7534 (973)655-5150

Email Address:

TRELEVENL@MAIL.MONTCLAIR.EDU

2. Applicant Experience

Novice Applicant Yes No Not applicable

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project period?

Yes No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

Attachment:

Title :

File :

Project Narrative

ED Abstract Narrative Form

Attachment 1:

Title: **Abstract Narrative** Pages: **1** Uploaded File: **TQP Abstract.pdf**

Teacher Quality Partnership Proposal
The Newark-Montclair Teaching Residency Program (NMTRP)
ABSTRACT

This proposal addresses Absolute Priority #2: Teaching Residency Programs. Building on more than two decades of collaboration dedicated to preparing excellent teachers for high-need schools, the Newark Public Schools (NPS)-Montclair State University (MSU) Teaching Residency Program (NMTRP) seeks to improve student achievement by coupling rigorous research-based teacher preparation with the concrete needs and realities of NPS. The MNTRP partners are NPS, MSU, seven high-need schools in NPS (four elementary, three secondary), the MSU College of Education & Human Services, the MSU College of Science & Mathematics, the Newark Teachers' Union, the New Jersey Department of Education (NJDOE), and The National Commission on Teaching and America's Future (NCTAF). The NMTRP is guided by three overarching themes: *community*, *collaboration*, and *continuous improvement*. In the five years of the grant, four cohorts of 25 teacher residents each will participate in a clinical apprenticeship with highly qualified, fully supported mentor teachers who are experienced in the residents' areas of certification (dual-certification in elementary education and special education, mathematics education, or science education). Residents will simultaneously engage in rigorous coursework integrated with the clinical apprenticeship, through which they will receive a master's degree and teacher certification. Successful program completers will be hired by NPS and will receive induction support through the NMTRP for a minimum of two years after they complete the residency program—which will also be made available to all new teachers in NPS. Intensive, carefully designed professional development and networking will support both novice and experienced teacher-mentors/coaches in the continued development of their knowledge and skills for teaching, mentoring/coaching, and ultimately improving student achievement.

Project Narrative

Project Narrative Attachment Form

Attachment 1:

Title: **Project Narrative** Pages: **64** Uploaded File: **TQP_Narrative_7-21-09.pdf**

**Teacher Quality Partnership Proposal
The Newark-Montclair Teaching Residency Program (NMTRP)**

TABLE OF CONTENTS

	Page
PROJECT DESIGN.....	1
Needs Assessment.....	1
Description of the Project.....	9
Key Components of the NMTRP.....	10
Organization of the Program.....	12
Teaching Residency.....	18
MAT Coursework.....	19
Recruitment and Selection of Residents.....	24
Selection of Mentors.....	27
Description of Induction Activities.....	28
Professional Development for Experienced Teachers, Mentors, and Coaches.....	30
Networking Activities.....	34
Description of Coordination Strategies and Alignment with State And Student Academic Achievement Standards.....	37
Assessment of the Resources Available.....	39
EVALUATION PLAN.....	43
Commitment to Participating in a National Evaluation Study.....	52
SIGNIFICANCE.....	52
MANAGEMENT PLAN.....	57
References.....	62

Teacher Quality Partnership Proposal

The Newark-Montclair Teaching Residency Program (NMTRP)

PROJECT DESIGN

This proposal addresses Absolute Priority #2: Teaching Residency Programs. It builds on more than two decades of partnership between Newark (NJ) Public Schools (NPS) and Montclair State University (MSU) dedicated to preparing quality teachers for NPS and to the simultaneous renewal of teacher preparation and K-12 education. The principal members of the partnership are: The Newark Public Schools (NPS) (a high-need district); seven high-need schools in NPS; Montclair State University (MSU); the MSU College of Education and Human Services; and the MSU College of Science and Mathematics. Additional partners are the Newark Teachers' Union, the New Jersey Department of Education (NJDOE), and The National Commission on Teaching and America's Future (NCTAF). (Descriptions of the partners are included in Appendix D.1. Explanations of their roles appear in the Design of the Project and the Management Plan, below.)

NEEDS ASSESSMENT

The city of Newark is New Jersey's largest city, with a population of 280,135 in 2007 (<http://factfinder.census.gov/>). Located approximately 15 miles from New York City, Newark is designated a "distressed city" and exemplifies the poverty and political isolation characteristic of large American cities. Newark's per capita income is just 63% of the U.S. per capita income; 21% of families live below the poverty line (compared to 10% for the U.S. as a whole) (<http://factfinder.census.gov/>).

The *Newark Public Schools (NPS)*, the largest school district in New Jersey, is a high-need LEA, as reflected in its 27% poverty rate in the 2007 Census (see Appendix A). In fall

2007, NPS served a diverse population of 41,267 students in 73 schools. Table 1 presents a profile of some key characteristics of the NPS student population. As shown, 92.5% of students were of racial/ethnic minority backgrounds. (Fifty-nine percent were of African descent [African-American, Caribbean, and West African], 33% were Hispanic, and 8% were white.) Approximately 67% of NPS students in 2007-08 were from families with incomes low enough to qualify them for federal free or reduced-price lunch, although only 63% of eligible students received free or reduced-price lunch that year (Association for Children of New Jersey, 2008). About 10% of students were speakers of home languages other than English, and 9% had Individualized Educational Plans (IEPs) for special needs students.

Table 1. 2007-08 Profile of NPS Student Population

Percent of NPS Students			
Racial/Ethnic Minority Backgrounds	Qualify for Free and Reduce-Price Lunch	Limited English Proficient	Individualized Educational Programs
92.5	66.6	10.0	9.0

Sources: NPS; NJ Department of Education.

In 1995, NPS became a state-operated school district based upon the State DOE determination that the district was not able to meet certain State Standards. Despite progress in many areas, the district remains under State operation.

The needs for the program were established by an examination of NPS student test scores, the need for highly qualified teachers overall and in particular subject areas, and the professional development needs of new and experienced NPS teachers. Table 2 shows the scores on required NJ tests from the 2007 NPS School Report Cards. As these data show, students in NPS performed considerably less well on these tests than students in NJ as a whole. The proportion of NPS students not scoring proficient in math approached two-thirds in 8th and 11th grades. For all but one of these tests (4th grade mathematics), 30% or more of students in NPS

failed to meet the criteria for proficiency. The proportions of special education students not reaching proficiency in language arts/literacy and math (reported for grades 4, 8, and 11) are even more startling (see Table 3).

Table 2. Percentage of NPS and NJ Students Not Reaching Proficiency on NJ Proficiency Tests, 2007-08

Assessment	% Not Reaching Proficient Level	
	NPS	State of NJ
3 rd Grade: NJ Assessment of Skills & Knowledge (NJASK3) Lang Arts Literacy	31	14
3 rd Grade: NJASK3 Mathematics	31	13
4 th Grade: NJASK4 Lang Arts Literacy	32	17
4 th Grade: NJASK4 Mathematics	26	15
4 th Grade: NJASK4 Science	30	15
8 th Grade: NJASK8 Lang Arts Literacy	44	19
8 th Grade: NJASK8 Mathematics	63	32
8 th Grade: NJASK8 Science	35	16
11 th Grade: High School Proficiency Assessment (HSPA) Lang Arts Literacy	49	17
11 th Grade: HSPA Mathematics	60	25

Sources: NPS, 2009; <http://education.state.nj.us/rc/rc08/menu/13-3570.html>

Table 3. Percentage of NPS and NJ Special Education Students Not Reaching Proficiency on NJ Proficiency Tests, 2007-08

Assessment	% Not Reaching Proficient Level	
	NPS	State of NJ
4 th Grade <i>Special Education Students</i> : NJASK4 Lang Arts Literacy	71	45
4 th Grade <i>Special Education Students</i> : NJASK4 Mathematics	54	35
8 th Grade <i>Special Education Students</i> : NJASK8 Lang Arts Literacy	81	56
8 th Grade <i>Special Education Students</i> : NJASK8 Mathematics	90	73
11 th Grade <i>Special Education Students</i> : HSPE Lang Arts Literacy	91	57
11 th Grade <i>Special Education Students</i> : HSPA Mathematics	93	68

Source: NJ DOE at <http://www.state.nj.us/education/schools/achievement/index.html>

The qualifications of the NPS teaching force were also the focus of the needs assessment. In 2007-08, the proportion of core academic classes in NPS not taught by highly qualified teachers (HQTs) was three times higher than the proportion in NJ: 4.5% in NPS compared to

1.3% for the State (<http://www.nj.gov/education/data/hqt/08/summary.htm>). While well-prepared teachers are needed in all areas, the need is especially acute in mathematics, science, and special education. For example, despite aggressive hiring practices, Newark opened in September 2008 with at least 20 mathematics vacancies in its high schools.

Based on analyses like those above, the district has embarked upon a strategic planning process led by the superintendent (hired in 2008) to improve the education of students in NPS. Recognizing that good teachers are the key ingredient for improving student academic performance, the strategic plan identifies the recruitment, preparation, support, and retention of well prepared and highly qualified teachers as central priorities for the district. The recently published Strategic Plan identifies strengthening professional development across the teacher development continuum as a top priority (NPS, 2009). The district's vision calls for "a systemic approach to professional learning" that is "tailored to the needs of each school and teacher" (p. 35). The plan encourages the nurturing of school cultures in which teachers at all stages in their careers learn with and from each other through professional development practices that are embedded in the school and its classrooms. This vision calls for schools to be reconfigured as professional learning communities where "continuous improvement becomes the norm" (p. 36). As part of the support and retention of excellent teachers, the district has made it a priority to increase the number of teachers who have the deep knowledge, skills, and commitments not only to teach their own students effectively, but also to be instructional leaders. The superintendent has recognized that the district needs the expertise and support of external partners to achieve the needed transformation in the professional preparation and development culture of the district.

Montclair State University (MSU), because of its long history of collaboration with NPS to improve the preparation and professional development of teachers, is a natural partner for the

district in these efforts. Founded as Montclair Normal School in 1908, MSU is located in northern New Jersey, approximately 13 miles west of New York City and less than 10 miles west of Newark. MSU enrolls almost 18,000 undergraduate and graduate students, and offers 300 majors, minors, concentrations, and certificates. The university offers five doctoral programs, including Ed.D. programs in Pedagogy and in Mathematics Pedagogy. MSU was among the first group of institutions to have its teacher education program accredited by NCATE in 1954 and has been continuously accredited since then. The curriculum, pedagogy, and assessment of students in the MSU teacher education program are guided by a set of institutional standards (see standards in Appendix D.2). Central to those standards are the theory and practice of culturally responsive teaching—a framework that seeks to ensure that all completers of MSU’s teacher education program are prepared to teach students of diverse backgrounds (Villegas & Lucas, 2002). While such preparation is important for teachers in all settings, it is essential for teachers who are teaching in and preparing to teach in urban settings.

MSU is nationally recognized as a leading institution in the preparation of teachers and other professional educators, particularly those who work in high-need urban communities. In 2008, MSU’s teacher education program was named one of *Ten Leading Schools of Education* in the country by *Edutopia*, the journal of the George Lucas Educational Foundation. In 2010, the College of Education and Human Services at MSU will be awarded the Wisniewski Award for Teacher Education by the Society of Professors of Education, an award given formally at the Annual Meeting of the American Education Research Association. In 2009, MSU’s school-university partnership, the MSUNER, was identified as a promising model for such partnerships in the Carnegie Policy Brief of the New Teacher Center (Goldrick, 2009). In 2002, the program received the Diversity Award from the American Association of Colleges for Teacher Education

(AACTE). In 2001, the Center of Pedagogy was cited by the U.S. Department of Education as an exemplar of collaborative work in teacher preparation.

To determine how the university can deepen and refine its efforts to support NPS in achieving its new strategic goals, faculty and administrators involved in teacher education assessed the needs of MSU's current processes related to the preparation, continuing education, professional development, and retention of teachers for NPS. They examined the key features of major MSU initiatives identified by research as supporting the preparation and development of excellent teachers in urban schools and developed over the past two decades at MSU to prepare teachers for urban schools—many of which were built around partnerships with NPS. (See Appendix D.3 for descriptions of these initiatives.) The results of the analysis are presented in Table 4. As the table shows, projects have been organized around cohorts; have given priority to induction support, inquiry and action research, and professional learning communities; have required collaboration across institutions; have been focused on the teacher development continuum; and have given special emphasis to a strong connection between theory and practice.

Each of these program features has contributed in important ways to the quality of preparation of MSU teacher candidates, as confirmed by the performance assessments used in MSU's teacher education program. The programs have been based on a mutual commitment to preparing excellent teachers and to meeting the needs of urban LEAs, including NPS. They have attracted talented and committed students of diverse racial/ethnic backgrounds into teacher education at MSU. However, none of the previous teacher education programs have integrated all of these features. The proposed residency program will move the MSU teacher preparation program to a new phase in its evolution by integrating all of the key successful features of prior

initiatives and enabling the partnership to more tightly couple rigorous research-based teacher preparation with the concrete needs and realities of NPS.

Table 4. Key Features of Major MSU Initiatives to Prepare Teachers for Urban Schools

Major MSU Initiatives	Program Features						
	Cohorts	Induction Support	Inquiry & Action Research	Prof Lrng Community in Schools	Collab Across Institutions	Focus on Teacher Devel Continuum	Emphasis on Theory to Practice Connection
PIE-Q ¹ (2004-pres)		X		X	X	X	
PTS (2006-pres)	X	X					
TRUST (1999-2007)	X						
UTA (2003-pres)	X						
Traders to Tchrs (Beg fall 2009)	X	X			X		
CIP (2008-09)			X			X	X
THISTLE (1980-2007)			X			X	

The proposed Newark Public Schools and Montclair State University Teaching Residency Program (NMTRP) is, in fact, a logical next step in the evolution of collaborative efforts of MSU and NPS to prepare highly effective teachers for the district. A teaching residency program is a promising approach to drastically change the typical trial-by-fire nature of the transition from preservice to novice teacher. Through a residency program, future NPS teachers will receive “expert-guided, on-the-job professional development” before they become teachers (Boatright & Gallucci, 2009, p. 19). Because of the amount and quality of classroom experience and mentoring the teaching residents will have during their residency, they will enter their first classroom as a teacher with a solid repertoire of pedagogical practices and a good

¹ PIE-Q = Partnership for Instructional Excellence for Quality Education; PTS = Prudential Teaching Scholars; TRUST = Teacher Recruitment for Urban Schools of Tomorrow; UTA = Urban Teaching Academy; CIP = Classroom Inquiry Project; THISTLE = Thinking Skills in Teaching and Learning. See descriptions of these initiatives in Appendix D.3.

understanding of how those practices can be successfully applied in Newark. They will bring contextualized knowledge of the district that comes from being immersed in NPS schools and working directly in a clinical apprenticeship with expert, experienced teachers. Recently NPS has committed to hiring a minimum of 25 MSU graduates each year. This project will ensure that those novice teachers have a deep grounding in what it means to be a highly effective teacher in NPS. It will also serve as a model to guide the preparation of teachers for urban schools beyond Newark in the state of New Jersey and across the nation.

Based on the needs assessments by NPS and MSU, the proposed program is designed to improve the achievement of NPS students through the following goals and objectives:

GOAL 1: To prepare high quality prospective teachers for Newark Public Schools through a model teaching residency program for individuals without teaching experience but with strong academic backgrounds in math or science, and with strong academic backgrounds and interest in special education.

Objectives:

- 1.1. Recruit and select teacher residents (25 per year for years 1-4 for a total of 100) of diverse racial/ethnic backgrounds with strong academic backgrounds in math or science, or with strong academic backgrounds and interest in special education.
- 1.2. Recruit teachers with strong qualifications in math, science, and special education to serve as mentors to the teacher residents.
- 1.3. Implement a program that integrates rigorous coursework and clinical practice focused on continuous improvement of learning and teaching and that culminates in a master's degree and teacher certification for teacher residents.

- 1.4. Prepare teaching residency program completers who meet or exceed the performance standards established for the MSU master's degree program in their certification area(s).

GOAL 2: To improve the quality and retention of new teachers in NPS by involving them in an induction program, professional development, and networking.

Objectives:

- 2.1 Hire qualified program completers to serve as new teachers in NPS.
- 2.2 Implement intensive, research-based induction, professional development, and networking activities to support new teachers in NPS.
- 2.3 Support program participants during their first two years of teaching to meet or exceed the performance standards used by NPS to assess new teachers.

GOAL 3: To deepen the knowledge, skills, and commitments of experienced teachers to improve student achievement in NPS by supporting teachers in becoming part of a community of mentor teachers, coaches, and teacher researchers who use data to improve instruction.

Objectives:

- 3.1 Engage selected teachers in structured, intensive, professional development to prepare them for leadership roles as mentors for teaching residents and mentors/coaches for new teachers.
- 3.2 Engage selected teachers in professional development to facilitate their work toward achieving certification by the National Board of Professional Teaching Standards.

DESCRIPTION OF THE PROJECT

The design of the NPS and MSU Teaching Residency Program (NMTRP) is based on models of successful teaching residencies that prepare teachers for success in high-need

schools—in particular, the Boston Teacher Residency Program (www.bpe.org) and the Urban Teacher Residency Program (Chicago) (www.ausl-chicago.org; www.utrunited.org/) (see also, Berry, et al., 2008; Berry, Montgomery, & Snyder, no date); on the successful qualities of urban teachers derived from research (Haberman, 1987, 1995, 1999; Stotko, Ingram, & Beaty-O’Ferrall, 2007; Villegas & Lucas, 2002); on the literature on the professional development continuum for teachers—from pre-service through induction and into professional development (Feiman-Nemser, 2001); and on the research on teacher retention in high-poverty urban schools (Freedman & Appleman, 2009). Residents will engage in rigorous graduate-level coursework to earn a master’s degree (M.A.T.) while learning through a guided, carefully designed teaching apprenticeship with mentor teachers. As suggested by Feiman-Nemser (2001), participants will be given opportunities to conduct classroom observations, engage in guided practice, apply theories learned in courses, and investigate problems of practice.

Key Components of the NMTRP

Three overarching themes guide the design and implementation of the NMTRP: *community, collaboration, and continuous improvement*. These themes are threaded across all aspects of the program—the master’s degree curricula and teaching residency activities, the induction support for novice teachers, and professional development for experienced teachers. There are nine key components of the NMTRP—four structural components and five thematic components. These are listed below and described in the project description below.

Structural components

1. A clinical apprenticeship in which residents work with and learn from well-prepared and fully supported mentors who are highly qualified, experienced teachers in the areas in which the residents are seeking certification.

2. Rigorous graduate coursework that takes place in the partner schools, accompanies the clinical apprenticeship, and is integrated with clinical practice.
3. A cohort structure for residents and for novice teachers hired after the residency phase of the program that includes induction mentoring, professional development, and networking.
4. Summer experiences in community organizations to immerse the residents in the culture and heritage of Newark and its children.

Thematic Components

5. Strong connections between theory and practice supported by the close interconnection of coursework and clinical practice.
6. Central role of collaboration focused on the continuous improvement of learning and teaching.
 - a. Professional learning communities among participants in the day-to-day project activities: residents/mentors, novice teachers/mentors-coaches (induction), peers.
 - b. Collaboration among institutional partners.
7. Focus on the teacher development continuum (mentoring for preservice teachers, coaching and professional development for novice teachers, professional development for experienced teachers).
8. Central role of collaborative inquiry and action research and the use of data, aided by technology, to examine and improve practice and produce gains in student learning.
9. Building on the foundation of a strong, long-standing partnership between and among the partners.

Organization of the Program

The NMTRP will be organized around two clusters of teacher-preparing schools—an early childhood/elementary cluster and a secondary cluster (see descriptions of the schools in Appendix D.1):

- *Early Childhood/Elementary Cluster:* Franklin (hub school), First Avenue, Maple Avenue, McKinley Elementary Schools
- *Secondary Cluster:* Arts (hub school), Science, University High Schools

The hub schools will be more deeply and broadly involved in the Partnership than the cluster schools. Graduate courses for teaching residents will be held at the hub schools, instructional rounds (described below under Clinical Apprenticeship) will take place primarily at the hub schools, and a larger proportion of faculty in the hub schools will be actively involved in the partnership. Teaching residents will be placed in both hub and cluster schools for their apprenticeships, and individual faculty members in the cluster schools (and in some cases from other NPS schools) will participate in various NMTRP activities, such as leading seminars and providing focused support for residents, based on their areas of expertise.

As participants in the NMTRP, these seven schools—all of which meet the criteria for high-needs schools (see Appendix A)—share the following characteristics:

- The principals fully support the NMTRP goals and activities and are committed to the program, including making adjustments in scheduling to facilitate the work of mentors with residents and coaches with novice teachers.
- The school faculty and administration are committed to welcoming residents into the school community for an apprenticeship program.

- The school faculty and administration are committed to participating in a formal induction program for completers of the teaching residency/MAT program and for all new teachers in the schools.
- A sufficient number of teachers are experienced, highly qualified in the target subject areas, and prepared to serve as engaged and committed mentors to the residents and coaches for new teachers.
- The schools are *teacher-preparing schools* that have been working in partnership with MSU in teacher preparation and school improvement for several years, most recently as members of the Partnership for Instructional Excellence for Quality Education (PIE-Q) Network, described below. Franklin School, the hub school for the early childhood/elementary cluster, will receive in October the 2009 Richard C. Clark Partner School Award from the Seattle-based National Network for Educational Renewal for the high quality of its collaborative practice and commitment to partner school efforts.

The concept of *teacher-preparing schools* derives from the National Network for Educational Renewal (NNER), of which MSU is a member. Educators in teacher-preparing schools recognize that K-12 schools have a responsibility to be active partners with IHE teacher preparation programs in the preparation of prospective teachers. The principal and assistant principal of Franklin Elementary School and the principal of Arts High School participated in the NNER-sponsored Leaders for Teacher-Preparing Schools Institute in 2007-08 in Seattle, through which experienced and prospective school leaders engaged in networking and professional development (conferences, inquiry projects, meetings) for purposes of learning about and becoming involved in the simultaneous renewal of K-12 education and teacher preparation.

In fact, the seven NMTRP schools and MSU have collaborated in numerous ways over the past two decades to prepare and develop effective teachers for high-need schools. All of the partners share a commitment to the simultaneous renewal of the schools and teacher education, and the academic achievement of all students. Many teachers from these schools have participated in study groups, mini-courses, mentoring institutes with the New Teacher Center, summer conferences, and action research groups sponsored by the Montclair State University Network for Educational Renewal (MSUNER)—a nationally recognized school-university partnership between MSU and 26 school districts. Approximately 135 teachers in these schools have been appointed as MSU Clinical Faculty, serving as cooperating teachers, on-site education mentors, co-facilitators of workshops, co-teachers of student teaching seminars, and/or adjunct faculty for other courses at the university.

Since 2004, the seven NMTRP schools have been especially deeply engaged, as a group, in teacher preparation with MSU through the Partnership for Instructional Excellence for Quality Education (PIE-Q) Network. Originally funded through a P-16 Partnership Grant from the NJ DOE, PIE-Q aims to prepare, mentor, and retain both new and continuing highly effective teachers for NPS. It is a partnership between Montclair State University, Newark Public Schools and the Newark Teachers' Union and is governed by a Leadership Council composed of representatives from all three groups. It integrates excellence in teaching and learning, pre-service teacher education, professional development, leadership development, teacher recruitment, and teacher induction and mentoring into a seamless, interdependent partnership. In 2007-08, 520 preservice teachers in MSU's teacher education program spent time in PIE-Q schools: 330 students enrolled in an introductory course (Public Purposes of Education) that meets in PIE-Q schools, through which students are given an orientation to the school and

district, shadow a teacher, and attend community events and meetings; 75 students engaged in their pre-student-teaching field experience in PIE-Q schools; 30 students enrolled in the Arts Methods course, held in a PIE-Q school; and 85 student teachers were placed in PIE-Q schools. PIE-Q has evolved from a discrete program into an overarching organizational structure that supports various activities and partnerships that facilitate the preparation of teachers for urban schools. PIE-Q is a true collaboration; all partners bring expertise to the common activities and all partners have needs to be addressed. It is a fertile and well-developed partnership that is ideally suited for the successful implementation of a teaching residency program.

The Prudential Teaching Scholars (PTS) Program, a post-baccalaureate teacher preparation initiative closely connected to the PIE-Q Network, will serve as the source for the secondary cohort for the proposed teaching residency program. The NMTRP provides an exciting opportunity to more fully prepare the prospective math and science teachers in the PTS Program by immersing them in Newark schools through a teaching residency experience. The PTS program was designed with the fieldwork components of the program embedded in PIE-Q schools, but it was not planned as teaching residency program. PTS, now in its second year, is funded by the Prudential Foundation with the goal of recruiting, preparing, and supporting excellent new math and science teachers for Newark high schools. Currently 22 PTS scholars are on two tracks, one for middle school teachers and one for secondary teachers. The candidates come to the program with strong backgrounds in the fields they intend to teach, and are making a new career choice to become teachers in Newark. The first group of six new teachers entered the Newark schools in January 2009. In addition to their participation in MSU teacher preparation courses, Prudential Teaching Scholars engage in cohort leadership development experiences throughout the program. Once they are teaching in the Newark schools, intensive, research-

based mentoring, in combination with other induction curricula, assures that the Prudential Scholars become successful new teachers and that they begin their careers with professional dispositions that will serve to keep them in urban teaching. As strong as the PTS program has been, it is clear that embedding the program in the NMTRP will improve the preparation of Teaching Scholars and produce more experienced, better qualified first year teachers.

As the above description shows, the NMTRP partnership is not being developed solely for purposes of this grant opportunity. The NMTRP will be built on the solid foundation of a deep, long-standing, and committed partnership between MSU and the seven NMTRP schools. The importance of this existing relationship and the shared vision and commitments to preparing the best teachers for NPS at all stages in their careers cannot be overestimated when considering the potential for success of the proposed plan for a teaching residency MAT program, induction support for new teachers, and ongoing professional development in NPS (Goodlad, 1994).

In the NMTRP, both preservice teaching residents and new teachers hired after their residency will be organized into *cohorts* to facilitate professional collaboration and the establishment of professional learning communities (Freedman & Appleman, 2009; Seifert & Mandzuk, 2006). Each year a cohort of approximately 25 teaching residents will be accepted—early childhood/elementary residents in the spring and secondary residents in the summer (see Timeline by Cohorts, and by Year and Objectives in Appendix D.4). Within that larger cohort, there will be two smaller cohorts of early childhood/elementary residents and secondary residents. The early childhood/elementary residents will pursue a curriculum that will result in dual certification in either early childhood education or elementary education, and in special education, a high-need area identified by NPS. The secondary residents will become mathematics or science teachers, two other areas of need in NPS. There will therefore be a

learning community of all residents in each larger cohort, and smaller learning communities of future early childhood/elementary and secondary teachers. No fewer than two residents will be placed in each school, and every effort will be made to place groups of 3-5 residents together in schools. This cohort structure is already successfully implemented in the Prudential Teaching Scholars program.

A central means for promoting the learning of preservice teachers, new teachers, and mentor teachers in the NMTRP will be *collaborative inquiry* aimed at the continuous improvement of learning and teaching (Darling, Erickson, & Clark, 2008; Hyland & Noffke, 2005; Tabachnick & Zeichner, 1991). Residents will take an action research course early in the program in which they will learn how to use technology to collect, manage and analyze data to improve teaching and learning. Throughout the clinical apprenticeship and induction years time will be set aside for participants to engage in inquiry using data to achieve student learning gains. Building on a successful model of collaborative action research projects that began in 2001 with funding from the Geraldine R. Dodge Foundation and are ongoing in PIE-Q and other MSUNER schools, NMTRP participants will conduct collaborative inquiry projects with their mentors, with MSU faculty, and with each other. Groups of residents and mentors will choose a pedagogical issue of importance to study, such as best practices for teaching English language learners. With MSU faculty members, they will study the literature and research on the issue, use technology to collect and analyze data in their own classrooms, engage in peer observations, and write an action research report that will include their plans for improving instruction based on their data analysis. These inquiry projects will engage groups of teachers at different stages in their careers in collaborative learning grounded in the literature, focused on questions of pedagogy and classroom practice, and aimed at improving student achievement.

Evaluation research on past projects in the Dodge-funded program shows that teacher participants become collaborative classroom researchers who regularly study and continuously improve their own teaching and their students' learning. They have tools to critically reflect upon and change their own practice and they become part of authentic professional learning communities. Evaluation research also reveals that students benefit from the reflective and action-oriented nature of their teachers' practice, as they become more responsible for their own learning and more directly involved in the classroom learning process. The institutionalization of action research in the NPS can fuel systemic change through the use of data to improve teaching and student achievement.

Teaching Residency

The apprenticeship phase of the program is organized around three major interconnected activities. The primary activity will be ongoing observation, collaboration, and teaching with an experienced, excellent teacher in a classroom. This "home" setting will be the source of the majority of concrete situations and data to be used in inquiry and assignments for the MAT coursework component of the residency program. Residents will engage in learning activities integrating pedagogy, classroom practice, inquiry, and teacher mentoring. They will also observe and, in some cases, spend time in other teachers' classrooms to expand their apprenticeship experiences.

The second major activity that will facilitate teaching residents' learning from practice will be *instructional rounds*, a process similar to medical rounds (Teitel, 2009). These rounds will be carried out in various partnership schools—cluster schools as well as hub schools. Residents will meet in a group with one or more mentors and MSU faculty members to discuss an issue such as classroom management. Then in small groups they will visit different

classrooms to observe and collect data on different teachers regarding the issue. Finally, they will come together again to share what they observed and discuss in the context of their own practice and what they have learned in their preparation program. When instructional rounds become institutionalized in a school community, there is an ongoing focus on regular analysis and improvement of teaching and learning (Teitel, 2009).

The third apprenticeship activity will be regular group seminar sessions between mentors and teaching residents, among teaching residents, and among mentors—all of which will include MSU faculty members. A half-day each month will be set aside for these structured seminars. The meetings will serve several important purposes. Residents will share their growing knowledge and understanding of classroom life, teacher practice, and student learning. They will problem-solve collaboratively with their mentors and professors about issues, challenges, and questions they have about practice. Mentors and professors will have a forum for the ongoing assessment of residents' growing understandings and needs, and for discussions of ways to better meet their needs. Cohort members—both residents and mentors—will build identities as members of the cohort. School- and classroom-based immersion, instructional rounds, and regular meetings will support residents as they develop the knowledge, habits, and understandings required to be successful teachers in an urban setting.

MAT Coursework

Teacher residents will engage in rigorous graduate coursework in pursuing one of four MAT degrees: Early Childhood Education with Dual Certification in Special Education, Elementary Education with Dual Certification in Special Education, Mathematics (secondary), or Science (secondary). To satisfy the requirements for the MAT degree, residents in the dual-certification program will take courses in the partner schools over four semesters (spring,

summer, fall, spring), and residents in the math or science certification programs will take courses over three semesters (summer, fall, spring). During fall and spring semesters, residents will take courses after school one day each week and during one afternoon each week, when they will not be in the classroom. They will also satisfy some course requirements through their work in schools with their experienced mentors. All the MAT coursework will be closely linked to classroom practice; the content and assignments will be situated in NPS and the larger Newark community. The classrooms will serve as laboratories or studios (Boatright & Gallucci, 2009) in which preservice residents can observe, practice, and apply the ideas they are learning in their coursework. Furthermore, MSU full-time faculty members and part-time faculty members who are NPS teachers and administrators will teach these courses collaboratively. This model has been implemented successfully for a number of years in preservice teacher education courses taught in PIE-Q schools.

Schools, however, are not the only settings where preservice teachers can develop the knowledge, skills, and dispositions for teaching in urban schools. During the summers, participants will carry out their residencies in community organizations, including the All Stars Program and the Newark Boys & Girls Club. Throughout the city of Newark, there are many not-for-profit agencies and organizations that have an explicit educational mission or collaborate with the schools to provide additional educational services to children. In fact, a great strength of the city of Newark is that, due to years of challenges facing residents and leaders of the city, a strong non-profit sector operates at an extremely high level collaborating for the overall welfare of the Newark population, especially the school-age population. Montclair State University has been able to work with these generous partners for many years. The Urban Teaching Academy at MSU is a partner with the Boys and Girls Club for tutoring and other activities. The Prudential

Teaching Scholars (PTS) program has connected students with Big Brothers Big Sisters in Newark, and several PTS scholars are mentors there. PTS received a grant to work in conjunction with the Greater Newark Conservancy to teach novice secondary math and science teachers how to teach using the settings and resources of the city as classroom. Education staff at the Newark Museum, which has a circulating library of 15,000 objects for loan to teachers and schools, has taught workshops in How to Teach With Objects to preservice Prudential Scholars. The Prudential Scholars have also worked as mentors with All Stars Project of New Jersey. Launched in 1999, the All Stars Project sponsors three innovative after-school programs: the All Stars Talent Show Network (a "performance-learning" approach to foster the emotional and social development of young people), the Development School for Youth (a leadership training and career education program for young people ages 16-21), and Youth Onstage! (a youth theatre group) (<http://www.allstars.org/njallstars.html>).

The MAT curriculum is designed to support preservice teachers in developing the knowledge, skills, and commitments articulated in the MSU Standards for Candidates in Initial Teacher Programs and embedded in the three program themes of community, collaboration and continuous improvement. These areas of expertise are aligned with the NJ Professional Teaching Standards, the NJ Core Curriculum Content Standards, and the NCATE Standards (See Appendix D.2 for the MSU Standards and their alignment with NJ and NCATE Standards). The curricula for the early childhood/elementary and secondary MAT programs are designed to reflect Curriculum Themes that will guide the clinically-embedded coursework in each semester of the residency program. These themes are framed as questions to emphasize the focus on an inquiry stance. Tables 5 and 6 list the curriculum themes for the early childhood/elementary residents and secondary residents, respectively, for each semester, along with the MSU

Standards with which the themes and content are aligned, a summary of key content within each theme, and the assignments through which their performance will be assessed.

Table 5. Theme-Based Curriculum for MNTRP: Dual-Certification Program in Early Childhood/Elementary Education and Special Education (18-Month Residency Program)

Residency Semester	Curriculum Theme & MSU Standards Addressed	Content	Assignments to be Assessed
Spring	<u>Theme 1</u> : What is learning? <u>Standards</u> : 2, 3, 4, 6, 10	<ul style="list-style-type: none"> • Child development • Early childhood & elementary education in a diverse society • Learning in context: Families of children with diverse learning needs • Special education for students with disabilities in EC and EL classrooms 	<ul style="list-style-type: none"> • Autobiographical explorations of learning • Case study of a learner
Summer	<u>Theme 2</u> : Who are the learners and how do they develop knowledge? <u>Standards</u> : 3, 5, 8, 9	<ul style="list-style-type: none"> • The community and schools of Newark • Inquiry and action research • Culturally responsive teaching • Teaching English language learners • Promoting prosocial behaviors in inclusive EC and EL settings 	<ul style="list-style-type: none"> • Internship in community organization (e.g., Boys & Girls Club, All Stars) • Inquiry project shadowing a learner from community organization into school • Community study
Fall	<u>Theme 3</u> : How do teachers teach for learning and reflect on their teaching? <u>Standards</u> : 1, 3, 4, 7	<ul style="list-style-type: none"> • Pedagogical content knowledge (teaching math, science, social studies, language arts, and literacy) • Language-based teaching and learning in inclusive EC and EL classrooms • Instructional planning for students with diverse learning needs in EC and EL inclusive classrooms • Assessment and evaluation in the EC and EL inclusive classroom • Using technology to collect and analyze data to inform instruction 	<ul style="list-style-type: none"> • Adapting instruction for a student with a disability • Adapting instruction for an English language learner • Instructional unit plan • Collaborative action research with mentor
Spring	<u>Theme 4</u> : What are the roles of a professional teacher and how does schooling affect these roles? <u>Standards</u> : 3, 4, 9, 12	<ul style="list-style-type: none"> • Technology integration in the inclusive EC and EL classroom • Curriculum development in the inclusive EC and EL classroom • Integrating learning, teaching, instruction, curriculum, and assessment 	<ul style="list-style-type: none"> • Collaborative action research with mentor • Student teaching assessment • Action research project • Portfolio

Table 6. Theme-Based Curriculum for MNTRP: Certification Program in Mathematics Education or Science Education (12-Month Residency Program)

Residency Semester	Curriculum Theme & MSU Standards Addressed	Content	Assignments to be Assessed
Summer	<u>Theme 1</u> : What is learning? <u>Standards</u> : 2, 3, 5, 6, 10	<ul style="list-style-type: none"> • Adolescent development • Teaching, democracy, and schooling • The community and schools of Newark • Inquiry and action research 	<ul style="list-style-type: none"> • Autobiographical explorations of learning • Internship in community organization (e.g., Boys & Girls Club, All Stars) • Inquiry project shadowing a learner from community organization into school • Community study
Fall	<u>Theme 2</u> : Who are the learners and how do they develop knowledge? <u>Standards</u> : 3, 7	<ul style="list-style-type: none"> • Sociocultural perspectives on teaching and learning • Culturally responsive teaching • Teaching English language learners • Teaching students with disabilities • Assessing student learning 	<ul style="list-style-type: none"> • Case study of a learner • Adapting instruction for a student with a disability • Adapting instruction for an English language learner
Spring	<u>Theme 3</u> : How do teachers teach for learning and reflect on their teaching? <u>Standards</u> : 1, 3, 4, 8, 9, 12	<ul style="list-style-type: none"> • Pedagogical content knowledge (teaching math or science) • Instructional planning for students w/ diverse needs in math or science classes • Literacy across the curriculum • Technology integration in the inclusive classroom • Using technology to collect and analyze data to inform instruction • Integrating learning, teaching, instruction, curriculum, and assessment 	<ul style="list-style-type: none"> • Instructional unit plan • Collaborative action research with mentor • Student teaching assessment • Action research project • Portfolio

In the summer, the early childhood/elementary and secondary cohorts will be combined for learning about the history and context of Newark and for learning about the nature, purposes, and methods of action research. At the end of each semester during the MAT/residency phase of the program, residents will be assessed using performance assessments and rubrics, several of which are already designed for the existing MSU teacher education program to determine the extent to which they meet the standards (see examples of these assessments in Appendix D.5).

In addition, they will submit a completed action research project, which will represent the culmination of their collaborative inquiry and action research throughout the residency, and they will submit a professional portfolio that provides evidence of their success in meeting the MSU standards.

Recruitment and Selection of Residents

A multifaceted approach will be taken to recruit recent college graduates for the NMTRP, drawing on strategies that have been piloted and refined through the Prudential Teaching Scholars (PTS) program over the past two years. Secondary candidates will come from the well-established pipeline of recruitment for PTS; early childhood and elementary candidates will come through the traditional sources for Montclair State University's teacher education candidates. To recruit students at MSU, flyers and announcements about the program will be posted across the campus. Information sessions announced through flyers, email blasts, and postings on websites (MSU, CEHS, NJ DOE, AFT, NJ Education Association) will be held at the beginning and end of each semester. Announcements will be made in selected courses in mathematics and science to reach upper-division undergraduate students who might be interested in becoming teachers. To reach other soon-to-be or recent college graduates as well as career changers, information about the NMTRP will be made available through MSU alumni email blasts and HBCU (Historically Black Colleges & Universities) email blasts, and listings on Idealist.org and Craig's List.

The admissions criteria for the NMTRP will be highly selective (see discussion of Competitive Preference Priority 3 below), responsive to NPS hiring priorities, and consistent with the literature on the qualities of successful teachers in urban settings (Haberman, 1987, 1995, 1999; Stotko, et al., 2007; Villegas & Lucas, 2002). All candidates will undergo a

rigorous admissions process. They will submit an application, essay, two letters of recommendation, and college transcripts; complete a survey measuring attitudes toward diversity; be interviewed; and write an impromptu essay. To be selected, a candidate must:

- Demonstrate strong content knowledge as determined by a degree in a relevant field with a minimum 3.0 GPA and letters of recommendation.
- Possess strong verbal and written communication skills as determined by essays and an interview.
- Have the attributes of effective preservice teachers for urban schools, as determined by all the application materials, including:
 - Qualities of effective urban teachers: persistence, involving students in learning that goes beyond the prescribed curriculum and tests, ability to apply theory in practice, belief in their responsibility for engaging all children in learning, and acceptance of mistakes (Haberman, 1995).
 - Qualities of culturally responsive teachers, including understanding that a person's perspective is influenced by his/her life experiences, belief that all children can learn and that all children bring talents and strengths to learning, and respect and appreciation for individual and cultural differences (Villegas & Lucas, 2002);
 - Reflectiveness and commitment to critical thinking (Schon, 1984; Zeichner, 1986);
 - Flexibility (Stotko, et al., 2007).

A selection committee made up of representatives of the NMTRP partners will review the applications and participate in interviews. They will use the Admissions Evaluation Scale used, tested and validated for the MSU initial teacher program to evaluate the applicants. An

admissions priority will be to admit qualified candidates who reflect communities surrounding the partner schools in terms of race, ethnicity, and language.

Residents admitted to the program may apply to receive *a living stipend* during their apprenticeship year. During the planning phase in fall 2009, the NMTRP Operations Committee (see Management Plan below) will establish the process for applying for a stipend. The stipend will be \$15,000 for each semester, so residents in the dual-certification early childhood/elementary program will receive \$45,000 and those in the secondary program will receive \$30,000. This amount reflects the cost of living in the Northern NJ area and the need to compete with other programs that recruit prospective teacher candidates, for example Math for America in NYC and the Knowles Foundation Teaching Fellows Program. Each resident must agree to serve as a full-time teacher in a high-need school served by NPS in a high-need subject area for three years after completing the teaching residency. If a resident does not fulfill this requirement, s/he must repay the stipend. In addition, residents will have some of their tuition waived by Montclair State University in years 3-5, and secondary residents will receive tuition funds from the Prudential Teaching Scholars program. Teaching residents will be required to repay the amount of tuition they receive through the program in addition to the stipend if they do not fulfill the obligation to teach in NPS for three years. Each resident will sign a contract annually stipulating to this agreement, and the NPS superintendent will provide a certificate to the NMTRP Project Director each year regarding the details of each novice teacher's employment. In fall 2009, the Operations Committee will develop conditions and a process for repayment, as well as guidelines for use of repayments.

The residents will be eligible for *teacher certification* if they successfully complete the MAT program, pass the relevant Praxis II test required by the State of NJ, show through

performance assessments built into the curriculum that they have met the standards established by the program (including performance observations of their teaching), and submit a successful portfolio. All teachers who complete teacher education programs at MSU and are recommended for licensure to the State are considered Highly Qualified in their area of licensure.

At the end of the five years of this grant, 100 teachers who have successfully completed the residency program will become part of the teaching force in the NPS, filling the district's need for highly qualified, excellently prepared math, science and special education teachers. They will take part in an intensive induction support program, with other new teachers in the district that will enhance their teaching expertise and help retain them in NPS. This outcome will contribute significantly to stemming the tide of attrition in the district and lead to measurable improvements in teaching and learning for NPS students.

Selection of Mentors

Selection criteria for mentors, all of whom will be highly qualified teachers in their subject areas, will also be rigorous. To serve as mentors for residents, teachers must be determined to be highly effective with regard to:

- Subject area knowledge; planning and preparation, including pedagogy and assessment; ability to analyze and use student achievement data gathered from multiple measures to improve learning and teaching; instruction that engages students from different cultural backgrounds and with different learning styles; gains in student learning in their classrooms; collaboration with colleagues to improve instruction; for mentors in math, appropriate skills in the essential components of math instructional strategies; qualities of culturally responsive teachers; reflectiveness and commitment to critical reflection and critical thinking; leadership qualities and potential; and professionalism.

In the planning phase of the project (fall 2009), the Operations Committee will develop an instrument to identify potential mentor teachers according to these criteria. Principals of the partner schools will use the instrument to nominate potential mentors based on their observations and evaluations. A selection committee made up of representatives of the NMTRP partners will review the nominations and identify the potential mentors who meet the criteria above. They will also consider whether there are teaching residents for whom the potential mentor teachers would be appropriate mentors. The committee will then invite those teachers who meet the criteria and for whom there are potential teaching residents to become NMTRP mentor teachers.

Description of Induction Activities

The formal induction program for new teachers will begin in fall 2011 (the third year of the NMTRP), when the first cohort of teaching residents will become teachers. They will be hired in high-need schools in NPS and will continue to work with mentors, who will now serve as instructional coaches (Joyce & Showers, 1996; Ross, 1992) as well as mentors. In some cases, the pairs of mentors and residents from the teaching residency will continue to work together and in other cases new mentor/coaches will be assigned to the novice teachers. Charlotte Danielson's Framework for Teaching (Danielson, 1996) (used in the NPS for supervision and evaluation) will provide the foundation and structure for conversations, observations, coaching and improvement of teaching and learning. The domains of the Framework for Teaching are aligned with INTASC, MSU and NJ teaching standards. The novice teachers and mentors/coaches will be given on-load time for the coaching and inquiry activities and the novice teachers will spend time observing master teachers in their schools and in partner schools within PIE-Q.

The novice teachers will also begin to engage in other activities that will involve *all* new teachers in their schools and in all the NMTRP partner schools in recognition of the fact that induction support must go beyond one-on-one mentoring. The activities will contribute to building a professional learning community among novice teachers in each school and to building a general culture of learning and professional growth in Newark Public Schools. They will participate in instructional rounds; weekly meetings where they will discuss issues related to improving teaching, learning, and classroom practice; MSUNER mini-courses on literacy and the essential components of reading instruction, technology to enhance learning, working with English language learners, assessment, learning disabilities and special needs students; Children's Literacy Initiative professional development; and online networking with each other and new teachers and residents at other sites who are part of the NCTAF Residency Coalition (see description below). They will also continue to engage in collaborative inquiry with other new teachers, with more experienced teachers, and with MSU faculty members in Action Research groups as they did as residents, providing a seamless continuum of classroom inquiry aimed at improvement of teaching and learning.

The work of the inquiry action research groups will focus on enhancing and supporting the new teachers' developing ability to collect, analyze, and use student data to improve their own practice. Other areas of emphasis for coaches will be to support the new teachers in using the strategies they have learned in their coursework to become more expert at designing curriculum that is responsive to all the students in their classes; applying their beginning instructional repertoire and working to expand it, with special attention to differentiating instruction for students with diverse backgrounds and learning needs; creating an inclusive,

nurturing and safe classroom learning community; continuing to work collaboratively; and engaging in inquiry about teaching and learning with colleagues.

The consistent and persistent inquiry focus of the NMTRP Program will build the capacity of NPS educators to use research to enhance student, school, and district performance. More specifically, it will help educators at different stages in their teaching careers develop an inquiry orientation to their work and acquire the knowledge and skills necessary to (1) use student achievement data to improve their practice, (2) understand, interpret and use research to improve teaching and learning, (3) assess needs and formulate questions for district, school, and classroom research and evaluation, and (4) design, conduct and use action research within professional learning communities to improve learning and teaching in their classrooms (Cochran-Smith & Lytle, 2009).

Principals and supervisors from NPS schools beyond the PIE-Q cluster will be able to observe and learn about the NMTRP induction program so they can begin to implement its components and elements in their schools, thus scaling up this beneficial professional growth and retention program in their own schools.

Professional Development for Experienced Teachers, Mentors, and Coaches

Experienced teachers in the schools will also engage in various professional learning initiatives. Those who are selected to be mentors for teacher apprentices and coaches for novice teachers will participate in intensive and carefully designed professional development to support the development of knowledge, skills, and dispositions for successful mentoring (Carver & Katz, 2004; Zimpher & Rieger, 1988). Prior to becoming mentors, the selected teachers will participate in a Mentor Teacher Institute, to be held each year to prepare them for their roles and responsibilities as mentors. In subsequent years, mentors will attend advanced Mentor Teacher

Institutes and will engage in follow-up sessions during the academic year that provide guidance and mentoring for the mentors. The mentor preparation program will include instruction on adult learning, coaching and mentoring strategies and skills, observation and analysis of teaching and learning, the phases and stages of teacher development, and Danielson's Framework for Teaching as a common language about the domains and components of expert teaching.

In addition to the collaborative inquiry projects with new teachers described above, mentors/coaches will participate in ongoing meetings with each other. These sessions will be held on a monthly basis throughout the project and will enable the development of professional learning communities for these experienced teachers who are teacher leaders. As new mentors and coaches are selected in subsequent years, they will be integrated into these groups and will themselves be mentored by more experienced mentor-teachers with regard to their new roles.

Through their own learning communities, these experienced teachers will deepen and refine their instructional repertoire; continue to deepen their knowledge of subject matter for teaching; refine their knowledge of their students and their students' communities, including teaching English language learners and students with disabilities; hone their skills for using standardized test data to improve instruction; expand their leadership skills and engagement with the larger profession of teaching; and continue to build their skills for mentoring and working collaboratively with other teachers. As part of their own professional development, the mentors will receive support to work toward National Board of Professional Teaching Standards (NBPTS) certification as part of the project, a process that provides a standards-based approach for improving teaching practice and that links student learning to effective instruction (<http://www.nbpts.org/>). To make the challenge less daunting, the mentors will first participate in the *Take One!*® process, an opportunity offered by the NBPTS through which teachers study

the NBPTS standards, prepare a video portfolio featuring a classroom of preK-12 students, and submit one pre-selected video portfolio entry from any of the current certificate areas of National Board Certification. In the year after participating in Take One, each group of 25 teachers will undertake full National Board certification in a collaborative process with coaching and mentoring from a Board certified teacher who is a doctoral candidate at MSU. This National Board coach will spend 20 hours a week with the teachers, individually and in groups as they progress toward submitting their Take One and then National Board certification materials. At the end of this five year project, 100 teachers in the NPS will have undergone National Board certification and they will form a critical mass of master teacher leaders in the district.

MSU faculty in the College of Education and Human Services (CEHS) and the College of Science and Mathematics (CSAM) will engage in many of these professional development and inquiry-oriented activities with NPS teachers. Two MSU faculty members will serve as Faculty in Residence to the two clusters (early childhood/elementary and secondary) to provide leadership and ensure coherence for the academic work of the residents as well as the professional development for novice and experienced teachers. The liaisons as well as other MSU faculty from CEHS and CSAM will observe teachers and provide coaching and feedback; engage in formal professional conversations and facilitate meetings focused on issues of concern to new and experienced teachers; facilitate and collaborate on inquiry and action research on questions about teaching and learning; and teach courses in the schools for pre-service teachers in the teaching residency apprenticeship MAT program.

A rich array of professional development activities for experienced and novice teachers in the Newark Public Schools will be offered through the MSU Network for Educational Renewal. These activities will include six-hour mini-courses, online courses, teacher study groups, all day

workshops on professional development days, classroom coaching, summer conferences, and Teachers as Scholars seminars. All of these programs already exist and are funded through the MSUNER budget from the University and NPS member dues to MSUNER. Special attention will be given to preparing preservice and new general education and special education teachers to use research and data to modify and improve classroom instruction. Faculty will address this multifaceted undertaking from multiple perspectives. They will incorporate the ability to read, understand, and use published research into coursework for pre-service teachers in the residency program; offer guidance for pre-service and novice teachers in designing high quality classroom student assessments and using the data from those assessments, as well as from standardized tests, to produce gains in student learning; and facilitate collaborative inquiry into teaching practices. In addition, the MSU math and science faculty will provide coaching to strengthen teachers' content knowledge and pedagogical content knowledge for both elementary and secondary teachers, but primarily for secondary teachers. Faculty with expertise in literacy will work with early childhood/elementary teachers to improve literacy instruction, focusing on incorporating the essential components of reading instruction. Faculty with expertise in learning disabilities will offer assistance to general education teachers for teaching students with disabilities. Faculty with expertise in teaching English language learners (ELLs) will work with teachers to help them develop their knowledge and skills for teaching ELLs. These activities will be designed for collaborative engagement by teaching residents, novice teachers and experienced, mentor teachers. Participant feedback and outside evaluation research will inform the ongoing development and improvement of these professional development activities.

Furthermore, the entire carefully designed, intensive, job-embedded professional development program to be implemented as part of the NMTRP, including National Board

certification for 100 teachers and action research groups in the schools, will build local capacity in the Newark Public Schools by expanding and developing teachers' repertoires of teaching knowledge and expertise to facilitate student achievement and by creating a culture of learning and improvement in the schools. This will also aid in the retention of the very best teachers in NPS because they will be sustained, nurtured, and professionally rewarded by their roles as teachers in Newark. National Board certified teachers become teacher leaders in their districts, supporting their colleagues' professional growth and development and elevating student achievement in their schools.

Networking Activities

In addition to the induction and professional development efforts organized for professional learning communities within individual schools, opportunities for networking will also be built into the proposed NMTRP (Lieberman & Grolnick, 1996). The annual Mentor Teacher Institute will be held to support the experienced, excellent teachers who are serving as mentors and coaches for preservice and novice teachers in the NMTRP. In addition, to build knowledge and skills for teaching in NPS, an annual NMTRP conference will be held for all project participants—apprentice teacher residents, new teachers (after the first two years), experienced teacher mentors/coaches, MSU faculty, school administrators. These conferences will be integrated into the annual conference held each summer for all participants in the Montclair State University Network for Educational Renewal (MSUNER), with special sessions set aside for NMTRP participants. The conference will be designed to give participants opportunities both to share their learning and accomplishments with each other and to learn from others outside the NMTRP who will be invited to facilitate conference sessions based on the recommendations and needs of NMTRP participants. In Year 3, a National Teaching Residency

Conference will be held to provide a forum for sharing the developing knowledge about teaching residencies from research, evaluation, and practice. Educators involved in teaching residencies from across the country will be invited to participate as presenters and attendees.

Online networking within NMTRP will also be built into the program through an online professional learning community using the social networking platform *ning.com*, which allows multiple formats for communication. Participants will use this community to form and facilitate special interest groups within NMTRP (e.g., residents, new teachers, mentors, coaches, MSU faculty) through which they can collaborate on projects, work on shared documents (e.g., lesson plans, instructional materials) and generally support one another through multiple means of communication (e-mail, discussion forums, live text chats). Through this community, email blasts can be sent to disseminate information about the project or to inform participants about various professional learning opportunities. A space will be made available where participants can share documents and information with each other (e.g., lessons, unit plans, instructional materials and activities).

Additional networking opportunities will come through our partnership with the National Commission on Teaching and America's Future (NCTAF). We are pleased to have been selected by NCTAF as a potential coalition partner and believe our participation in this leadership group will help us build and nurture a more powerful Teaching Residency and advance the innovative principles on which our design is founded. If funded, we will accept NCTAF's invitation to become part of a small group of *21st Century Teaching Residencies* brought together by NCTAF for technical assistance and collaborative knowledge building. NCTAF will link selected TQP Residency partnership projects together and act as a catalyst for cross-project learning for all sites. NCTAF has a national reputation for innovation in support of

teaching quality and has been a leading voice in support of Teaching Residencies for several years. As part of NCTAF's Residency Coalition, we will participate in webinars and online collaboration with other innovative Residencies, collectively sharing experiences and offering ideas and reflections that will keep our Residency creative, vibrant, and continually improving.

In addition, as part of the NCTAF Residency Coalition, we will also have access to NCTAF's emerging work on collaborative school cultures. The cross-generational teams currently in pilot by NCTAF are creating a new 21st Century teaching environment where all teachers—candidates, novices, and experienced teachers—can work in teams that build on the skills each brings. A 21st Century Teaching Residency built around this collaborative culture offers an environment that we believe will ultimately enrich the residency experience for all participants. In our residency model, learning, like teaching, is not a solo act.

Through our partnership with NCTAF, our Teaching Residents, mentors, and higher education faculty will also be participants in a Teachers Learning in Networked Communities (TLINC) online community of support. Building on what has been learned through NCTAF's TLINC grant with the Fund for the Improvement of PostSecondary Education (FIPSE), we will apply the TLINC framework for creating a blend of face-to-face and online collaboration that offers anytime, anywhere support. These online preparation communities immerse novice teachers in facilitated groups designed for reflective practice with support from peers, college faculty, and accomplished teachers in the districts where they will work. In addition they build proficiency with learning technologies and establish the habit of participating in a collaborative teaching culture that teachers will carry with them throughout their teaching careers.

Finally, as part of the NCTAF Residency Coalition, we will have the option to work with NCTAF in developing an application to become an AmeriCorps service provider. This would

make it possible to increase the number of Residents prepared with the Teaching Quality Partnership grant by including others supported through the AmeriCorps program. Drawing on the experiences of the Boston Teacher Residency program, which successfully incorporates an AmeriCorps program in their teaching residency model, we believe that creating an AmeriCorps partnership would add value beyond the stipends and tuition assistance provided to candidates. AmeriCorps has a strong track record of recruiting more diverse populations reflective of the local community, a strong asset to the communities we will serve.

Description of Coordination Strategies and Alignment with State and Student Academic Achievement Standards

As noted earlier in the proposal, the NMTRP is embedded in a well-oiled and multi-faceted partnership between Montclair State, the Newark Public Schools and the Newark Teachers Union. This fact makes the coordination of the NMTRP with existing teacher preparation and professional development programs seamless and natural. The schools in the PIE-Q partnership in NPS are *teacher-preparing schools* and are already sites for extensive preservice teacher education, induction and mentoring, and professional development programs and activities. PIE-Q schools will continue to serve as host fieldwork sites for the pre-admission courses in the traditional undergraduate teacher education program at MSU. MSU students will continue to attend community meetings, shadow teachers, and perform community service in these schools as they fulfill other course and teacher education program admission requirements. MSU students, including those who are not being certified to teach students with disabilities, mathematics, or science, will continue to be recruited to the Urban Teaching Academy. These students may conduct their community internships and fieldwork experiences in Newark-based

community organizations as well as PIE-Q and non-consortia schools, learning about urban education alongside their residency peers.

The NMTRP will benefit from, improve upon, and take advantage of these existing efforts including action research groups and teacher study groups, and on-site student teaching seminars taught by NPS clinical faculty and MSU faculty. Support for National Board Certification, embedded in the NMTRP program of professional development, is a natural extension of the professional development activities already underway in the PIE-Q partnership. The Leadership Council of the PIE-Q partnership oversees all of these activities and will take on the added role of coordinating NMTRP activities into the existing partnership.

The role of the MSUNER in NPS will be strengthened and deepened through its central role in the NMTRP. As a result, the NMTRP will establish a school norm that all new and veteran teachers in PIE-Q schools will become clinical faculty in the MSUNER. Clinical faculty will take on leadership roles in teacher study groups, action research teams, and incentive grant projects. Clinical faculty in NMTRP schools may also be asked to serve on the NMTRP Operations Committee on a rotating basis so that they can become more acquainted with the program and assist in supporting implementation.

Coordination between NMTRP and existing ESEA and IDEA funded programs in NPS will be achieved through the detailed and ambitious NPS Strategic Plan completed under the leadership of Superintendent Clifford Janey. The district's vision for excellence and continuous improvement of teaching and learning encompasses all of the existing federally funded programs in the district, as well as the features and components of NMTRP. Therefore, the activities of the PIE-Q partnership and the proposed NMTRP are completely consistent with the local district's

education reform activities aimed at promoting teacher quality and student academic achievement.

The presence of the NJDOE as a partner in NMTRP assures consistency of NMTRP activities with state efforts to promote teacher quality and student achievement. NJDOE officials will take part in NMTRP meetings and conferences, and the NJ Commissioner of Education Lucille Davy is very interested in how the NMTRP can inform state policy around teacher quality. As she mentioned in her letter of support (See Appendix D.6), it is fortuitous that Dr. Ada Beth Cutler, Dean of the College of Education and Human Services at Montclair State, will serve as the inaugural chair of the new State Program Approval Council, which is charged with making recommendations to the Commissioner and State Board of Education on teacher education and teacher quality policy. This will further ensure alignment between the activities of NMTRP and state efforts to promote teacher quality.

All teachers who complete teacher education programs at MSU and are recommended for licensure are Highly Qualified in their area of licensure. Like all MSU teacher education programs, the curricula for the program will be grounded in the MSU Standards for Candidates in Initial Teacher Programs, which are fully aligned with the NJ Standards Professional Teaching Standards, NCATE Standards (see alignment chart in Appendix D.2) and the New Jersey Core Curriculum Content Standards.

Assessment of the Resources Available

The NMTRP will benefit from the integration of funds from a number of sources focused on producing the same outcomes. A significant portion of these additional resources is directly attributable to the strong, existing partnership between NPS, NTU, and MSU. First, the Newark Public Schools has committed ARRA funds to pay half of the teaching residents' stipends in the

first two years of the grant and other district funds for this purpose for the remainder of the grant. NPS will provide facilities (with maintenance and security costs) for the NMTRP classes and other after school sessions as an in-kind contribution. The district will assure that mentor teachers will be released from their teaching duties for half day sessions with the residents. The district will also pay for part of National Board certification because it is an important part of NPS' new strategic plan for excellence. This commitment of resources in the form of significant money on the part of the Newark Public Schools speaks volumes about the district's trust in and respect for Montclair State University and its teacher education program.

The Newark Teachers' Union (NTU) has committed matching funds to pay for a celebratory dinner for mentors and other NPS staff as part of the Annual Conference at the end of June each year. This is a continuation of the funding they have been providing for the past few years for mentors and cooperating teachers in the PIE-Q partnership.

Montclair State University is committing matching funds from its regular budget for the MSUNER that provides an extensive professional development program in member districts. This includes carryover funds that came from the Geraldine R. Dodge Foundation for action research groups in the partnership. The University is also contributing portions of faculty and staff time, a portion of faculty fringe costs for the life of the grant, fully funded graduate assistants working with the PI and faculty in residence, and will waive a portion of fees in years 3-5 and 20% of tuition in Years 3-5 of the project, when we anticipate an improved economy and more stable funding for public higher education in New Jersey. In difficult economic times, the University's willingness to provide these funds and in-kind contributions for the project is indicative of the institution's commitment to NMTRP and its longstanding commitment to excellence and innovation in teacher education.

Private funding from the Prudential Foundation for the Prudential Teaching Scholars Program that is aimed at recruiting, preparing and helping to retain 45 new math and science teachers for NPS will serve as a match during at least the first year of the NMTRP and perhaps beyond. As indicated in a letter to the director of the Merck Foundation (attached in Appendix D.6), we anticipate receiving a multi-million dollar grant that will include funding for candidates in the NMTRP who are changing careers from the pharma industry in NJ. Although the Foundation board has not yet approved this grant, we are extremely optimistic that this will occur during the next few months, enabling us to use a portion of these funds for project match in years 3-5. If this does not happen, we have ample time in years 1-2 to seek external funding to meet the grant match requirement.

MSU also has substantial technology resources that will be integrated in the NMTRP. *The ADP Center for Teacher Preparation and Learning Technologies* at Montclair State University functions as a hub of curriculum research, instructional planning, and educational technology for everyone associated with teacher education at MSU, including students, university faculty members, and faculty in partner schools. The ADP Center mission is to improve the quality of education for teacher education students, practicing teachers, counselors, administrators, and others in professional careers in pre-K through secondary schools and post-secondary education by providing access to more than 30,000 curriculum and instructional technology resources as well as the requisite support in using them. The resources available to students, faculty, and P-12 educators for instructional and research purposes include 1,000 curriculum guides, 15,000 books, 400 videos, and 100 journals. The ADP Center also has an array of digital technology and resources, including instructional technology labs, more than 200 educational software titles, a podcasting lab, LCD projectors, and digital cameras. The ADP

Center maintains three state-of-the-art video conferencing rooms and highly mediated instructional spaces called Classrooms of the Future. While some of these resources require on-campus use, many are available digitally, so teaching residents can access them from off-campus and can visit the ADP Center in the evenings when it is open for teachers in partner schools. During summer course work, residents will spend time in the ADP Center Classrooms of the Future. The University's OIT and Library resources will also be available to participants throughout the project and beyond as part of the MSUNER and the PIE-Q partnership.

Other resources available to the partnership include matching funds from the Children's Literacy Initiative grant from the Geraldine R. Dodge Foundation to create model literacy classrooms in the PIE-Q elementary schools that are NMTRP sites. These funds will enable residents to participate in weekly coaching sessions and literacy professional development to supplement and complement instruction in the essential components of reading embedded in master's degree coursework. Finally, through our partnership with NCTAF, Pearson is making an in-kind contribution for the TLINC online network.

Matching funds are not the only resources that are integrated into the NMTRP. The University and NPS are making substantial commitments of time and participation to this project. These commitments grow out of the established partnership and are part of a shared vision for excellence in the teacher development continuum to produce high student achievement. These commitments will not end with the conclusion of this grant because PIE-Q will continue to be the hub of partnership between MSU and NPS. Furthermore, the history of Montclair State University with highly successful grants for teacher education is to institutionalize the proven innovations into our regularly funded teacher preparation programs.

EVALUATION PLAN

In response to the expectations of the RFP that the evaluation will *assist program staff in determining whether or not the funded project is making substantial progress towards meeting the approved project objectives*, RMC Research Corporation (RMC) has created an evaluation plan characterized by (1) an emphasis on sound, practical methodology and analysis; (2) a design that reflects the data requirements, informational needs, and programmatic interests of the key decision makers as well as field realities; (3) valid and reliable instruments; and (4) the maximum utilization of evaluation findings by careful attention to report presentation, readability, and audience priorities. Two overarching questions will guide the evaluation:

1. To what extent is the NMTRP model successful in preparing, recruiting, and retaining residents in the Newark Public Schools (NPS)—a high need LEA? (NMTRP Program Goals 1 and 2)
2. To what extent is the NMTRP model successful in creating professional learning communities and enhancing skills and knowledge of experienced teachers in NPS? (NMTRP Program Goal 3)

The evaluation director and evaluation team members will collaborate with a variety of stakeholders to design, implement, and continuously refine the evaluation questions, data collection methods, analysis procedures, and reporting processes. Multiple approaches will be used to develop instruments, collect and analyze data, and communicate findings and recommendations in the evaluation of this Teacher Quality Partnership Grant Program. For example, the use of logic models and detailed program timelines will enable the evaluation team and NMTRP administrators and staff to systematically capture the relationships between the program's participants, resources, activities, intended outcomes, and resulting impacts. Guiding

the evaluation design and evaluation team's roles and responsibilities will be a focus on building internal capacity to use of evaluation data to guide program implementation and long-term planning.

Data Collection Methods

The evaluation will utilize existing and/or create new (a) data systems for documenting program procedures, participant demographics, and performance outcomes; (b) observation and monitoring protocols for documentation of activities and experiences within and across participating schools; and (c) survey instruments and focus group/interview protocols for use with district and school administrators, residents, mentors, program staff, university liaisons/partners, selection committee members, and other stakeholders within the NMTRP.

In addition to review and analysis of data sources at the state, district, and school levels, and document review of program materials and products, quantitative and qualitative data will be collected from three primary sources: (1) residents, (2) mentor teachers, and (3) partnership members (including, program director and staff, district administrators, school administrators, committee members, university liaisons). The evaluation will use interview and focus group protocols to capture feedback and guidance from the program participants and partners on annual (and end-of-grant) goals, areas in need of improvement (processes, policies, data systems), barriers to implementation and progress towards goals, and documentation of outcomes and lessons learned. Questionnaires will be developed to evaluate curricular implementation, resource provision, the nature and impact of partnerships, and the documentation and communication of best practices.

The evaluation team will partner with the NMTRP's director and staff, operations committee, and other key stakeholders to design processes for conducting a select number of site

visits to the participating schools in years 2-5 of the grant, focusing on documenting resident and mentor relationships, curricular quality and innovation, professional development activities, collaborative action research activities, and student achievement procedures and outcomes.

To the extent possible, the evaluation will use existing data collection systems at state, district, and school levels to obtain information related to program goals, objectives, and performance measures. Additional data collection processes and data management systems will be developed in partnership with Montclair State University and Newark Public Schools to establish mechanisms for building the NMTRP's capacity for ongoing data collection to assess short-term and long-term impact, as well as provide formative feedback to enhance the program.

Residents – Individual level data will be collected on all residents in each cohort during the five year grant. Demographic and background information on residents' previous education and career experiences will be collected through program application documents or existing data sets. Additional data collected will include academic standing (courses completed, graduation, and achievement scores on state licensure exams) and employment status. Annual surveys will be used to collect perception data about the residency program, skills and preparedness for the classroom, collaborative action research projects, feedback on academic courses and clinical experiences, and mentor relationships. Classroom observation data on the teaching performance of the residents will be gathered in partnership with administrators and mentor teachers.

Descriptive analyses will be conducted to report on the achievement of residents and new teachers, and to track the academic and professional progress of residents and new teachers as they matriculate through the program. The demographic data will be used to report on recruitment and retention of residents and new teachers, and the percent of teachers hired by high-need LEAs, in the aggregate and by subgroups (underrepresented groups, elementary versus

secondary school levels, and high need academic areas in mathematics, science, and special education). In addition, demographic data will be used to track the number of residents recruited and number who complete NMTRP. Special attention will be paid to enabling the NMTRP to report on the GPRA Performance Measures 1-4 and the Title II Section 204(a) Performance Objectives (See Table 7).

Cohort and comparison group analysis will be conducted to identify changes in retention and achievement on certification exams. For example, to demonstrate resident achievement, comparisons can be made between program residents and non-program teacher-trainees in other MSU programs, and state scores can be compared between the NMTRP residents and the state averages. Summary of residents' feedback on the quality and impact of the NMTRP will be used to refine program curricula and clinical practices in the schools and to enhance opportunities for mentors and teaching residents to work collaboratively.

Mentor teachers – Individual level data will be collected on all mentor teachers paired with the residents in the NPS school district. Background information will be collected on mentors' educational training, teaching experiences and length of tenure in NPS, previous mentorship training and expertise, and reasons for participating in the NMTRP. Annual surveys will be used to gather information from mentors about their experiences in the program, relationships with residents and new teachers, and professional development training. Interviews and focus group discussions will be used to gather reflective information about their mentoring and coaching experiences, institutional resources and support, perceived impact on the nature of teaching and learning in NPS, as well as identify areas of need to be addressed. Some of the data collection will take place during the summer Mentor Institutes. Classroom observations will be used to document changes in leadership and teaching practices. Descriptive analyses will be used

to summarize progress of teacher mentors and coaches, benefits of professional development trainings, and changes in teaching practices, especially the use of data to improve instruction.

Partnership members – The evaluation will collect information from a variety of NMTRP stakeholders including, but not limited to, the NMTRP Program Director and staff, NPS district administrators, school administrators, program committee members, and Montclair State University liaisons. The focus of the data collection efforts will be two-fold: (1) to assess the quality and nature of the NMTRP from the perspectives of the individuals responsible for designing, implementing, and improving the program; and (2) to document the development of the collaborative partnership between Newark Public Schools and Montclair State University, the roles and responsibilities of the partners, and the capacity of the partnership to continue NMTRP beyond the five year grant.

Annual surveys of partners will be used to gather their perceptions about their roles and experiences in the program, their interactions and relationships with residents and mentors, and the impact of the program on the professional experiences of residents and mentors. Interviews and focus group discussions will be used to gather reflective information about the partnership roles and institutional resources and support, the nature of the collaborative interactions and strength of the partnership, perceived impact on the nature of teaching and learning in NPS, and identify areas of need to be addressed. Minutes of meetings, agendas, curricular and professional development materials, event and conference materials, and committee guidelines and reports will be analyzed to identify the variety of roles and responsibilities of partners, the breadth and depth of partner involvement in the design and implementation of NMTRP, and evidence of reciprocal learning and institutional improvement across the partnership.

Additionally, it is expected that teacher training and retention outcomes for NMTRP extend beyond the five-year grant period. Indicators of long-term success will include the extent to which the partnership uses evaluation processes developed during the grant period to gather and use information to guide improvement in NMTRP to support residents and new teachers, and engages in ongoing data collection to follow residents and new teachers in the program into their teaching careers beyond their first three years in the profession.

Reporting

The evaluation team of the Teacher Quality Partnership Grant Newark-Montclair Teaching Residency Program (NMTRP) will provide formative oral and written reports every six months that document progress in implementing the evaluation design, as well as end of year reports in each year of the grant (01-05). The evaluation is designed to gather data that will provide information for NMTRP as well as federal reporting requirements. Formative reports will provide an opportunity to work directly with the program administrators and staff to refine the evaluation questions, and evaluation design and data collection processes; address any barriers or obstacles to implementation of the evaluation; refine data analysis strategies; and outline data interpretation and final report needs. At the end of year 05, a final comprehensive report will be generated to inform the program's decision making and dissemination needs. In-person, phone, or web-conference presentations will also be completed as part of the final reporting process to ensure evaluation utilization and dissemination.

Evaluation Questions, Program Goals and Objectives

Table 7 outlines the Teacher Quality Partnership Grant Newark-Montclair Teaching Residency Program's three primary goals and related objectives, the guiding evaluation questions related to each goal, and data collection and analysis methods. As noted earlier, the

evaluation team will engage in ongoing collaboration with the NMTRP Project Director and staff, and other pertinent stakeholders, to refine the guiding evaluation questions, data collection processes, data analysis procedures, and reporting mechanisms throughout the five year grant.

Evaluation deliverables will include the following products and services: calendar of data collection activities and personnel; Program Logic Model; data set review protocols; document review protocols; data analysis design; consent forms for data collection processes within schools (as appropriate); observation protocols; survey and interview protocols; focus group protocols; formative report(s) and ongoing updates on evaluation; annual reports (years 01-05); and final comprehensive report (year 05).

Table 7: Overview of Evaluation Questions, and Methods Years 01-05

<p>Goal 1: To prepare high quality prospective teachers for Newark Public Schools through a model teaching residency program for individuals without teaching experience but with strong academic backgrounds in math or science, and with strong academic backgrounds and interest in special education.</p> <p>Evaluation Questions:</p> <p>To what extent is the program successful in recruiting residents and mentors?</p> <p>Did the program meet the recruitment targets for diversity and professional backgrounds for residents and mentors?</p> <p>How were selection criteria (for residents and mentors) developed and implemented?</p> <p>How many residents received stipends and were these sufficient to attract and retain residents?</p> <p>What percentage of residents were successful in completing the 12- and 18-month residency programs—including attaining licensure and a master’s degree? To what extent did the program meet the graduation targets for diversity and focal areas (mathematics, science, special education)? (<i>GPRA A</i>)</p> <p>What percentage of the residents met the performance standards of the curricular themes (1-4) and performance measures for NPS? To what extent does this indicate an increase in prospective teacher performance? (<i>Title II performance measure 1</i>)</p> <p>What percentage of residents developed skills for using technology to collect, manage, and analyze data to improve teaching and learning? To what extent does this indicate an increase in these skills? (<i>Title II performance measure G(ii)</i>)</p> <p>What is the process for developing and integrating coursework and clinical experience to prepare residents?</p> <p>What is the process for preparing residents in their certificate areas?</p> <p>How were curricular materials developed and by whom? How successful was the implementation of the materials?</p> <p>How were professional development programs developed and by whom? How successful was the implementation of these programs?</p>
--

What are the perceptions of program participants of the success of the model teaching residency program (residents, mentors, operations committee, selection committee, etc.) in each year of the program?

What mechanisms were used to review and make enhancements to the selection processes, program design, and performance measures (curricular themes, portfolio assessment, etc.)?

Goal 2: To improve the quality and retention of new teachers in NPS by involving them in an induction program, professional development, and networking.

Evaluation Questions:

How many residents were hired by NPS in each year of the program, and in which areas are they certified (elementary, secondary, mathematics, science, special education, etc.)? To what extent does this indicate an increase in hiring highly qualified teachers in these areas in NPS? (*Title II performance measure 4a, c, d, e*)

To what extent is the model successful in retaining residents in NPS? Are there patterns of success within and across participating schools in NPS? To what extent does this indicate an increase in retention? (*GPRA B, D, E and Title II performance measure 2*)

What is the process for developing and implementing induction program?

To what extent does the induction program meet the needs of residents and support teaching practices?

To what extent does professional development result in a change in practice?

What mechanisms were used to review and make enhancements to support programs for new teachers?

Goal 3: To deepen the knowledge, skills, and commitments of experienced teachers to improve student achievement in NPS by supporting teachers in becoming part of a community of mentor teachers, coaches, and teacher researchers who use data to improve instruction.

Evaluation Questions:

How were needs assessments conducted and the resulting data used to create the professional development activities?

To what extent does the program prepare effective mentor teachers?

What types of activities/elements comprise the Mentor Teacher Institute? To what extent do they reflect NBPTS certification standards?

What are the perceptions of the participants on the quality and impact of the Mentor Teacher Institute activities?

To what extent does participation in program increase knowledge in using data to improve instruction?

To what extent does participation result in transfer of practice in the classroom? How has the transfer of practice been documented?

To what extent do student achievement data reflect improved classroom practice?

Has student achievement improved in the focal areas (mathematics, science, and special education) during the grant period?

What mechanisms were used to review and make enhancements to the professional development programs?

How was the National Conference on Teaching Residences conceived? What were its activities/events, who participated, and what were the intended outcomes? How were learnings from the Teacher Residency Program used to shape the conference? How were learnings from the conference used to enhance the Teacher Residency Program?

Data Collection and Analysis Methods for All Three Goals:

Review and analysis of data sets at state, district, and school levels

- Demographic data on residents and mentors (*Title II performance measure 4b*)
- Persistence of residents by semester in residency program (*GPRA E(i)*)
- School achievement data from school, district, & state examinations (*Title II performance measure 1*)
- Numbers and types of residents in each participating school being trained in focal areas (*Title II performance measure 4c, d*)
- Numbers and types of residents graduating from program (*GPRA A*)
- Numbers and types of residents hired by and retained in each participating school in focal areas each year and longitudinally (*GPRA B, D, E (ii) and Title II performance measure 2, 4a, b, c, d, e*)
- NPS performance measures for new teachers (*Title II performance measure 1*)
- Numbers and types of teachers achieving certification by NBPTS
- Scores on state certification & licensure examinations (*GPRA C and Title II performance measure 3*)

Analysis: Frequencies and chi-square tabulations.

Documentation process and document review

- Program selection criteria and processes
- Program recruitment criteria, materials, and processes
- Stipend criteria and processes
- Curricular development processes and resulting materials
- Professional development materials
- Minutes of meetings, agendas, and activity reports
- NPS performance measure criteria and documentation of teacher progress (*Title II performance measure 1*)
- Personnel recruitment and hiring criteria and processes
- Induction program processes and materials
- Summit and conference agendas and activity reports

Analysis: Content analysis using professional curricular criteria (content, pedagogy) and teacher certification standards (curricular and licensure guidelines); financial tracking tabulations; rank and frequency statistics

Observation

- Teacher education courses and mentor training sessions
- Classroom teaching (*Title II performance measure 1*)
- Resident-mentor interactions
- Pupil-teacher interactions (*Title II performance measure 1*)
- Collaborative action research work (*Title II performance measure 1*)
- National conference events

Analysis: Frequencies from observation protocol scales and checklists; narrative analysis of case descriptions of mentor-resident interactions; critical review of collaborative research work reports (quality of research design, methodology, data analysis reporting of findings); expert review of professional portfolios (ranks, frequencies, means of standards-based rating/ranking scales)

Surveys

- Residents, new teachers, and mentors
- Program administrators and staff;
- District and school-level personnel
- University liaisons/partners

Analysis: rank, distribution, frequency and descriptive statistics; t-tests; narrative analysis for themes and categories.

Individual and focus group interviews

- Residents
- Mentors
- Principals
- Program administrators and staff
- University liaisons/partners

Analysis: Narrative analysis for crosscutting themes and categories; creation of case studies/illustrative stories related to program goals/outcomes.

Commitment to Participating in a National Evaluation Study

The Partnership is committed to participating in a national evaluation study and will fully participate in whatever way is required.

SIGNIFICANCE**Use of Needs Assessment to Determine Needs and How the Project Will Address those Needs**

The needs for the program were established by examinations of: (1) Newark Public Schools (NPS) student test scores, the need for highly qualified teachers overall and in particular subject areas, and the professional development needs of new and experienced NPS teachers; and (2) Montclair State University's (MSU) current processes related to the preparation, continuing education, professional development, and retention of teachers for NPS—in particular, the key features of major MSU initiatives identified by research as supporting the preparation and development of excellent teachers in urban schools. Through these two assessments, the following needs were identified:

1. Continued efforts to recruit, prepare, support, and retain well prepared and highly qualified teachers for NPS.
2. Strengthening professional development of NPS teachers across the teacher development continuum.
3. Taking “a systemic approach to professional learning” that is “tailored to the needs of each school and teacher” (p. 35) and that nurtures school cultures in which teachers at all stages in their careers learn with and from each other through professional development practices that are embedded in the school and its classrooms.
4. Collaboration of NPS with external partners to achieve the needed transformation in the professional preparation and development culture of the district.
5. Integrating all of the key successful features of prior initiatives at MSU to more tightly couple rigorous research-based teacher preparation with the concrete needs of NPS.
6. Providing preservice teachers with the contextualized knowledge of NPS that comes from being immersed in NPS schools and working directly in a clinical apprenticeship with expert, experienced teachers.
7. Ensuring that those novice teachers have a deep grounding in what it means to be a highly effective teacher in NPS.

Three program goals and the accompanying objectives for each of those goals were derived from these identified needs. Those goals and objectives, in turn, led to the integration of nine key components in the design of the proposed teaching residency program. (See the Needs Assessment above for the goals and objectives, and for a list and elaboration of the nine components.) The program components address the identified needs in the following ways:

1. A clinical apprenticeship, rigorous graduate coursework integrated with clinical practice (in schools and communities), and a cohort structure will address needs 1, 2, 3, 5, 6, and 7.
2. Strong connections between theory and practice will address needs 1, 2, and 5.
3. Collaboration focused on the continuous improvement of learning and teaching will address needs 3 and 4.
4. Focus on the teacher development continuum will address needs 1, 2, 3, 6, and 7.
5. A central role for collaborative inquiry and action research and the use of data, aided by technology, to examine and improve practice and produce gains in student learning will address needs 1 and 2.
6. Building on the foundation of a strong, long-standing partnership between and among the partners will address need 4.

How the Project will Affect Teaching and Student Achievement

The proposed teaching residency program will affect teaching and student achievement by providing rigorous, research-based preparation, professional development, and networking for preservice, novice, and experienced teachers (a detailed description of which is presented in the Project Design above) in a seamless web of program components. The *preservice program* will integrate rigorous coursework and clinical practice focused on continuous improvement of learning and teaching and will culminate in a master's degree and teacher certification for teacher residents. *Induction support* will focus on enhancing and supporting the new teachers' developing ability to collect, analyze, and use student data to improve their own practice and student achievement; design curriculum that is responsive to all the students in their classes; apply their beginning instructional repertoire, with special attention to differentiating instruction for students with diverse backgrounds and learning needs; and engage in inquiry about teaching

and learning with colleagues. Through their own learning communities, *experienced teachers* will deepen and refine their instructional repertoire; continue to deepen their knowledge of subject matter for teaching; refine their knowledge of their students and their students' communities, including teaching English language learners and students with disabilities; hone their skills for using standardized test data to improve instruction; expand their leadership skills and engagement with the larger profession of teaching; and continue to build their skills for mentoring and working collaboratively with other teachers. They will also receive support to work toward National Board of Professional Teaching Standards (NBPTS) certification. We expect these intensive, research-based, integrated activities to lead to measurable improvements in teachers' performance, as measured by performance assessments, NPS teacher evaluations, and the instruments used by the project evaluators. We also expect that the improvement in teachers' knowledge and skills for teaching in high-need schools will lead to increased student achievement, as measured by attendance rates, student test scores, and classroom assessments.

Building Local Capacity for Systemic Change Through the Project

The components of the NMTRP are all focused on building capacity and achieving system change in the Newark Public Schools by improving teacher quality and retention; creating and sustaining a culture of inquiry and continuous improvement among teachers and school communities; meeting the needs of NPS students through culturally responsive teaching practices, high expectations, and expert pedagogy; developing professional learning communities for all teachers; educating and supporting a cadre of teacher leaders who are National Board certified; and establishing instructional rounds in NPS that enable administrators and teachers to analyze and understand excellent teaching and learning. More specifically, a teaching residency program will bring about a major change in the nature of the preservice preparation of teachers for NPS and in the transition from preservice to novice teacher. Because of the amount and

quality of classroom experience and mentoring the teaching residents will have during their residency, they will enter their first classroom as teachers with a solid repertoire of pedagogical practices and with the contextualized knowledge that will help them successfully apply their knowledge in Newark. In addition, the institutionalization of action research in the NPS will fuel systemic change through the use of data to improve teaching and student achievement.

The induction support and professional development components of the proposed program will be sustained in the district because they will become institutionalized features of the partnership, funded by the MSUNER and the district itself. (Some elements of these components have already become part and parcel of the PIE-Q partnership and that fact provides evidence for this assurance.) We are confident that the efficacy of the Teaching Residency Program will be clear from outcome data and the evaluation study and Montclair State University will continue this post-baccalaureate strand of its program as it has done with other successful programs that were grant funded. (Examples include the MSU Urban Teaching Academy and the Teacher Education Advocacy Center in the Center of Pedagogy.) In addition, because the NMTRP is designed to respond to the current needs of Newark Public Schools, including those highlighted in the NPS Strategic Plan of 2009 (as discussed in the Needs Assessment above), the project's activities will support the central goals of the district. They will therefore be easily integrated into initiatives promoted and supported by the district leadership rather than appended to them. We will seek additional funding from private sources for some aspects of the program, but we plan to sustain the NMTRP with University and NPS support, even if future residents must contribute to tuition after the life of the grant, as they do in most teacher education programs.

MANAGEMENT PLAN

A project of this magnitude and complexity with so many partners who function in different institutional cultures needs a tightly structured management plan with consistent and regular channels for communication and collaboration. (See Appendix D.4 for detailed Timelines by Cohorts, and by Objectives, Years, and Personnel. See Appendix D. 7 for CVs of key project staff.)

Principal Investigator. Dr. Jennifer Robinson, Director of the MSU Center of Pedagogy (CoP), will have primary oversight responsibility as the Principal Investigator. As CoP director, Dr. Robinson is the Teacher Certification Officer for the university and is responsible for all aspects of initial teacher education at Montclair State University. She will convene meetings of the NMTRP Advisory Committee and will meet monthly with the Project Director and with other project staff as needed. As the chair of the PIE-Q Leadership Council, she has a history and record of respectful collaboration and cooperation with the NPS partners. She will also be the fiscal agent for the project, a role in which she has extensive experience with other federal, state, and foundation grants.

Project Director. Dr. Rosemary Steinbaum will be the full-time project director, reporting to Dr. Robinson as a member of the Center of Pedagogy (CoP) leadership team. Dr. Steinbaum has significant experience in urban schools and teacher education, especially in Newark, and has excellent leadership, managerial, and communication skills. She has served as the director of the Prudential Teaching Scholars Program and will continue to do so throughout the remainder of that program. Her dual role in NMTRP and PTS is very appropriate given the fact that Prudential Teaching Scholars will be residents in the NMTRP. She will participate in a weekly CoP Leadership Team meeting to ensure consistent communication and supervision.

She will also spend time in PIE-Q schools visiting and mentoring residents and will coordinate Operations Committee and Advisory Council meetings and professional development activities schedules, oversee the admissions process for residents and the selection process for mentors, teach as needed in the master's degree courses, evaluate residents' portfolios, and participate in action research groups. Dr. Steinbaum will be the liaison to the expert, outside evaluation team and will disseminate evaluation findings to NMTRP faculty and staff from MSU and NPS, the NJ DOE and NCTAF Coalition.

Advisory Council. The NMTRP Advisory Council will meet once each semester, including the summer, to review and provide input regarding program policy and practices.

Specific responsibilities include:

- Reviewing and recommending policies that advance the goals and objectives of the NMTRP.
- Insuring equitable representation among all project partners.
- Facilitating communication among partners and the community-at-large.
- Reviewing results of performance assessments of the teaching residents and evaluation research findings and making relevant recommendations for changes in the program.

The following will be members of the Advisory Council: the principal investigator (who is the Director of the MSU Center of Pedagogy), the project director (who is also the Director of the Prudential Teaching Scholars program), the NPS Director of Grants Development, the NPS Director of Innovation, the NPS Director of Instructional Staff Development, the principals of the partner schools, the Dean of the MSU College of Education and Human Services, the Dean of the MSU College of Science and Mathematics, the MSU faculty liaisons in residence, the Newark Teachers' Union representative, the chair of the Partnership for Instructional Excellence for Quality Education (PIE-Q) Leadership Council, and the Director of the MSU Network for

Educational Renewal (the school-university partnership involving MSU and 26 school districts, including NPS).

Operations Committee. The NMTRP Operations Committee will meet monthly to make decisions about the day-to-day program activities. Responsibilities will include developing program policies and procedures, problem-solving and team building, and planning and scheduling Mentor Teacher Institutes and NMTRP Summer Conferences as well as other professional development activities and programs. Membership will consist of the project director, the MSU faculty liaisons, other MSU faculty involved in NMTRP activities, NPS NMTRP liaisons, NPS Director of Instructional Staff Development, and one PIE-Q elementary principal and one PIE-Q high school principal.

NPS NMTRP Liaisons. One experienced teacher in each of the two hub schools will be designated the NPS NMTRP Liaison. These teachers will have time as part of their instructional load to attend meetings of the NMTRP Operations Committee and other program-related meetings and activities.

MSU NMTRP Faculty in Residence. Two MSU faculty members will be given time as part of their faculty assignments to serve as the liaisons between MSU and the schools. Dr. Cynthia Onore, professor in the Curriculum and Teaching Department, will be the Faculty member in Residence to the secondary cohorts, and Dr. Nancy Lauter, professor in the Early Childhood, Elementary, and Literacy Education Department, will be the Faculty member in Residence for the early childhood/elementary cohorts. These two MSU professors have been working in Newark schools for many years and have been deeply involved in the PIE-Q Network, spending part of their time in the schools. They are, therefore, very knowledgeable of the Newark schools and are already considered part of the community. They will have primary

responsibility for facilitating communication between the university and the schools. They will serve on the Operations Committee, Teaching Resident Selection Committee, and Mentor Selection Committee. They will provide leadership and ensure coherence for the academic work of the residents as well as professional development for novice and experienced teachers. They will teach courses, participate in professional development initiatives, and observe and conference with candidates.

CSAM and CEHS Faculty members. Several MSU faculty members will be involved in the NMTRP as instructors for courses and as university mentors for residents and their mentors. Dr. Mark Whitener, associate professor of Chemistry, and Dr. Ann Marie DiLorenzo, professor of biology, will serve as mentors and coaches for all program participants with regard to science content and pedagogical content knowledge. A mathematics faculty member (to be named) will undertake the same role for mathematics teacher residents. Other faculty members (named below) with expertise in pedagogy, reading, digital technologies and working with ELLs will work with preservice, novice, and experienced teachers. These faculty members, as well as the two MSU Faculty in Residence, will observe teachers and provide coaching and feedback; provide professional development and facilitate meetings focused on issues of concern to new and experienced teachers; facilitate and collaborate on data-driven inquiry and action research on questions about teaching and learning; and teach courses in the schools for pre-service teachers in the teaching residency MAT program. These faculty members include:

- Dr. Elizabeth Erwin, Early Childhood, Elementary and Literacy Education. Expertise in early childhood special education.
- Dr. Sumi Hagiwara, Early Childhood, Elementary and Literacy Education. Expertise in elementary science education in urban settings.

- Dr. Emily Klein, Curriculum and Teaching. Expertise in professional development and teacher leadership.
- Dr. Michele Knobel, Early Childhood, Elementary, and Literacy Education. Expertise in reading and digital literacies.
- Dr. Fernando Naiditch, Curriculum and Teaching. Expertise in the education of English language learners.
- Dr. Victoria Puig, Early Childhood, Elementary, and Literacy Education. Expertise in early childhood bilingual learning and teaching.
- Dr. Monica Taylor, Curriculum and Teaching. Expertise in teacher leadership and collaborative action research groups.
- Dr. Dana Wilber, Early Childhood, Elementary and Literacy Education. Expertise in literacy acquisition and the technology in universal design for learning.

Mentor Teachers and Coaches. Each school will have a cadre of highly qualified and carefully selected faculty members who will serve as mentors for teaching residents and mentor-coaches for novice teachers in their first two years after the residency program. As described in the proposal, these mentors will be selected and assigned to residents/novice teachers through a rigorous process.

References

- Association for Children of New Jersey. (2008). *Newark kids count 2008: A city profile of child well-being*. Newark, NJ: Author. Available at: <http://www.acnj.org/admin.asp?uri=2081&action=115&di=1339&ext=pdf&view=yes>.
- Berry, B., Montgomery, D., Curtis, R., Hernandez, M., Wurtzel, J., & Snyder, J. (2008). *Creating and sustaining urban teacher residencies: A new way to recruit, prepare, and retain effective teachers in high-need districts*. Aspen, CO & Hillsborough, NC: Aspen Institute & Center for Teaching Quality.
- Berry, B., Montgomery, D., & Snyder, J. (no date). *Urban teacher residency models and institutes of higher education: Implications for teacher preparation*. Hillsborough, NC: Center for Teaching Quality.
- Boatright, B., & Gallucci, C., with Swanson, J., Van Lare, M., & Yoon, I. (2009). Medical residency model goes to school. *Journal of the National Staff Development Council*, 30(3), 18-22.
- Calefati, J. (2009, March 20). New Jersey wants to make teachers out of Wall Street's unemployed. *U.S. News and World Report*. Retrieved 6-18-09 at: <http://www.usnews.com/blogs/on-education/2009/03/20/new-jersey-wants-to-make-teachers-out-of-wall-streets-unemployed.html>.
- Carver, C. L., & Katz, D. S. (2004). Teaching at the boundary of acceptable practice: What is a new teacher mentor to do? *Journal of Teacher Education*, 55(5), 449-462.
- Chambers, S. (2009, March 17). Turning ex-traders into new teachers: NJ taps Wall Streets's jobless to fill instructor shortage. *The Star Ledger*. Retrieved 6-18-09 at: <http://www.nj.com/news/ledger/jersey/index.ssf?/base/news-13/1237263448298890.xml&coll=1>.
- Cochran-Smith, M., & Lytle, S. (2009). *Inquiry as stance: Practitioner research in the next generation*. NY: Teachers College Press.
- Danielson, C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: ASCD.
- Darling, L. F., Erickson, G., & Clark, A. (Eds.). (2008). *Collective improvisation in a teacher education community*. NY: Springer.
- Feiman-Nemser, S. (2001). From preparation to practice: Designing a continuum to strengthen and sustain teaching. *Teachers College Record* 103(6), 1013-1055.
- Freedman, S. W., & Appleman, D. (2009). "In it for the long haul": How teacher education can contribute to teacher retention in high-poverty, urban schools. *Journal of Teacher Education*, 6(3), pp. 323 - 337.

- Goldrick, L. (2009, June). A teacher development continuum: The role of policy in creating a supportive pathway into the profession. *New Teacher Center Carnegie Policy Brief*, June. Retrieved 6-23-09 at: http://www.newteachercenter.org/pdfs/NTC_Policy_Brief-Teacher_Dev_Continuum.pdf.
- Goodlad, J. (1994). *Educational renewal*. San Francisco: Jossey-Bass.
- Haberman, M. (1987). *Recruiting and selecting teachers for urban schools*. Reston, VA: Association of Teacher Educators, and NY: ERIC Clearinghouse on Urban Education Institute for Urban Minority Education.
- Haberman, M. (1995). Selecting “star” teachers for children and youth in urban poverty. *Phi Delta Kappan*, 76(1), 777-781.
- Haberman, M. (1999, Sept/Oct). Selecting future teachers of youngsters in poverty. *Action in Teacher Education*, 3-7.
- Hyland, N. E., & Noffke, S. E. (2005). Understanding diversity through social and community inquiry: An action-research study. *Journal of Teacher Education*, 56, 367–381.
- Joyce, B., & Showers, B. (1996). The evolution of peer coaching. *Educational Leadership*, 53 (6): 12–16.
- Lieberman, A., & Grolnick, M. (1996). Networks and reform in American education. *Teachers College Press*, 98(1), 7-46.
- Newark Public Schools. (2009, April). *Moving forward together: Preparing students for college, work, and life*. Newark, NJ: Author. Available at: <http://www.nps.k12.nj.us/StrategicPlan/Strategic%20Plan%20-%20FINAL%20REPORT%20-%2004-09.pdf>.
- Paterson, M.J. (2009, May 7). Out of work in finance, they turn to teaching. *New York Times*. Retrieved on 6-18-09 at: <http://www.nytimes.com/2009/05/10/nyregion/new-jersey/10tradersnj.html>.
- Ross, J. A. (1992). Teacher efficacy and the effects of coaching on student achievement. *Canadian Journal of Education/Revue Canadienne de L'Education*, 17(1), 51-65.
- Schon, D. A. (1984). *Reflective practitioners: How professionals think in action*. NY: Basic Books.
- Seifert, K., & Mandzuk, D. (2006). Student Cohorts in Teacher Education: Support Groups or Intellectual Communities? *Teachers College Record*, 108(7), 1296-1320.
- Stotko, E. M., Ingram, R., & Beaty-O’Ferrall, R. E. (2007). Promising strategies for attracting and retaining successful urban teachers. *Urban Education* 42(1), 30-51.

- Tabachnick, B. R., & Zeichner, K. M. (1991). *Issues and practices in inquiry-oriented teacher education*. London: Falmer Press.
- Teitel, L. (2009). Improving teaching and learning through instructional rounds. *Harvard Education Letter*, 25(3), 1-3.
- Villegas, A.M., & Lucas, T. (2002). *Educating culturally responsive teachers: A coherent approach*. Albany, NY: SUNY Press.
- Zeichner, K. (1986). Preparing reflective teachers: An overview of instructional strategies which have been employed in preservice teacher education. *International Journal of Educational Research*, 11(5), 565-575.
- Zimpher, N. L., & Rieger, S. R. (1988). Mentoring teachers: What are the issues? *Theory Into Practice*, 27(3), 175-182.

Project Narrative

Competitive Preference Priorities and Invitational Priority

Attachment 1:

Title: **Competitive Preference Priorities** Pages: **7** Uploaded File: **Competitive Priorities 3 & 4.pdf**

**Teacher Quality Partnership Proposal
The Newark-Montclair Teaching Residency Program (NMTRP)**

COMPETITIVE PREFERENCE PRIORITIES 3 AND 4

Competitive Preference Priority 3: Rigorous Selection Process

Candidate selection for NMTRP is highly selective and rigorous, involving a two-phase process. Those seeking residency positions will submit an admissions dossier consisting of an Application for MSU Graduate Admission and application fee; official college transcripts; a current resume; two letters of recommendation that attest to the candidate's strong content knowledge and/or her demonstrated interest in working with children and youth; and an essay written by the candidate that expresses strong commitment to teaching in urban schools. Completed dossiers must be in the Graduate School on the designated deadline date or they will not be considered for the first cohort.

Secondary candidate dossiers will be reviewed by a selection committee consisting of MSU liaison faculty members from the College of Education and Human Services (CEHS), faculty from the College of Science and Mathematics, representatives from the Newark Public Schools (Department of Human Resources, and Departments of Mathematics and Science). CEHS faculty members representing special education, early childhood, and elementary dual certification programs (including the ECEL faculty liaison) and Newark Public Schools staff from Human Resources and the Office of Special Education will review elementary candidate dossiers.

Selection committees will jointly design and utilize screening rubrics under the guidance of the NMTRP Director and Advisory Council. Admission criteria will include but not be limited to communication skills, persistence, involving students in learning that goes beyond the

prescribed curriculum and tests, critical thinking, interest in teaching children and youth, leadership, flexibility, reflectiveness, respect and appreciation for individual and cultural difference.

Four criteria will be examined closely and rated at the application-screening phase to determine whether a candidate will be selected for an interview: interest in teaching, content knowledge, commitment to working in urban schools, and written and oral communication skills. Interest in teaching will be assessed through a review and rating of the formal essay and letters of recommendation. Content knowledge will be determined through the major GPA, transcript review, and letters of recommendation. Early childhood and elementary dual certification candidates must have at least a 3.0 in general education coursework in order to be eligible. Initial commitment to working in urban schools will be determined by the essay and by a cut-off score on a survey that measures attitudes toward diversity. Written communication skills are assessed through examination of the prepared essay. Successful candidates will score in the “Sufficient” or “High” range in the application screening in all four criteria areas. Each selection committee will meet to discuss individual ratings and determine which applicants will be invited to an interview session. Successful applicants will be notified within 2 weeks of the committee’s decision and invited to an evening Interview Session to be held in the Newark Public Schools.

Upon signing-in, applicants will be greeted by the NMTRP Director, who will provide an overview of the evening session and inform applicants of “Next Steps” after the interview phase. Then applicants will have 30 minutes to produce an impromptu writing sample on a specific topic (ex. Letter of Introduction to Parents, etc.) to be determined by the selection committees. Next, applicants will engage in a group discussion based upon a case study that they will receive prior to the interview session. Selection Committee members will utilize a second rubric to

examine and rate applicants' oral communication skills, group process, leadership, teacher beliefs, etc. The final session of the evening interview is an individual interview with 3 members of the selection committee. Selection Committees will use a common set of interview questions and a rating sheet keyed to the predetermined criteria and rubric.

Members of the selection committee will then review and use all sources of evidence to determine applicants' entry-level content knowledge and related communication skills and dispositions to teach in urban schools. Members of each selection committee will make their assessment decisions with the aid of the common rubric and discussion with each other to reach consensus on the final selection of residents. A cohort of 15 early childhood and elementary dual certification candidates and 10 secondary mathematics or science candidates will be selected. Each cohort will have a ranked waiting list of up to 5 candidates in the event of attrition prior to the start of the residency program. Candidates will be notified within two days of the Interview Sessions.

Competitive Preference Priority 4: Broad-Based Partners

The Newark-Montclair Teaching Residency Program consists of a broad-based network of eligible partners and includes significant involvement of business and community organizations at the local, state and national levels. Among the eligible partners, the Newark Public Schools, with its highly developed consortium of teacher-preparing schools called the Partnership for Instructional Excellence and Quality (PIE-Q), provides an optimal environment for a teacher residency program. Personnel from all seven PIE-Q schools participated in the planning phase of this proposal, lending their perspectives and expertise, having considerable

experience hosting on-site courses and working closely with MSU faculty and students at all stages of their development as teachers.

MSU's College of Education and Human Services and College of Science and Mathematics have a long history of collaboration around teacher preparation and continuing education for experienced teachers, launching highly successful efforts in the past such as the Middle Grades Math and Science Teacher Preparation Program and Teacher Recruitment for Urban Schools of Tomorrow (TRUST) to prepare new teachers and retool experienced teachers for the Newark Public Schools. More recently, faculty members from both colleges have been involved in the recruitment, admission, preparation, and mentoring of Prudential Teaching Scholars with positive results. Furthermore, MSU's Center of Pedagogy (CoP) with its Montclair State University Network for Educational Renewal (MSUNER) has led the way as an institutional structure that can carry out the complex work of educating teachers well through the sustained collaborations we propose in NMTRP.

The Newark Teachers Union has continually lent its support to teacher preparation and professional development in partnership with MSU for over 30 years. Their presence on the PIE-Q Leadership Council and endorsement of innovation in school/university partnership has led to an increase in the number of teachers who embrace professional development and growth. Within the NMTRP, the NTU will encourage mentor teacher participation and celebrate their successes annually during the NMTRP retreats and conferences.

Having the State Department of Education as a significant partner lends credibility to the strength of this proposed teacher residency program. The NJ DOE will lend its expertise in professional development sessions and conferences. More importantly, the DOE will apply evaluation research findings from this project to statewide teacher education policy development,

which will assist and affect all teacher preparation programs (traditional and alternative) throughout the state of New Jersey.

As stated earlier, if funded, NMTRP will inform teaching residency programs on a national level. With the National Commission on Teaching and America's Future (NCTAF) as a strategic partner, NMTRP will join with other teaching residency programs from around the country to study and build a comprehensive knowledge base for the Residency model. NCTAF's experience in building a culture of collaboration among teacher education institutions will strengthen all settings in their work to prepare quality teachers for urban communities. As part of NCTAF's Residency Coalition, we will actively participate in webinars and online collaboration with other innovative Residency sites, collectively sharing experiences and offering ideas and reflections that will keep our Residency creative, vibrant, and continually improving. The connection with NCTAF also brings affiliation with Pearson through the Teachers Learning in Networked Communities (TLINC) online community of support and Americorps to help attract a more diverse pool of candidates reflective of the local community.

Finally, the NMTRP has cultivated significant involvement of community organizations, agencies, and programs to assist in the work of teacher preparation. Through its ongoing work in the Newark Public Schools (NPS), particularly in the four participating NMTRP elementary schools, the Children's Literacy Initiative (CLI) and its Model Classrooms will provide exemplary settings for learning about literacy development. Moreover, CLI will include teaching residents in professional development sessions and coaching in early literacy during each year of the project.

The All Stars Project, Inc. will assist teaching residents in developing and deepening their cross-cultural skills. By engaging teaching residents as volunteers in one of the All Stars Project,

Inc. after-school programs, participants will develop an understanding of human development and radical inclusion as they relate to urban youth.

During the summers, participants will carry out their residencies in community organizations including the Newark Museum, the Boys' & Girls' Clubs of Newark, Big Brothers Big Sisters, and the Greater Newark Conservancy. The community internship has a twofold purpose. First it is designed to help participants seek and find answers to authentic and persistent questions about urban life. Second the community internship aims to engage teaching residents in building relationships with urban youth outside of the classroom environment. The internship helps teacher education candidates see urban youth in naturalistic settings and at their best and it aims to help teaching residency candidates view communities as rich in the resources necessary to build strong foundations of hope and resilience for the young people who live there.

At the Newark Museum, teaching residents will intern in the Museum's "Camp Junior Museum," a theme-based 6-week summer camp program serving nearly 100 P-12th grade children from Newark and the surrounding area. Interns will study object-based learning theory and practice and will receive a basic introduction to museum education. Interns will work with groups of school-age children, assisting the Museum's educators in the implementation and evaluation of the activities.

Experiences at the Boys' and Girls' Clubs will provide opportunities for team-taught lessons, for tutoring and other learning experiences. The Prudential Teaching Scholars (PTS) have served as mentors in the Big Brothers Big Sisters Program in Newark, and they have worked in conjunction with the Greater Newark Conservancy to teach novice secondary math and science teachers how to teach using the settings and resources of the city as classroom.

In summary, the Newark Montclair Teaching Residency clearly meets the expectations of Competitive Preference Priority 4 as an application with a set of broad-based eligible partners with significant involvement and financial commitment from community organizations and agencies. The NMTRP will enable these partners and involved organizations to work together in a new and significant way to bring renewal and innovation to the education of P-12 students Newark, NJ.

Project Narrative

Appendix A--Eligible Partnership Documentation

Attachment 1:

Title: **Appendix A** Pages: **27** Uploaded File: **Appendix A.pdf**

**APPENDIX A
ELIGIBLE PARTNERSHIP DOCUMENTATION**

Component A—Poverty/Rural Data

HIGH-NEED LEA ELIGIBILITY								
Component A: Poverty/Rural Data								
Name of LEA	A1	%	*Data Source	A2	#	*Data Source	A3 SRSA	A4 RLIS
Newark Public Schools	X	27%	2007 Census					

Component B—Teacher Need

HIGH-NEED LEA ELIGIBILITY								
Component B: Teacher Need								
Name of LEA	B1	LEA %	State Avg. %	B2	Turn-over %	B3	% at least 1.37%	Data Source
Newark Public Schools	X	3.5%	1.3%					NJ DOE Summary of 2007-08 HQT Survey Results. (www.state.nj.us/education/data/hqt/08/summary.htm)

Component C—High-Need School Eligibility

High-Need School Eligibility										
Name of School	LEA	C1	% of FRPSL	Rank Order	C2	% of Elementary School FRPSL at least 60%	Feeder School(s) FRPSL at least 60%	C3	% of non-elementary school FRPSL at least 60%	Feeder school(s) FRPSL at least 60%
Franklin Elem	Newark Public Schools				X	92%				
First Av Elem					X	87%				
Maple Av Elem					X	84%				
McKinley Elem					X	86%				
Arts HS								X	78%	
Science HS								X	88%	
University HS								X	78%	

Source: NJ Dept. of Education: www.state.nj.us/education/data/enr/enr09/stat_doc.htm.

2007 Census Poverty Data by Local Educational Agency

NAME OF STATE: NEW JERSEY

State	Name of Local Educational Agency (LEA)	Percent
NJ	ABSECON CITY	7.48%
NJ	ALEXANDRIA TOWNSHIP	4.35%
NJ	ALLAMUCHY TOWNSHIP	3.13%
NJ	ALLENDALE BOROUGH	1.98%
NJ	ALLENHURST	6.32%
NJ	ALLOWAY TOWNSHIP	8.12%
NJ	ALPHA BOROUGH	10.68%
NJ	ALPINE BOROUGH	6.16%
NJ	ANDOVER REG	2.60%
NJ	ASBURY PARK CITY	25.68%
NJ	ATLANTIC CITY	27.25%
NJ	ATLANTIC HIGHLANDS BOROUGH	4.43%
NJ	AUDUBON BOROUGH	6.07%
NJ	AUDUBON PARK BOROUGH	10.34%
NJ	AVALON BOROUGH	10.40%
NJ	AVON BOROUGH	3.37%
NJ	BARNEGAT TOWNSHIP	10.24%
NJ	BARRINGTON BOROUGH	7.98%
NJ	BASS RIVER TOWNSHIP	4.52%
NJ	BAY HEAD BOROUGH	6.13%
NJ	BAYONNE CITY	15.82%
NJ	BEACH HAVEN BOROUGH	12.09%
NJ	BEDMINSTER TOWNSHIP	2.70%
NJ	BELLEVILLE TOWN	12.22%
NJ	BELLMAWR BOROUGH	11.76%
NJ	BELMAR BOROUGH	9.38%
NJ	BELVIDERE TOWN	4.44%
NJ	BERGENFIELD BOROUGH	5.89%
NJ	BERKELEY HEIGHTS TOWNSHIP	1.97%
NJ	BERKELEY TOWNSHIP	7.74%
NJ	BERLIN BOROUGH	6.12%
NJ	BERLIN TOWNSHIP	14.56%
NJ	BERNARDS TOWNSHIP	1.34%
NJ	BETHLEHEM TOWNSHIP	1.58%
NJ	BEVERLY CITY	11.31%
NJ	BLACK HORSE PIKE REGIONAL	8.74%
NJ	BLAIRSTOWN TOWNSHIP	2.95%
NJ	BLOOMFIELD TOWNSHIP	10.18%
NJ	BLOOMINGDALE BOROUGH	5.36%
NJ	BLOOMSBURY BOROUGH	4.97%
NJ	BOGOTA BOROUGH	6.47%
NJ	BOONTON TOWN	7.44%
NJ	BOONTON TOWNSHIP	1.88%
NJ	BORDENTOWN REGIONAL	3.45%
NJ	BOUND BROOK BOROUGH	9.73%
NJ	BRADLEY BEACH BOROUGH	10.34%
NJ	BRANCHBURG TOWNSHIP	1.46%
NJ	BRANCHVILLE BOROUGH	5.98%
NJ	BRICK TOWNSHIP	5.82%
NJ	BRIDGETON CITY	39.98%
NJ	BRIDGEWATER-RARITAN REG	2.25%
NJ	BRIELLE BOROUGH	3.49%

2007 Census Poverty Data by Local Educational Agency

NAME OF STATE: NEW JERSEY

State	Name of Local Educational Agency (LEA)	Percent
NJ	BRIGANTINE CITY	16.08%
NJ	BROOKLAWN BOROUGH	17.36%
NJ	BUENA REGIONAL	18.69%
NJ	BURLINGTON CITY	13.00%
NJ	BURLINGTON TOWNSHIP	3.78%
NJ	BUTLER BOROUGH	3.97%
NJ	BYRAM TOWNSHIP	1.75%
NJ	CALDWELL-WEST CALDWELL	3.90%
NJ	CALIFON BOROUGH	3.11%
NJ	CAMDEN CITY	30.90%
NJ	CAPE MAY CITY	8.33%
NJ	CAPE MAY POINT	11.11%
NJ	CARLSTADT BOROUGH	7.46%
NJ	CARLSTADT-EAST RUTHERFORD	8.53%
NJ	CARTERET BOROUGH	10.71%
NJ	CEDAR GROVE TOWNSHIP	2.67%
NJ	CENTRAL REGIONAL	9.45%
NJ	CHERRY HILL TOWNSHIP	5.80%
NJ	CHESILHURST	12.69%
NJ	CHESTER TOWNSHIP	1.73%
NJ	CHESTERFIELD TOWNSHIP	1.47%
NJ	CINNAMINSON TOWNSHIP	3.25%
NJ	CITY OF ORANGE TOWNSHIP	20.50%
NJ	CLARK TOWNSHIP	2.40%
NJ	CLAYTON BOROUGH	7.62%
NJ	CLEARVIEW REGIONAL	4.20%
NJ	CLEMENTON BOROUGH	14.76%
NJ	CLIFFSIDE PARK BOROUGH	11.77%
NJ	CLIFTON CITY	13.31%
NJ	CLINTON TOWN	2.89%
NJ	CLINTON TOWNSHIP	1.15%
NJ	CLOSTER BOROUGH	3.94%
NJ	COLLINGSWOOD BOROUGH	9.18%
NJ	COLTS NECK TOWNSHIP	3.19%
NJ	COMMERCIAL TOWNSHIP	26.31%
NJ	CORBIN CITY	8.82%
NJ	CRANBURY TOWNSHIP	1.91%
NJ	CRANFORD TOWNSHIP	2.51%
NJ	CRESSKILL BOROUGH	3.69%
NJ	CUMBERLAND REGIONAL	18.57%
NJ	DEAL BOROUGH	8.54%
NJ	DEERFIELD TOWNSHIP	13.05%
NJ	DELANCO TOWNSHIP	8.93%
NJ	DELAWARE TOWNSHIP	2.17%
NJ	DELAWARE VALLEY REGIONAL	2.47%
NJ	DELTRAN TOWNSHIP	4.52%
NJ	DELSEA REGIONAL HIGH SCHOOL DISTRICT	7.82%
NJ	DEMAREST BOROUGH	2.23%
NJ	DENNIS TOWNSHIP	6.53%
NJ	DENVILLE TOWNSHIP	2.15%
NJ	DEPTFORD TOWNSHIP	9.73%
NJ	DOVER TOWN	11.81%
NJ	DOWNE TOWNSHIP	25.99%
NJ	DUMONT BOROUGH	3.70%
NJ	DUNELLEN BOROUGH	6.39%
NJ	EAGLESWOOD TOWNSHIP	6.35%
NJ	EAST AMWELL TOWNSHIP	2.66%
NJ	EAST BRUNSWICK TOWNSHIP	3.00%

2007 Census Poverty Data by Local Educational Agency

NAME OF STATE: NEW JERSEY

State	Name of Local Educational Agency (LEA)	Percent
NJ	EAST GREENWICH TOWNSHIP	3.88%
NJ	EAST HANOVER TOWNSHIP	2.47%
NJ	EAST NEWARK BOROUGH	15.75%
NJ	EAST ORANGE	21.99%
NJ	EAST RUTHERFORD BOROUGH	8.57%
NJ	EAST WINDSOR REGIONAL	6.90%
NJ	EASTAMPTON TOWNSHIP	3.18%
NJ	EASTERN CAMDEN COUNTY REG	5.59%
NJ	EATONTOWN BOROUGH	7.44%
NJ	EDGEWATER BOROUGH	11.30%
NJ	EDGEWATER PARK TOWNSHIP	9.92%
NJ	EDISON TOWNSHIP	4.04%
NJ	EGG HARBOR CITY	15.14%
NJ	EGG HARBOR TOWNSHIP	7.86%
NJ	ELIZABETH CITY	18.67%
NJ	ELK TOWNSHIP	9.07%
NJ	ELMER BOROUGH	4.22%
NJ	ELMWOOD PARK	7.23%
NJ	ELSINBORO TOWNSHIP	3.73%
NJ	EMERSON BOROUGH	2.38%
NJ	ENGLEWOOD CITY	9.08%
NJ	ENGLEWOOD CLIFFS BOROUGH	3.74%
NJ	ESSEX FELLS BOROUGH	2.88%
NJ	ESTELL MANOR CITY	6.54%
NJ	EVESHAM TOWNSHIP	3.05%
NJ	EWING TOWNSHIP	7.53%
NJ	FAIR HAVEN BOROUGH	2.70%
NJ	FAIR LAWN BOROUGH	3.03%
NJ	FAIRFIELD TOWNSHIP	3.97%
NJ	FAIRFIELD TOWNSHIP	19.94%
NJ	FAIRVIEW BOROUGH	15.20%
NJ	FARMINGDALE BOROUGH	7.14%
NJ	FLEMINGTON-RARITAN REG	2.25%
NJ	FLORENCE TOWNSHIP	6.33%
NJ	FLORHAM PARK BOROUGH	3.54%
NJ	FOLSOM BOROUGH	11.57%
NJ	FORT LEE BOROUGH	9.83%
NJ	FRANKFORD TOWNSHIP	4.65%
NJ	FRANKLIN BOROUGH	8.89%
NJ	FRANKLIN LAKES BOROUGH	2.98%
NJ	FRANKLIN TOWNSHIP	7.04%
NJ	FRANKLIN TOWNSHIP	2.39%
NJ	FRANKLIN TOWNSHIP	5.32%
NJ	FRANKLIN TOWNSHIP	2.75%
NJ	FREDON TOWNSHIP	3.23%
NJ	FREEHOLD BOROUGH	13.92%
NJ	FREEHOLD REGIONAL	4.17%
NJ	FREEHOLD TOWNSHIP	3.76%
NJ	FRELINGHUYSEN TOWNSHIP	2.54%
NJ	FRENCHTOWN BOROUGH	3.37%
NJ	GALLOWAY TOWNSHIP	7.70%
NJ	GARFIELD CITY	13.51%
NJ	GARWOOD BOROUGH	5.30%
NJ	GATEWAY REGIONAL	8.04%
NJ	GIBBSBOROUGH BOROUGH	6.13%
NJ	GLASSBORO	12.67%
NJ	GLEN GARDNER BOROUGH	3.73%
NJ	GLEN RIDGE BOROUGH	2.79%
NJ	GLEN ROCK BOROUGH	1.71%

2007 Census Poverty Data by Local Educational Agency

NAME OF STATE: NEW JERSEY

State	Name of Local Educational Agency (LEA)	Percent
NJ	GLOUCESTER CITY	19.02%
NJ	GLOUCESTER TOWNSHIP	8.15%
NJ	GREAT MEADOWS REGIONAL	2.69%
NJ	GREATER EGG HARBOR REG	10.47%
NJ	GREEN BROOK TOWNSHIP	2.32%
NJ	GREEN TOWNSHIP	2.17%
NJ	GREENWICH TOWNSHIP	12.50%
NJ	GREENWICH TOWNSHIP	6.21%
NJ	GREENWICH TOWNSHIP	2.31%
NJ	GUTTENBERG TOWN	24.86%
NJ	HACKENSACK CITY	12.19%
NJ	HACKETTSTOWN TOWN	6.34%
NJ	HADDON HEIGHTS BOROUGH	3.85%
NJ	HADDON TOWNSHIP	5.52%
NJ	HADDONFIELD BOROUGH	2.59%
NJ	HAINESPORT TOWNSHIP	3.31%
NJ	HALEDON BOROUGH	17.27%
NJ	HAMBURG BOROUGH	5.11%
NJ	HAMILTON TOWNSHIP	10.23%
NJ	HAMILTON TOWNSHIP	7.57%
NJ	HAMMONTON TOWN	13.15%
NJ	HAMPTON BOROUGH	8.12%
NJ	HAMPTON TOWNSHIP	4.20%
NJ	HANOVER PARK REGIONAL	2.55%
NJ	HANOVER TOWNSHIP	2.29%
NJ	HARDING TOWNSHIP	1.76%
NJ	HARDWICK TOWNSHIP	3.30%
NJ	HARDYSTON TOWNSHIP	5.58%
NJ	HARMONY TOWNSHIP	4.98%
NJ	HARRINGTON PARK BOROUGH	5.43%
NJ	HARRISON TOWN	18.72%
NJ	HARRISON TOWNSHIP	2.85%
NJ	HASBROUCK HEIGHTS BOROUGH	4.36%
NJ	HAWORTH BOROUGH	2.29%
NJ	HAWTHORNE BOROUGH	6.68%
NJ	HAZLET TOWNSHIP	3.85%
NJ	HELMETTA BOROUGH	4.21%
NJ	HENRY HUDSON REGIONAL	7.92%
NJ	HI NELLA	12.73%
NJ	HIGH BRIDGE BOROUGH	2.45%
NJ	HIGH POINT REGIONAL	5.13%
NJ	HIGHLAND PARK BOROUGH	5.41%
NJ	HIGHLANDS BOROUGH	11.21%
NJ	HILLSBOROUGH TOWNSHIP	2.68%
NJ	HILLSDALE BOROUGH	2.70%
NJ	HILLSIDE TOWNSHIP	9.34%
NJ	HO HO KUS BOROUGH	1.41%
NJ	HOBOKEN CITY	18.12%
NJ	HOLLAND TOWNSHIP	2.62%
NJ	HOLMDEL TOWNSHIP	3.70%
NJ	HOPATCONG	3.89%
NJ	HOPE TOWNSHIP	2.87%
NJ	HOPEWELL TOWNSHIP	12.01%
NJ	HOPEWELL VALLEY REGIONAL	2.14%
NJ	HOWELL TOWNSHIP	3.92%
NJ	HUNTERDON CENTRAL REG	2.27%
NJ	INTERLAKEN	5.65%
NJ	IRVINGTON TOWNSHIP	20.55%
NJ	ISLAND HEIGHTS BOROUGH	7.87%

2007 Census Poverty Data by Local Educational Agency

NAME OF STATE: NEW JERSEY

State	Name of Local Educational Agency (LEA)	Percent
NJ	JACKSON TOWNSHIP	4.60%
NJ	JAMESBURG BOROUGH	6.01%
NJ	JEFFERSON TOWNSHIP	2.78%
NJ	JERSEY CITY	21.93%
NJ	KEANSBURG BOROUGH	16.44%
NJ	KEARNY TOWN	13.83%
NJ	KENILWORTH BOROUGH	6.18%
NJ	KEYPORT BOROUGH	8.72%
NJ	KINGSWAY REGIONAL	4.84%
NJ	KINGWOOD TOWNSHIP	2.80%
NJ	KINNELON BOROUGH	2.69%
NJ	KITTATINNY REGIONAL	3.63%
NJ	KNOWLTON TOWNSHIP	4.16%
NJ	LACEY TOWNSHIP	6.33%
NJ	LAFAYETTE TOWNSHIP	3.94%
NJ	LAKE COMO	10.47%
NJ	LAKEHURST BOROUGH	11.02%
NJ	LAKELAND REGIONAL	4.28%
NJ	LAKEWOOD TOWNSHIP	31.73%
NJ	LAMBERTVILLE CITY	4.68%
NJ	LAUREL SPRINGS BOROUGH	5.87%
NJ	LAVALLETTE BOROUGH	13.67%
NJ	LAWNSIDE BOROUGH	17.95%
NJ	LAWRENCE TOWNSHIP	16.03%
NJ	LAWRENCE TOWNSHIP	4.57%
NJ	LEBANON BOROUGH	3.17%
NJ	LEBANON TOWNSHIP	1.70%
NJ	LENAPE REGIONAL	2.81%
NJ	LENAPE VALLEY REGIONAL	3.33%
NJ	LEONIA BOROUGH	6.52%
NJ	LINCOLN PARK BOROUGH	3.95%
NJ	LINDEN CITY	11.37%
NJ	LINDENWOLD BOROUGH	15.85%
NJ	LINWOOD CITY	4.76%
NJ	LITTLE EGG HARBOR TOWNSHIP	11.89%
NJ	LITTLE FALLS TOWNSHIP	6.06%
NJ	LITTLE FERRY BOROUGH	10.35%
NJ	LITTLE SILVER BOROUGH	2.06%
NJ	LIVINGSTON TOWNSHIP	2.79%
NJ	LODI BOROUGH	10.51%
NJ	LOGAN TOWNSHIP	6.68%
NJ	LONG BEACH ISLAND	15.72%
NJ	LONG BRANCH CITY	16.31%
NJ	LONG HILL TOWNSHIP	2.67%
NJ	LONGPORT	4.65%
NJ	LOPATCONG TOWNSHIP	6.52%
NJ	LOWER ALLOWAYS CREEK	13.47%
NJ	LOWER CAPE MAY REGIONAL	11.84%
NJ	LOWER TOWNSHIP	11.35%
NJ	LUMBERTON TOWNSHIP	3.65%
NJ	LYNDHURST TOWNSHIP	5.92%
NJ	MADISON BOROUGH	2.86%
NJ	MAGNOLIA BOROUGH	10.22%
NJ	MAHWAH TOWNSHIP	3.38%
NJ	MAINLAND REGIONAL	8.15%
NJ	MANALAPAN-ENGLISHTOWN REG	3.62%
NJ	MANASQUAN BOROUGH	5.92%
NJ	MANCHESTER TOWNSHIP	7.60%
NJ	MANNINGTON TOWNSHIP	14.83%

2007 Census Poverty Data by Local Educational Agency

NAME OF STATE: NEW JERSEY

State	Name of Local Educational Agency (LEA)	Percent
NJ	MANSFIELD TOWNSHIP	2.99%
NJ	MANSFIELD TOWNSHIP	5.48%
NJ	MANTOLOKING	5.56%
NJ	MANTUA TOWNSHIP	5.09%
NJ	MANVILLE BOROUGH	5.64%
NJ	MAPLE SHADE TOWNSHIP	6.70%
NJ	MARGATE CITY	8.01%
NJ	MARLBORO TOWNSHIP	3.04%
NJ	MATAWAN-ABERDEEN REGIONAL	5.64%
NJ	MAURICE RIVER TOWNSHIP	17.00%
NJ	MAYWOOD BOROUGH	4.57%
NJ	MEDFORD LAKES BOROUGH	2.08%
NJ	MEDFORD TOWNSHIP	2.68%
NJ	MENDHAM BOROUGH	1.58%
NJ	MENDHAM TOWNSHIP	2.61%
NJ	MERCHANTVILLE BOROUGH	10.30%
NJ	METUCHEN BOROUGH	2.65%
NJ	MIDDLE TOWNSHIP	12.42%
NJ	MIDDLESEX BOROUGH	3.85%
NJ	MIDDLETOWN TOWNSHIP	3.52%
NJ	MIDLAND PARK BOROUGH	2.61%
NJ	MILFORD BOROUGH	4.05%
NJ	MILLBURN TOWNSHIP	2.70%
NJ	MILLSTONE	5.80%
NJ	MILLSTONE TOWNSHIP	4.87%
NJ	MILLTOWN BOROUGH	3.47%
NJ	MILLVILLE CITY	26.08%
NJ	MINE HILL TOWNSHIP	6.05%
NJ	MONMOUTH BEACH BOROUGH	4.19%
NJ	MONMOUTH REGIONAL	6.29%
NJ	MONROE TOWNSHIP	8.12%
NJ	MONROE TOWNSHIP	2.35%
NJ	MONTAGUE TOWNSHIP	13.91%
NJ	MONTCLAIR TOWN	6.10%
NJ	MONTGOMERY TOWNSHIP	1.10%
NJ	MONTVALE BOROUGH	2.39%
NJ	MONTVILLE TOWNSHIP	4.20%
NJ	MOONACHIE BOROUGH	7.16%
NJ	MOORESTOWN TOWNSHIP	3.34%
NJ	MORRIS HILLS REGIONAL	3.31%
NJ	MORRIS PLAINS BOROUGH	3.04%
NJ	MORRIS SCHOOL DISTRICT	5.41%
NJ	MOUNT ARLINGTON BOROUGH	4.95%
NJ	MOUNT EPHRAIM BOROUGH	6.81%
NJ	MOUNT HOLLY TOWNSHIP	10.72%
NJ	MOUNT LAUREL TOWNSHIP	3.67%
NJ	MOUNT OLIVE TOWNSHIP	2.70%
NJ	MOUNTAIN LAKES BOROUGH	1.28%
NJ	MOUNTAINSIDE BOROUGH	2.22%
NJ	MULLICA TOWNSHIP	11.78%
NJ	N HUNT/VOORHEES REGIONAL	2.09%
NJ	NATIONAL PARK BOROUGH	9.29%
NJ	NEPTUNE CITY	10.89%
NJ	NEPTUNE TOWNSHIP	12.53%
NJ	NETCONG BOROUGH	5.03%
NJ	NEW BRUNSWICK CITY	17.72%
NJ	NEW HANOVER TOWNSHIP	9.46%
NJ	NEW MILFORD BOROUGH	3.52%
NJ	NEW PROVIDENCE BOROUGH	1.85%

2007 Census Poverty Data by Local Educational Agency

NAME OF STATE: NEW JERSEY

State	Name of Local Educational Agency (LEA)	Percent
NJ	NEWARK CITY	27.03%
NJ	NEWFIELD ELEMENTARY	8.39%
NJ	NEWTON TOWN	9.96%
NJ	NORTH ARLINGTON BOROUGH	5.33%
NJ	NORTH BERGEN TOWNSHIP	21.40%
NJ	NORTH BRUNSWICK TOWNSHIP	5.40%
NJ	NORTH CALDWELL BOROUGH	3.11%
NJ	NORTH HALEDON BOROUGH	5.69%
NJ	NORTH HANOVER TOWNSHIP	4.55%
NJ	NORTH PLAINFIELD BOROUGH	8.47%
NJ	NORTH WARREN REGIONAL	4.03%
NJ	NORTH WILDWOOD CITY	14.23%
NJ	NORTHERN BURLINGTON REG	4.33%
NJ	NORTHERN HIGHLANDS REG	2.13%
NJ	NORTHERN VALLEY REGIONAL	3.41%
NJ	NORTHFIELD CITY	6.64%
NJ	NORTHVALE BOROUGH	5.31%
NJ	NORWOOD BOROUGH	6.25%
NJ	NUTLEY TOWN	4.71%
NJ	OAKLAND BOROUGH	2.35%
NJ	OAKLYN BOROUGH	7.89%
NJ	OCEAN CITY	9.73%
NJ	OCEAN GATE BOROUGH	13.74%
NJ	OCEAN TOWNSHIP	7.23%
NJ	OCEAN TOWNSHIP	11.77%
NJ	OCEANPORT BOROUGH	3.45%
NJ	OGDENSBURG BOROUGH	6.39%
NJ	OLD BRIDGE TOWNSHIP	4.61%
NJ	OLD TAPPAN BOROUGH	2.55%
NJ	OLDMANS TOWNSHIP	10.93%
NJ	ORADELL BOROUGH	2.64%
NJ	OXFORD TOWNSHIP	2.73%
NJ	PALISADES PARK	11.50%
NJ	PALMYRA BOROUGH	6.24%
NJ	PARAMUS BOROUGH	3.74%
NJ	PARK RIDGE BOROUGH	2.75%
NJ	PARSIPPANY-TROY HILLS TOWNSHIP	4.09%
NJ	PASCACK VALLEY REGIONAL	2.13%
NJ	PASSAIC CITY	25.94%
NJ	PASSAIC CO MANCHESTER REG	15.07%
NJ	PASSAIC VALLEY REGIONAL	8.08%
NJ	PATERSON CITY	25.70%
NJ	PAULSBORO BOROUGH	23.09%
NJ	PEMBERTON BOROUGH	11.11%
NJ	PEMBERTON TOWNSHIP	10.47%
NJ	PENNS GROVE-CARNEYS POINT REG	18.21%
NJ	PENNSAUKEN TOWNSHIP	14.52%
NJ	PENNSVILLE	5.79%
NJ	PEQUANNOCK TOWNSHIP	2.51%
NJ	PERTH AMBOY CITY	17.67%
NJ	PHILLIPSBURG TOWN	16.45%
NJ	PINE HILL BOROUGH	12.58%
NJ	PINE VALLEY	0.00%
NJ	PINELANDS REGIONAL	8.83%
NJ	PISCATAWAY TOWNSHIP	4.36%
NJ	PITMAN BOROUGH	5.86%
NJ	PITTSBORO TOWNSHIP	7.19%
NJ	PLAINFIELD CITY	17.40%
NJ	PLEASANTVILLE CITY	19.69%

2007 Census Poverty Data by Local Educational Agency

NAME OF STATE: NEW JERSEY

State	Name of Local Educational Agency (LEA)	Percent
NJ	PLUMSTED TOWNSHIP	6.31%
NJ	POHATCONG TOWNSHIP	3.78%
NJ	POINT PLEASANT BEACH BOROUGH	7.71%
NJ	POINT PLEASANT BOROUGH	4.23%
NJ	POMPTON LAKES BOROUGH	6.14%
NJ	PORT REPUBLIC CITY	4.71%
NJ	PRINCETON REGIONAL	5.27%
NJ	PROSPECT PARK BOROUGH	18.06%
NJ	QUINTON TOWNSHIP	8.93%
NJ	RAHWAY CITY	9.45%
NJ	RAMAPO-INDIAN HILL REG	1.86%
NJ	RAMSEY BOROUGH	2.10%
NJ	RANCOCAS VALLEY REGIONAL	5.38%
NJ	RANDOLPH TOWNSHIP	2.26%
NJ	READINGTON TOWNSHIP	1.47%
NJ	RED BANK BOROUGH	14.47%
NJ	RED BANK REGIONAL	7.01%
NJ	RIDGEFIELD BOROUGH	8.45%
NJ	RIDGEFIELD PARK TOWNSHIP	7.63%
NJ	RIDGEWOOD VILLAGE	2.26%
NJ	RINGWOOD BOROUGH	4.64%
NJ	RIVER DELL REGIONAL	2.78%
NJ	RIVER EDGE BOROUGH	3.89%
NJ	RIVER VALE TOWNSHIP	1.97%
NJ	RIVERDALE BOROUGH	5.09%
NJ	RIVERSIDE TOWNSHIP	9.90%
NJ	RIVERTON	3.77%
NJ	ROBBINSVILLE TOWNSHIP	3.20%
NJ	ROCHELLE PARK TOWNSHIP	4.14%
NJ	ROCKAWAY BOROUGH	4.45%
NJ	ROCKAWAY TOWNSHIP	2.44%
NJ	ROCKLEIGH	0.00%
NJ	ROCKY HILL	1.87%
NJ	ROOSEVELT BOROUGH	4.33%
NJ	ROSELAND BOROUGH	5.58%
NJ	ROSELLE BOROUGH	11.43%
NJ	ROSELLE PARK BOROUGH	7.23%
NJ	ROXBURY TOWNSHIP	2.37%
NJ	RUMSON BOROUGH	2.39%
NJ	RUMSON-FAIR HAVEN REG	1.61%
NJ	RUNNEMEDE BOROUGH	9.18%
NJ	RUTHERFORD BOROUGH	4.59%
NJ	SADDLE BROOK TOWNSHIP	4.94%
NJ	SADDLE RIVER BOROUGH	4.30%
NJ	SALEM CITY	25.39%
NJ	SANDYSTON-WALPACK TOWNSHIP	5.77%
NJ	SAYREVILLE BOROUGH	4.78%
NJ	SCHOOL DISTRICT OF THE CHATHAMS	1.51%
NJ	SCOTCH PLAINS-FANWOOD REG	2.64%
NJ	SEA BRIGHT BOROUGH	8.49%
NJ	SEA GIRT BOROUGH	6.33%
NJ	SEA ISLE CITY	12.29%
NJ	SEASIDE HEIGHTS BOROUGH	22.94%
NJ	SEASIDE PARK BOROUGH	10.37%
NJ	SECAUCUS TOWN	7.36%
NJ	SHAMONG TOWNSHIP	2.61%
NJ	SHILOH BOROUGH	13.11%
NJ	SHORE REGIONAL	4.62%
NJ	SHREWSBURY BOROUGH	0.98%

2007 Census Poverty Data by Local Educational Agency

NAME OF STATE: NEW JERSEY

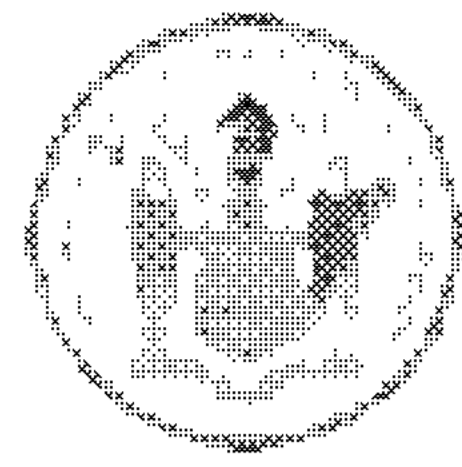
State	Name of Local Educational Agency (LEA)	Percent
NJ	SOMERDALE BOROUGH	8.43%
NJ	SOMERS POINT CITY	11.15%
NJ	SOMERSET HILLS REGIONAL	2.30%
NJ	SOMERVILLE BOROUGH	7.79%
NJ	SOUTH AMBOY CITY	7.23%
NJ	SOUTH BOUND BROOK	5.72%
NJ	SOUTH BRUNSWICK TOWNSHIP	2.43%
NJ	SOUTH HACKENSACK TOWNSHIP	7.91%
NJ	SOUTH HARRISON TOWNSHIP	5.90%
NJ	SOUTH HUNTERDON REGIONAL	3.31%
NJ	SOUTH ORANGE-MAPLEWOOD	4.61%
NJ	SOUTH PLAINFIELD BOROUGH	4.42%
NJ	SOUTH RIVER BOROUGH	6.41%
NJ	SOUTHAMPTON TOWNSHIP	4.62%
NJ	SOUTHERN REGIONAL	6.80%
NJ	SPARTA TOWNSHIP	2.09%
NJ	SPOTSWOOD BOROUGH	4.55%
NJ	SPRING LAKE BOROUGH	2.48%
NJ	SPRING LAKE HEIGHTS BOROUGH	8.22%
NJ	SPRINGFIELD TOWNSHIP	3.40%
NJ	SPRINGFIELD TOWNSHIP	3.32%
NJ	STAFFORD TOWNSHIP	6.42%
NJ	STANHOPE BOROUGH	4.41%
NJ	STERLING HIGH SCHOOL DIST	8.24%
NJ	STILLWATER TOWNSHIP	2.86%
NJ	STOCKTON BOROUGH	2.00%
NJ	STONE HARBOR BOROUGH	7.45%
NJ	STOW CREEK TOWNSHIP	9.29%
NJ	STRATFORD BOROUGH	7.36%
NJ	SUMMIT CITY	3.66%
NJ	SUSSEX-WANTAGE REGIONAL	7.00%
NJ	SWEDESBORO-WOOLWICH	5.36%
NJ	TABERNACLE TOWNSHIP	3.52%
NJ	TAVISTOCK	0.00%
NJ	TEANECK TOWNSHIP	4.80%
NJ	TENAFLY BOROUGH	3.94%
NJ	TETERBORO	0.00%
NJ	TEWKSBURY TOWNSHIP	4.21%
NJ	TINTON FALLS	4.78%
NJ	TOMS RIVER REGIONAL	7.61%
NJ	TOTOWA BOROUGH	6.19%
NJ	TRENTON CITY	24.00%
NJ	TUCKERTON BOROUGH	14.18%
NJ	UNION BEACH	6.96%
NJ	UNION CITY	28.85%
NJ	UNION TOWNSHIP	1.80%
NJ	UNION TOWNSHIP	5.85%
NJ	UPPER DEERFIELD TOWNSHIP	30.49%
NJ	UPPER FREEHOLD REGIONAL	3.58%
NJ	UPPER PITTSBORO TOWNSHIP	13.57%
NJ	UPPER SADDLE RIVER BOROUGH	1.94%
NJ	UPPER TOWNSHIP	4.28%
NJ	VENTNOR CITY	13.58%
NJ	VERNON TOWNSHIP	3.09%
NJ	VERONA BOROUGH	2.84%
NJ	VICTORY GARDENS	10.56%
NJ	VINELAND CITY	24.52%
NJ	VOORHEES TOWNSHIP	5.16%
NJ	W WINDSOR-PLAINSBORO REG	2.53%

2007 Census Poverty Data by Local Educational Agency

NAME OF STATE: NEW JERSEY

State	Name of Local Educational Agency (LEA)	Percent
NJ	WALDWICK BOROUGH	2.26%
NJ	WALL TOWNSHIP	3.79%
NJ	WALLINGTON BOROUGH	9.08%
NJ	WALLKILL VALLEY REGIONAL	5.16%
NJ	WANAQUE BOROUGH	5.74%
NJ	WARREN HILLS REGIONAL	5.58%
NJ	WARREN TOWNSHIP	1.67%
NJ	WASHINGTON BOROUGH	7.64%
NJ	WASHINGTON TOWNSHIP	4.70%
NJ	WASHINGTON TOWNSHIP	4.02%
NJ	WASHINGTON TOWNSHIP	1.53%
NJ	WASHINGTON TOWNSHIP	2.94%
NJ	WATCHUNG BOROUGH	2.37%
NJ	WATCHUNG HILLS REGIONAL	2.23%
NJ	WATERFORD TOWNSHIP	6.24%
NJ	WAYNE TOWNSHIP	3.99%
NJ	WEEHAWKEN TOWNSHIP	16.50%
NJ	WENONAH BOROUGH	2.83%
NJ	WEST AMWELL TOWNSHIP	1.69%
NJ	WEST CAPE MAY BOROUGH	8.14%
NJ	WEST DEPTFORD TOWNSHIP	5.11%
NJ	WEST ESSEX REGIONAL	3.53%
NJ	WEST LONG BRANCH BOROUGH	5.85%
NJ	WEST MILFORD TOWNSHIP	6.08%
NJ	WEST MORRIS REGIONAL	1.67%
NJ	WEST NEW YORK TOWN	26.74%
NJ	WEST ORANGE TOWN	8.22%
NJ	WEST PATERSON BOROUGH	12.15%
NJ	WEST WILDWOOD	9.62%
NJ	WESTAMPTON	4.05%
NJ	WESTFIELD TOWN	3.24%
NJ	WESTVILLE BOROUGH	10.60%
NJ	WESTWOOD REGIONAL	2.65%
NJ	WEYMOUTH TOWNSHIP	8.77%
NJ	WHARTON BOROUGH	9.68%
NJ	WHITE TOWNSHIP	3.88%
NJ	WILDWOOD CITY	33.05%
NJ	WILDWOOD CREST BOROUGH	8.84%
NJ	WILLINGBORO TOWNSHIP	8.50%
NJ	WINFIELD TOWNSHIP	6.20%
NJ	WINSLOW TOWNSHIP	10.84%
NJ	WOODBINE BOROUGH	15.62%
NJ	WOODBURGE TOWNSHIP	5.55%
NJ	WOODBURY CITY	18.10%
NJ	WOODBURY HEIGHTS BOROUGH	3.60%
NJ	WOODCLIFF LAKE BOROUGH	2.07%
NJ	WOODLAND TOWNSHIP	2.50%
NJ	WOODLYNNE BOROUGH	24.57%
NJ	WOOD-RIDGE BOROUGH	3.61%
NJ	WOODSTOWN-PIESGROVE REG	8.17%
NJ	WYCKOFF TOWNSHIP	1.47%
STATE TOTAL		10.23%

Search

[NJ Home](#) | [Services A to Z](#) | [Departments/Agencies](#) | [FAQs](#)**STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION**» [NJDOE Home](#)**Highly Qualified Teachers 2007-2008 Survey Results****District:** Newark City**County:** Essex

Number of teachers of core academic subjects in the district:	2405.0
Percent of teachers in the district who meet the NCLB definition of a highly qualified teacher for at least one subject taught:	96.0
Percent of teachers in the district who meet the NCLB definition of a highly qualified teacher for every subject taught:	96.0
Percent of general elementary classes in the district taught by "highly qualified" teachers:	96.0
Percent of English/language arts/reading classes in the district taught by highly qualified teachers:	98.5
Percent of social studies classes in the district taught by highly qualified teachers:	99.0
Percent of science classes in the district taught by highly qualified teachers:	96.5
Percent of mathematics classes in the district taught by highly qualified teachers:	98.0
Percent of visual/performing arts classes in the district taught by highly qualified teachers:	93.0
Percent of world languages classes in the district taught by highly qualified teachers:	95.0
Percent of elementary special education (replacement/resource) classes in the district taught by highly qualified teachers:	
Percent of special education (self-contained) classes in the district taught by highly qualified teachers:	100.0
Percent of Basic Skills/ language classes in the district taught by highly qualified teachers:	100.0
Percent of Basic Skills/ math classes in the district taught by highly qualified teachers:	100.0
Percent of ESL/Bilingual classes in the district taught by highly qualified teachers:	100.0
Percent of unspecified content classes in the district taught by highly qualified teachers:	96.5
Percent of all core academic subject classes in the district taught by highly qualified teachers:	96.5

[Contact Us](#) | [Privacy Notice](#) | [Legal Statement](#) | [Accessibility Statement](#)**Department:** [NJ State Board of Education](#) | [About DOE](#) | [Accomplishments](#) | [FAQ](#) | [Welcome](#) | [NJ School Directory](#)[Subjects A to Z](#) | [Search DOE](#) | [NJDOE Information](#) | [Ask DOE](#) | [NJ Parents](#) | [NJ Educators](#) | [NJ Student](#)[NJ Partners](#) | [Information & Services by County](#) | [Upcoming Opportunities](#) | [DOE Data](#) | [NJ School Report Card](#)[Certification Application Status Check List](#) | [Doing Business with DOE](#) | [NJ Quality Single Accountability Continuum](#)[No Child Left Behind](#)**Statewide:** [NJ Home](#) | [Services A to Z](#) | [Departments/Agencies](#) | [FAQs](#)

Copyright © State of New Jersey, 2006

NJ Department of Education
PO Box 500
Trenton, NJ 08625-0500
(609)292-4469

Summary of the 2007-08 Highly Qualified Teacher Survey Results

New Jersey's State Plan for meeting the Highly Qualified Teacher (HQT) goal was approved by the U. S. Department of Education in 2006. The 2007-08 New Jersey HQT Survey indicates that New Jersey is continuing to make progress toward ensuring that 100 percent of public school teachers are highly qualified. According to the 2007-08 survey, only 1.3 percent of New Jersey's public school classes are not being taught by highly qualified teachers. The overall percentage of classes not taught by a highly qualified teacher in this fifth survey shows a slight increase of 0.1 percentage points from 2006-07 (1.3 percent for 2007-08 compared to 1.2 percent for 2006-07).

The 2007-2008 HQT survey was compiled from the Certificated Staff Report completed in the autumn of 2007. This is a state wide, school-based data collection system that includes every teacher, his/her certification, class assignments, and HQT status. This method of collecting information is an improvement over the HQT survey conducted in 2003-2004 because it focuses on individual teacher information by school. The 2003-2004 survey was a summary of HQT status prepared for each school by the district, which did not include individual teacher information. Another advantage in reporting the information in the Certificated Staff Report is that the survey provides grade-level teaching assignments of teachers. This is especially important in defining elementary and middle-level teachers, a chief component of the NCLB reporting requirements.

Context

The *No Child Left Behind Act* requires states to report data to the public annually on the number of classes in the public schools that are taught by highly qualified teachers. In order to be deemed highly qualified, a teacher must have a bachelor's degree, a standard certificate for which no requirements have been waived, and documentation of content area expertise in each subject taught. States had until 2006 to reach 100 percent compliance with the Highly Qualified Teacher provisions. Most states have not yet reached that goal. Therefore, in 2006 the federal government required all states to develop a comprehensive plan to ensure they would continue to make progress toward the federal goal of 100 percent compliance.

Under *NCLB*, New Jersey's elementary teachers satisfy the content preparation requirement as generalists because they must demonstrate knowledge across the range of subjects taught in elementary schools. New Jersey's elementary teachers who have been certified since 1985 have automatically met this requirement by passing the Praxis II Elementary Content Knowledge Test required for state certification. Middle- and secondary-level teachers, teaching in a departmentalized setting, must show content area expertise in *each* core academic subject they teach in order to meet the *NCLB* definition. The options for meeting this requirement are as follows:

- Passing the Praxis II content-knowledge exam (This is already part of the licensing process for those with K-12 content area certificates and is now part of the process for the new elementary with specialization certificates for grades 5-8) ; or
- Having an undergraduate major in the content area; or

- Having 30 credits equivalent to a major in the content area; or
- Having a graduate degree in the content area; or
- Having an advanced credential, such as National Board Certification, in the content area.

Until June 30, 2007, veteran teachers had the option of accruing ten points on the New Jersey HOUSE Standard Content Knowledge Matrix to demonstrate their content expertise. Special education teachers who provide direct instruction in core academic content, either as replacement teachers in resource settings or in self-contained classes, must meet the requirements in the same manner as elementary, middle, and high school teachers. Veteran special education teachers have the option of accruing ten points on the New Jersey HOUSE Standard Content Knowledge Matrix. This option was reinstated in April 2008 and will expire June 30, 2010. Novice special education teachers, in accordance with *IDEA* flexibility, upon hire have the option of using the HOUSE to become highly qualified in additional content areas, beyond the content area for which they have already satisfied highly qualified requirements.

Special education teachers whose only role is to provide support or consultation for students with disabilities who are being instructed by highly qualified teachers satisfy the requirement by having full state certification as a special education teacher. Also, it is important to note that until the adoption of new regulations by the State Board of Education in December 2003, the state's licensing requirements at both the middle school level and for special education were not aligned to *NCLB* requirements.

Results by Classes

As shown in Tables 1 and 2 below, the number of elementary classes not being taught by a highly qualified teacher increased slightly from 1.2 percent in 2006-07 to 1.3 percent in 2007-08. At the secondary level the number of classes not being taught by a highly qualified teacher decreased by 0.2 percentage points (1.3 percent for 2006-07 compared to 1.1 percent for 2007-08).

The HQT survey data also have been disaggregated by high-poverty and low-poverty schools. High poverty is defined as the 25 percent of the schools in the state with the largest percentage of students eligible for free or reduced lunch. Low poverty is defined as the 25 percent of schools in the state with the smallest percentage of students eligible for free and reduced lunch.

The 2007-08 data show an overall slight increase in the percent of high-poverty classes not taught by highly qualified teachers with 3.2 percent of classes in high-poverty schools taught by teachers who are not highly qualified. The percentage of classes not taught by highly qualified teachers in low-poverty schools has decreased from 1 percent in 2006-07 to 0.5 percent in 2007-08. In the 2004-05 school year there was a 10 percent gap between the high- and low-poverty classes taught by teachers who are highly qualified. In 2006-07 the gap narrowed to 1.6 percent and increased in 2007-08 to 2.7 percent.

Additionally, from 2006-07 to 2007-08 the percentage of elementary high-poverty classes not taught by a highly qualified teacher increased slightly from 2.3 percent to 3.2 percent. The number of secondary high-poverty classes not taught by a highly qualified teacher showed a small decrease from 3.4 percent to 3.2 percent. From 2006-2007 to 2007-2008, the percentage of low-poverty classes not taught by a highly qualified teacher decreased in both elementary and secondary schools. With the exception of 2007-08, the longitudinal data reflect a trend towards narrowing of the gap between high-poverty and low-poverty classes taught by highly qualified teachers.

**Table 1: 2007-2008 Federal Report
Percentage of Classes Not Taught By Highly Qualified Teachers
Data Collected Fall 2007**

	Classes not taught by highly qualified teachers (percent)	High-Poverty (percent)	Low-Poverty (percent)
All Classrooms	1.3	3.2	0.5
Elementary (K-8)	1.3	3.2	0.6
Secondary (9-12)	1.1	3.2	0.2

**Table 2: 2006-2007
Percentage of Classes Not Taught By Highly Qualified Teachers
Data Collected Fall 2006**

	Classes not taught by highly qualified teachers (percent)	High-Poverty (percent)	Low-Poverty (percent)
All Classrooms	1.2	2.6	1.0
Elementary (K-8)	1.2	2.3	1.1
Secondary (9-12)	1.3	3.4	0.7

Results by Teachers

As shown in Table 3 below, the most recent data reveal only slight variations in the percentage of teachers in elementary, middle, and high schools who meet the highly qualified teacher definition. At the elementary level where all classes are self-contained, 1.2 percent of the teachers do not meet the definition of highly qualified. At the middle school level, 1.7 percent of the teachers are not highly qualified. At the secondary level, 1.1 percent of the teachers are not highly qualified.

**Table 3: 2007-08 Highly Qualified Teacher Survey
Percentage of Teachers Not Highly Qualified
All Subjects Taught**

Type Of School	Percentage Not Highly Qualified
Elementary School (K-8)	1.2
Middle School (6-8)	1.7
High School (9-12)	1.1

Data in Table 4 (below) show that for all three grade-level configurations, low-poverty schools have the greatest percentage of highly qualified teachers. In low-poverty elementary schools the percentage of teachers that are not highly qualified is 0.6 percent, while it is 2.8 percent in high-poverty elementary schools. In low-poverty middle schools, the percentage of teachers not highly qualified is 0.5, while it is 6.8 percent in high-poverty middle schools. In low-poverty high schools, the percentage of teachers not highly qualified is 0.3 percent, whereas it is 3.1 percent in high-poverty high schools.

**Table 4: 2007-08 Highly Qualified Teacher Survey
Percentage and Numbers of Teachers Not Highly Qualified
All Subjects Taught**

	Elementary Schools		Middle Schools		High Schools	
	# of Teachers	Percent Not HQ	# of Teachers	Percent Not HQ	# of Teachers	Percent Not HQ
All Schools	47,121	1.2	16,547	1.7	27,108	1.1
High-Poverty Schools	13,954	2.8	2,843	6.8	5,107	3.1
Low-Poverty Schools	10,714	0.6	4,325	0.5	7,828	0.3

Classes in Elementary Schools by Subject Areas

Table 5 provides information about classes taught by highly qualified teachers at the elementary level. In summary 1.3 percent of general education classes are not taught by highly qualified teachers. In addition, an examination of the data shows a variation in the percentages of highly qualified teachers across subject matter areas. For example, in basic skills English, 0.3 percent of classes lack a highly qualified teacher as compared to 2.3 percent of classes in basic skills mathematics. There are also disparities between high- and low-poverty schools by subject matter area. For example, in high-poverty schools 2.8 percent of ESL classes are not taught by highly qualified teachers, while ESL classes in low-poverty schools are fully staffed by highly qualified teachers.

**Table 5: 2007-08 Highly Qualified Teacher Survey
Percentage of Classes Not Taught by a Highly Qualified Teacher
Elementary School**

Classes	General Ed.	Basic Skills English	Basic Skills Math	Arts	World Language	Special Education Self-Contained	Special Education Resource	ESL	All Classes
All Schools	1.1	0.3	2.3	1.1	1.2	2.2	1.7	2.6	1.3
High-Poverty Schools	2.3	0.1	0	1.9	1.7	4.6	6.6	2.8	2.4
Low-Poverty Schools	0.5	0.4	10.9	0.9	0.8	1.6	1.0	0	0.8

Classes in Middle Schools by Subject Areas

In Table 6, data for middle school classes show that the percentage of classes not taught by highly qualified teachers varies across subject matter areas, with special education in high-poverty schools showing the greatest need. In the four core subject matter areas, the percentage of mathematics classes not taught by highly qualified teachers is slightly higher than the percentage of language arts, social studies and science classes. Moreover, high-poverty schools overall show a higher percentage of classes not taught by highly qualified teachers (6.5 percent in high-poverty compared to 0.3 percent in low-poverty).

Table 6: 2007-08 Highly Qualified Teacher Survey
Percentage of Classes Not Taught by a Highly Qualified Teacher
Middle School

Classes	Lang. Arts	Social Studies	Sci.	Math.	Arts	World. Lang.	Spec. Ed.** S-C	Spec. Ed.* R.	ESL	Eng. Basic Skills	Math. Basic Skills	All
All Schools	1.0	1.0	1.0	1.3	1.0	1.0	4.4	2.5	2.5	0.7	0.7	1.5
High-Poverty	4.9	5.4	6.3	5.9	4.7	4.8	13.7	13.0	4.6	4.3	0	6.5
Low-Poverty	0.3	0.1	0.2	0.1	0.3	0.2	0.7	0.8	0	0	2.9	0.3

** Special Education Self-contained

* Special Education Resource Replacement

Classes in High Schools by Subject Areas

Data in Table 7 report the classes not taught by highly qualified teachers at the high school level. For all schools state-wide, the percentage of content area classes not taught by highly qualified teachers ranges from 0.4 percent in social studies and mathematics to 5.3 percent in special education self-contained classes. Overall, in high-poverty high schools, 3.2 percent of content area classes are not taught by highly qualified teachers, while in low-poverty high schools, 0.2 percent of classes are not taught by highly qualified teachers. These data also reflect the need for more highly qualified teachers in special education in high-poverty schools.

**Table 7: 2007-08 Highly Qualified Teacher Survey
Percentage of Classes Not Taught by a Highly Qualified Teacher
High School**

Classes	Lang. Arts	Social Studies	Sci.	Math.	Arts	World. Lang.	Spec. Ed.** S-C	Spec. Ed.* R. R.	ESL	Eng. Basic Skills	Math. Basic Skills	All
All Schools	0.5	0.4	0.5	0.4	0.6	0.6	5.3	4.3	1.1	1.5	2.2	1.1
High-Poverty	2.1	1.0	1.5	0.8	3.1	1.9	9.5	16.1	1.8	0	0.8	3.2
Low-Poverty	0	0.2	0.2	0.1	0.1	0.3	0.6	1.5	0	0	0	0.2

* *Special Education Self-Contained

* Special Education Resource Replacement

Teacher Demonstration of Content Expertise

The HQT survey collected information on how individual teachers became highly qualified for all schools state-wide. The 2007-08 survey data show that 1.3 percent of teachers do not meet the highly qualified requirements. Among teachers who meet the highly qualified requirements, 56 percent demonstrated their content expertise by passing the Praxis or National Teachers Examination (NTE) and 22 percent by completing the HOUSE matrix. Those teachers holding a content degree or having earned 30 credits in the appropriate content account for 20.6 percent of highly qualified teachers. Teachers who are National Board Certified account for 0.1 percent of highly qualified teachers. (see Table 8)

**Table 8: 2007-2008 Federal Report
Teacher Demonstration of Content Expertise
Data Collected Fall 2007**

Demonstration of Content Expertise	Number of Teachers	Percentage of Teachers
Not Demonstrated/Not yet HQ	1141	1.3
Praxis/NTE	50,845	56.0
HOUSE Matrix	20,005	22.0
30 Credits Content	6,019	6.6
Undergraduate/graduate Content Degree	12,706	14.0
National Board Certified (middle and high school teachers only)	60	0.1
Total	90,776	100

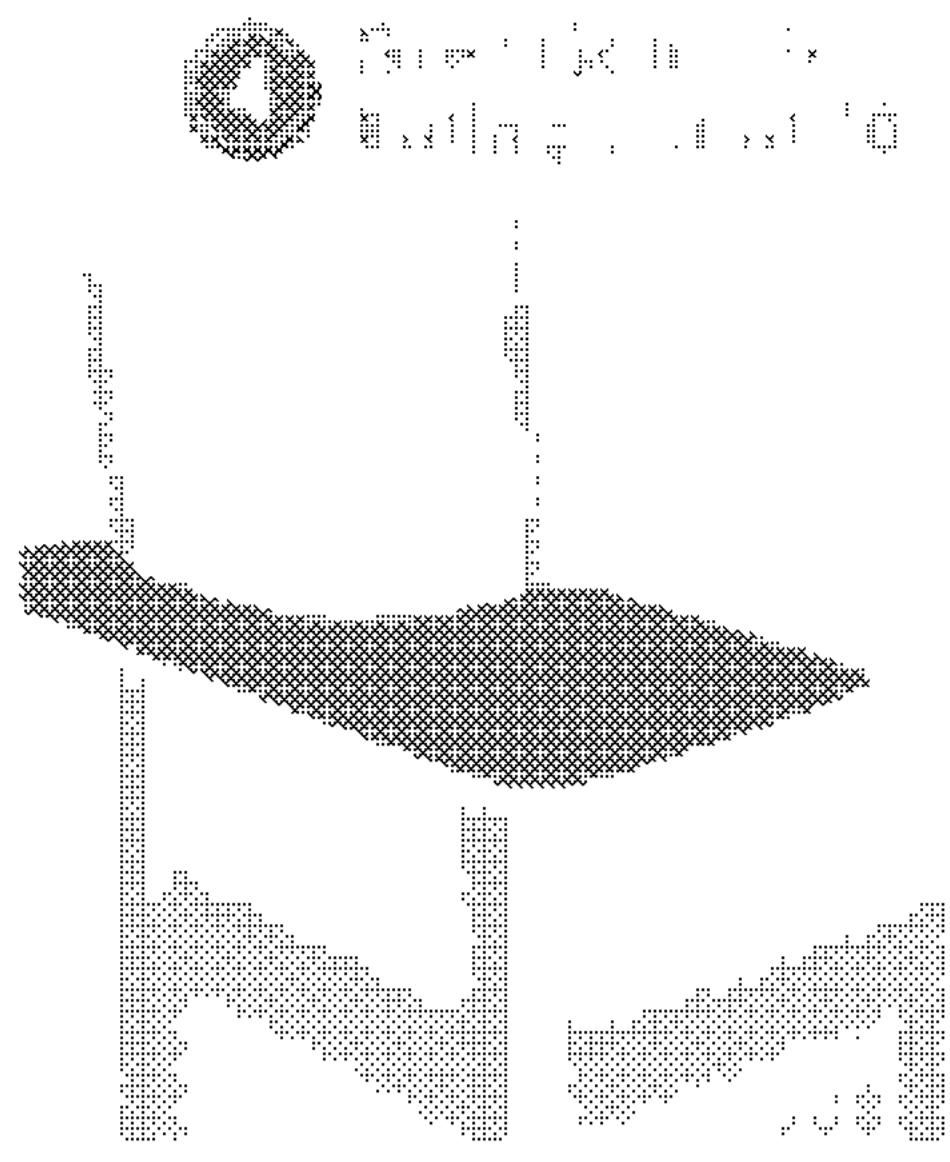
Conclusion

In reviewing the data from 2007-2008, it is clear that the greatest challenge facing the state is in filling the need for highly qualified teachers in high-poverty schools and in the subject areas of special education, English as a second language, and mathematics. It is also important to note that the federal law imposed new requirements for middle school and special education teachers, who must now have specific content expertise in all the core subjects they teach when they are working in a departmentalized setting. Many teachers in these settings are currently working to complete these highly qualified teacher requirements.

The New Jersey Department of Education will complete its sixth highly qualified teacher survey in October, 2008. The state will continue to monitor the progress of districts and schools in decreasing the number of teachers who do not satisfy the federal definition of highly qualified. In 2008, districts will be required to report how they are recruiting highly qualified teachers and supporting and monitoring staff who have not yet met the requirements.

The New Jersey School Report Cards now include information about the federal highly qualified teacher requirement. School Report Cards can be accessed at the following NJDOE Web site:

<http://education.state.nj.us/rc/nclb07/index.html>.



LEARN ABOUT THIS SCHOOL'S:

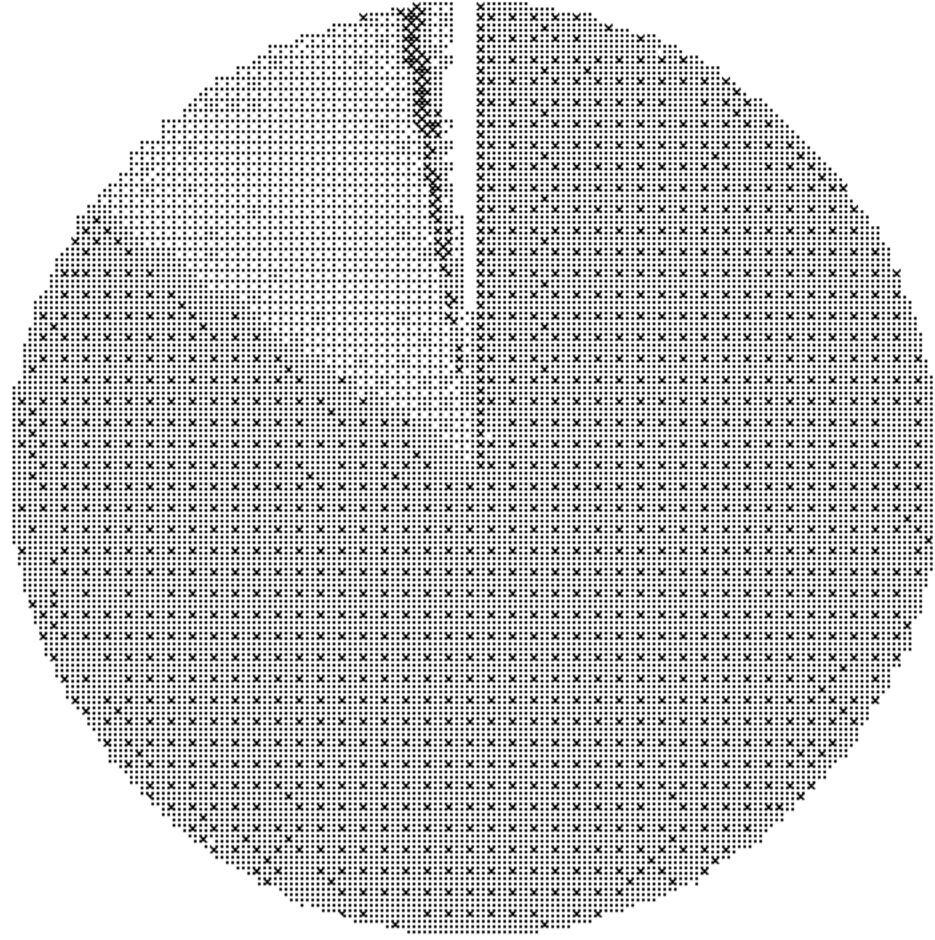
[Teachers](#)

[Students](#)

[Spending Per Pupil](#)

Students

Student Ethnicity



Ethnicity	This School	State Average
Hispanic	85%	19%
Black	13%	17%
White	<1%	56%
Asian	<1%	8%
Native American	<1%	<1%

Source: NJ Dept. of Education, 2006-2007

[How Important is Cultural Diversity at Your School? >](#)

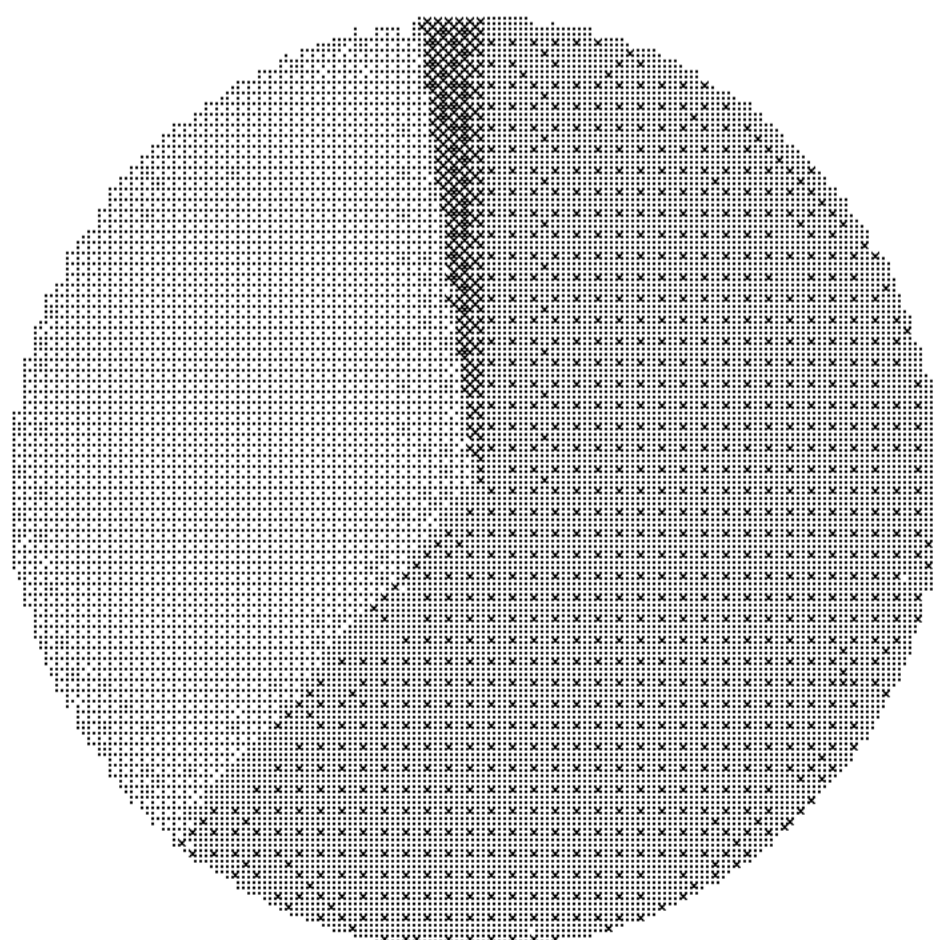
Student Subgroups

	This School	State Average
Students participating in free or reduced-price lunch program	89%	27%
Percentage of students with IEPs (Individualized Education Program)	16%	12%
Limited English proficient	32%	4%

Source: NJ Dept. of Education, 2006-2007

[The Achievement Gap: Is Your School Helping All Students? >](#)

Home Languages of All Students



Language	This School
English	61%
Spanish	37%
Other languages	2%

Source: NJ Dept. of Education, 2006-2007

[Bilingual Education: Overview and Online Resources >](#)

Attendance

	This School	State Average
Attendance rate	92%	94%

Source: NJ Dept. of Education, 2006-2007

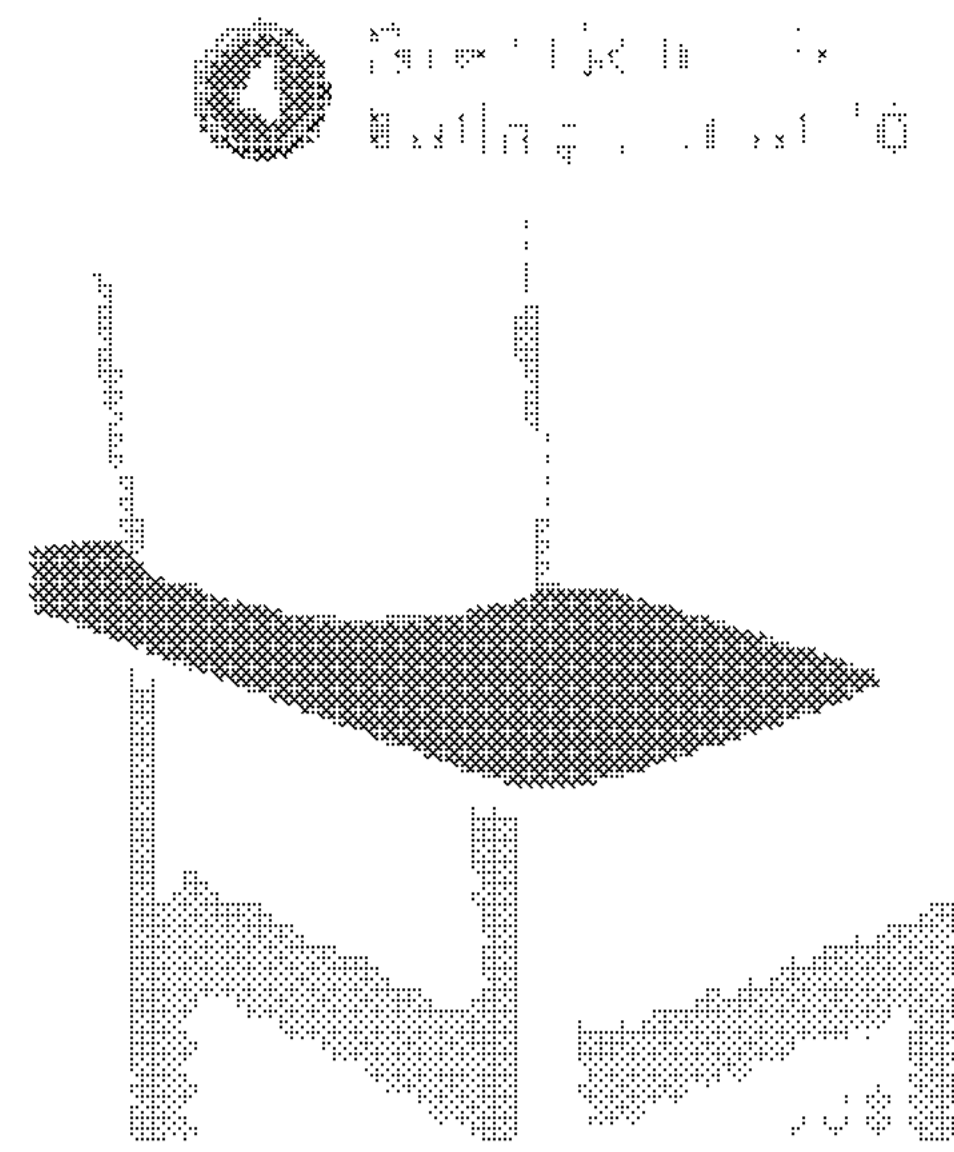
[School Attendance: Issues to Consider >](#)

[Compare with student information from nearby schools](#)

◀ Previous: [Teachers](#)

Next: [Spending Per Pupil](#) ▶▶

[Back to top >](#)



LEARN ABOUT THIS SCHOOL'S:

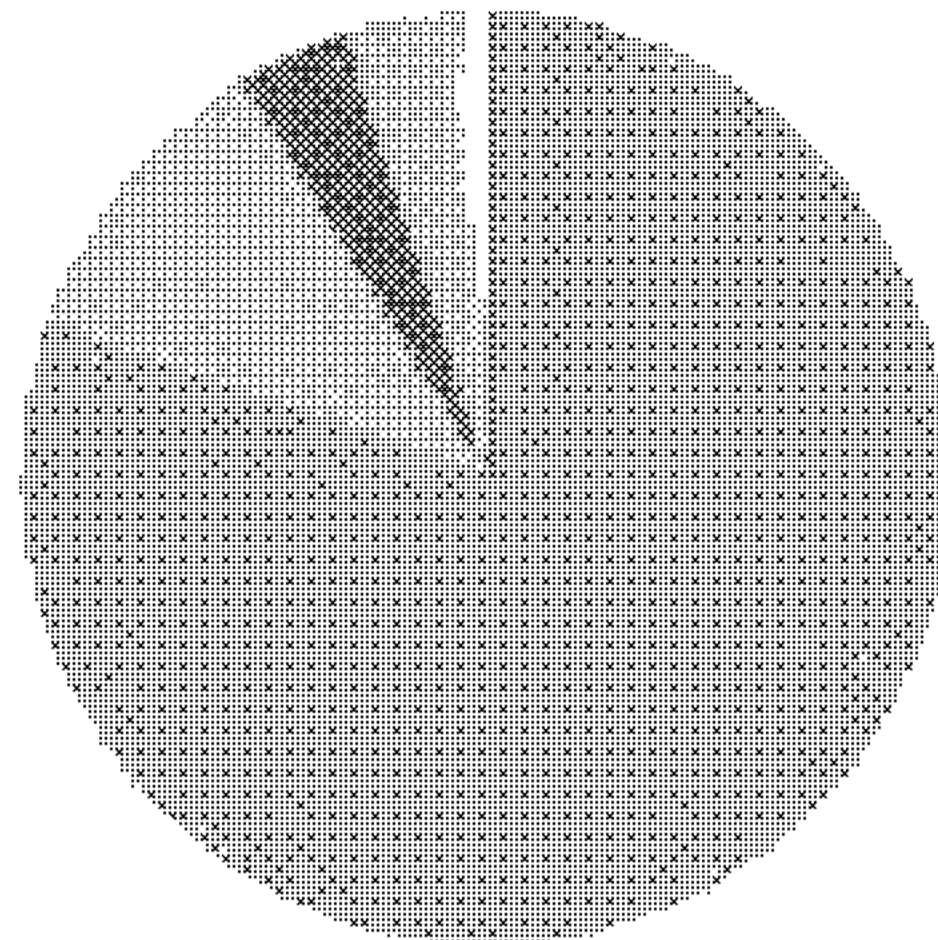
[Teachers](#)

[Students](#)

[Spending Per Pupil](#)

Students

Student Ethnicity



Ethnicity	This School	State Average
Hispanic	81%	19%
Black	11%	17%
White	4%	56%
Asian	4%	8%
Native American	<1%	<1%

Source: NJ Dept. of Education, 2006-2007

[How Important is Cultural Diversity at Your School? >](#)

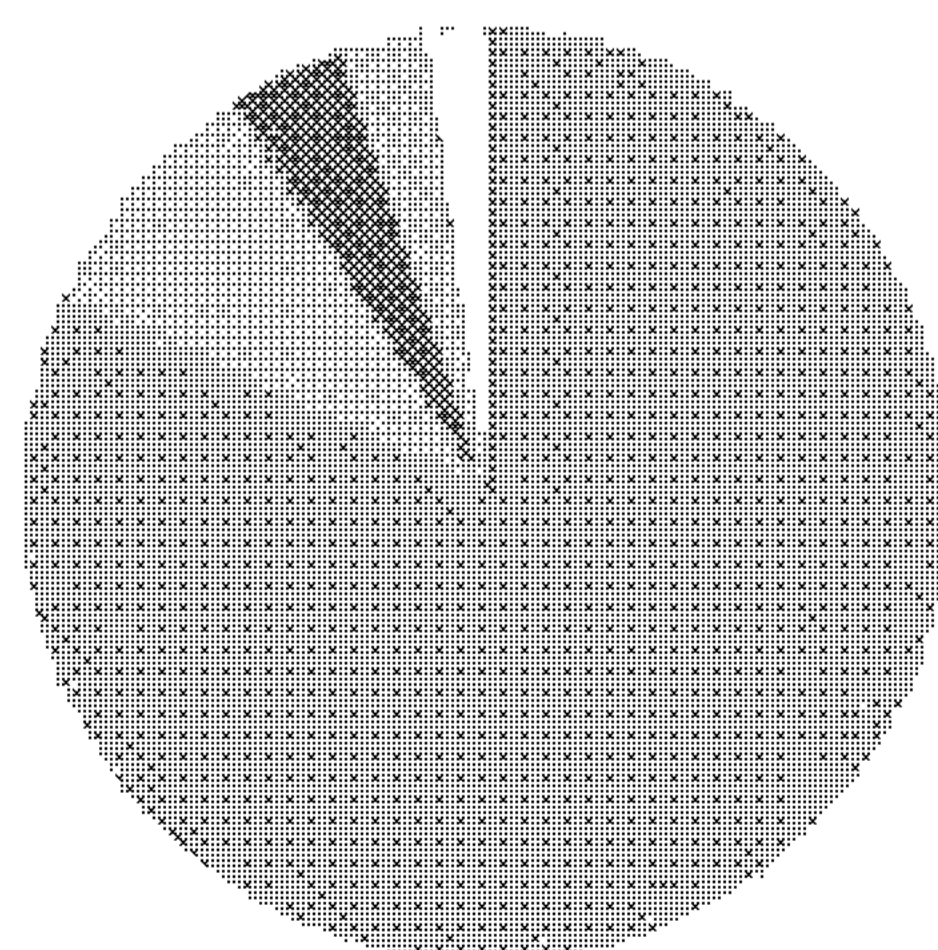
Student Subgroups

	This School	State Average
Students participating in free or reduced-price lunch program	87%	27%
Percentage of students with IEPs (Individualized Education Program)	8%	12%
Limited English proficient	9%	4%

Source: NJ Dept. of Education, 2006-2007

[The Achievement Gap: Is Your School Helping All Students? >](#)

Home Languages of All Students



Language	This School
Spanish	81%
English	9%
Ceole	4%
Portuguese	3%
Other languages	2%

Source: NJ Dept. of Education, 2006-2007

[Bilingual Education: Overview and Online Resources >](#)

Attendance

	This School	State Average
Attendance rate	94%	94%

Source: NJ Dept. of Education, 2006-2007

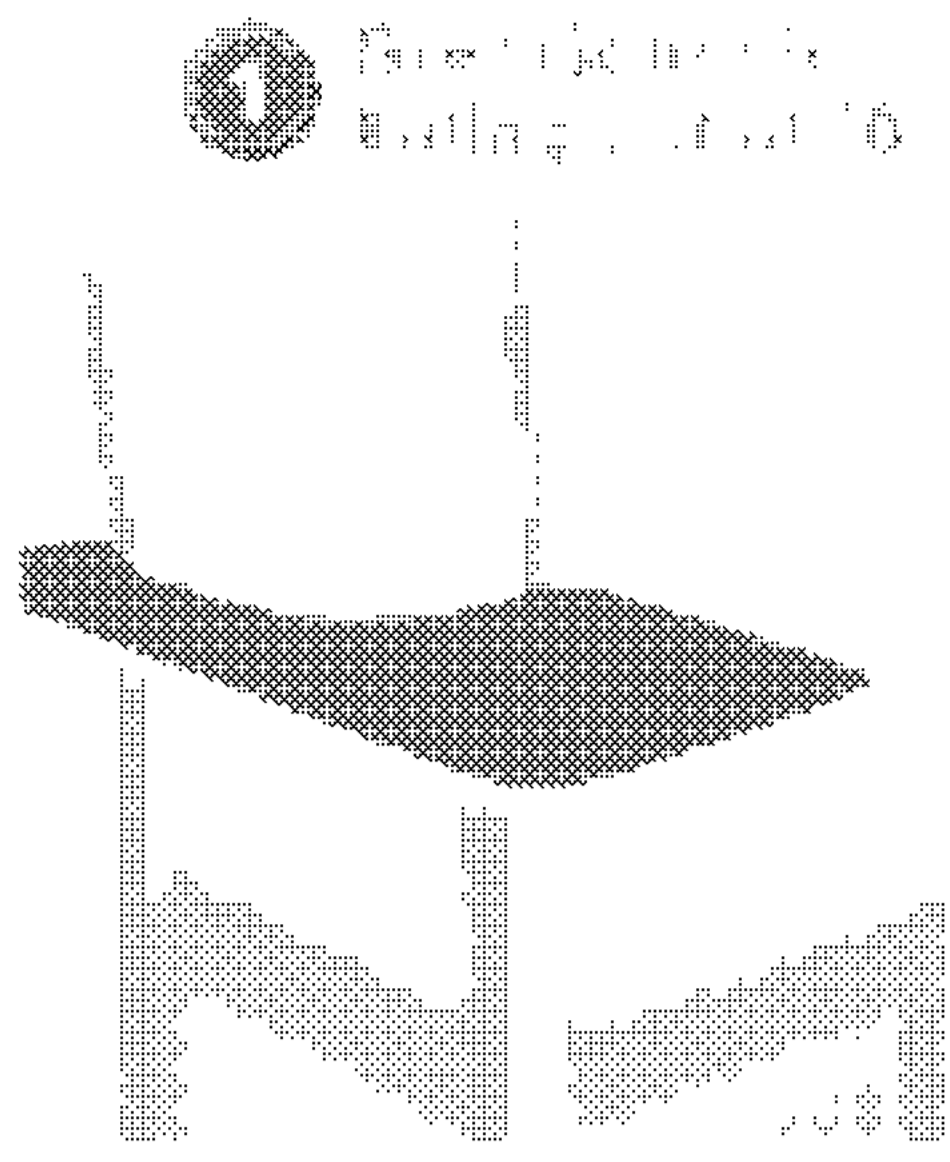
[School Attendance: Issues to Consider >](#)

[Compare with student information from nearby schools](#)

◀ Previous: [Teachers](#)

Next: [Spending Per Pupil](#) ▶▶

[Back to top >](#)



LEARN ABOUT THIS SCHOOL'S:

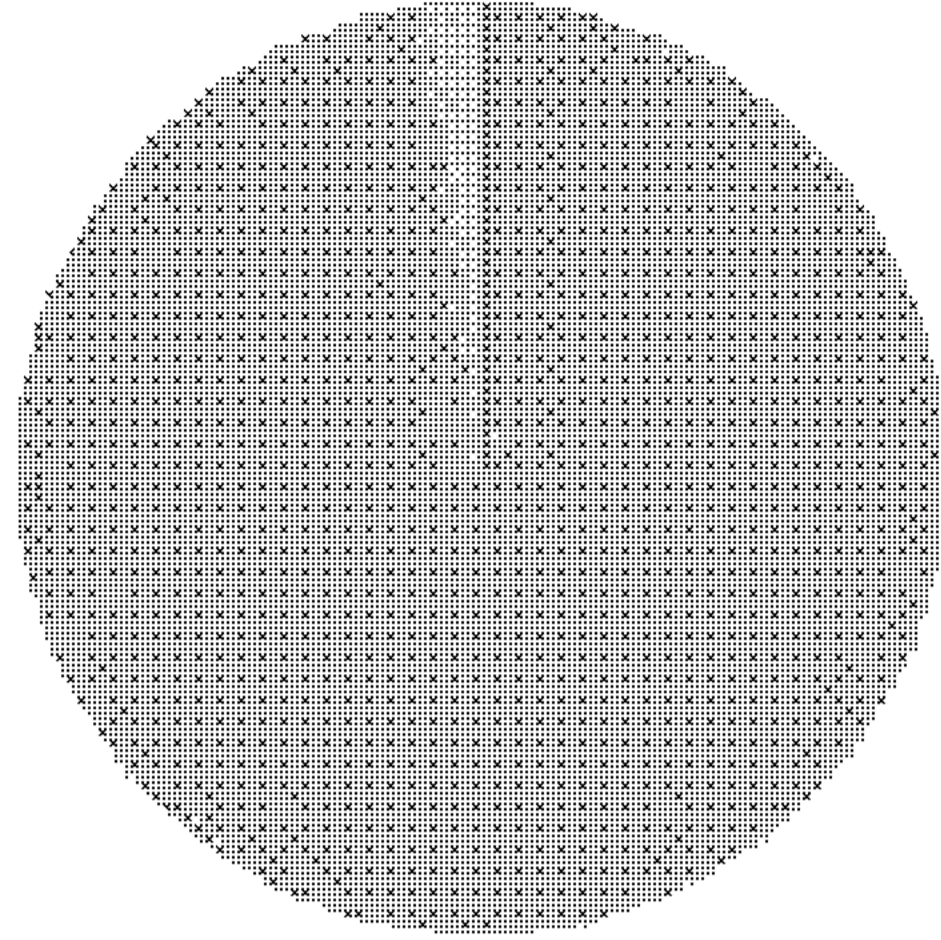
[Teachers](#)

[Students](#)

[Spending Per Pupil](#)

Students

Student Ethnicity



Ethnicity	This School	State Average
Black	98%	17%
Hispanic	2%	19%

Source: NJ Dept. of Education, 2006-2007

[How Important is Cultural Diversity at Your School? >](#)

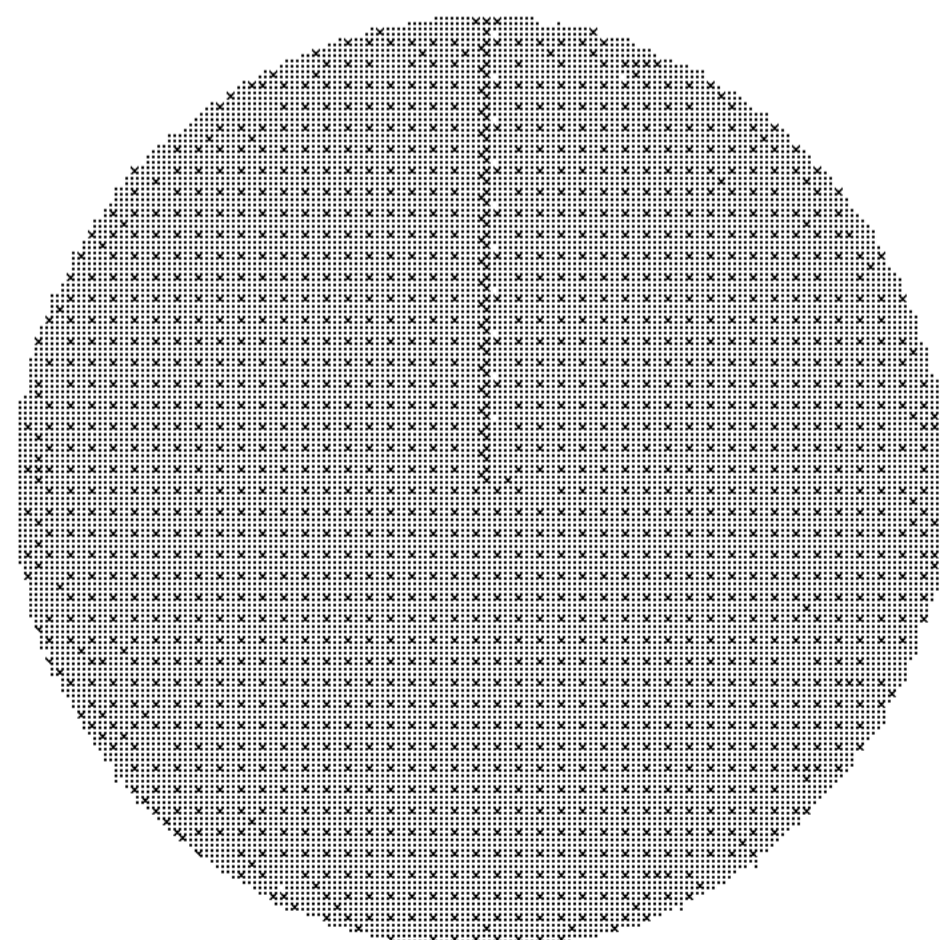
Student Subgroups

	This School	State Average
Students participating in free or reduced-price lunch program	83%	27%
Percentage of students with IEPs (Individualized Education Program)	18%	12%
Limited English proficient	na	4%

Source: NJ Dept. of Education, 2006-2007

[The Achievement Gap: Is Your School Helping All Students? >](#)

Home Languages of All Students



Language	This School
English	100%

Source: NJ Dept. of Education, 2006-2007

[Bilingual Education: Overview and Online Resources >](#)

Attendance

	This School	State Average
Attendance rate	93%	94%

Source: NJ Dept. of Education, 2006-2007

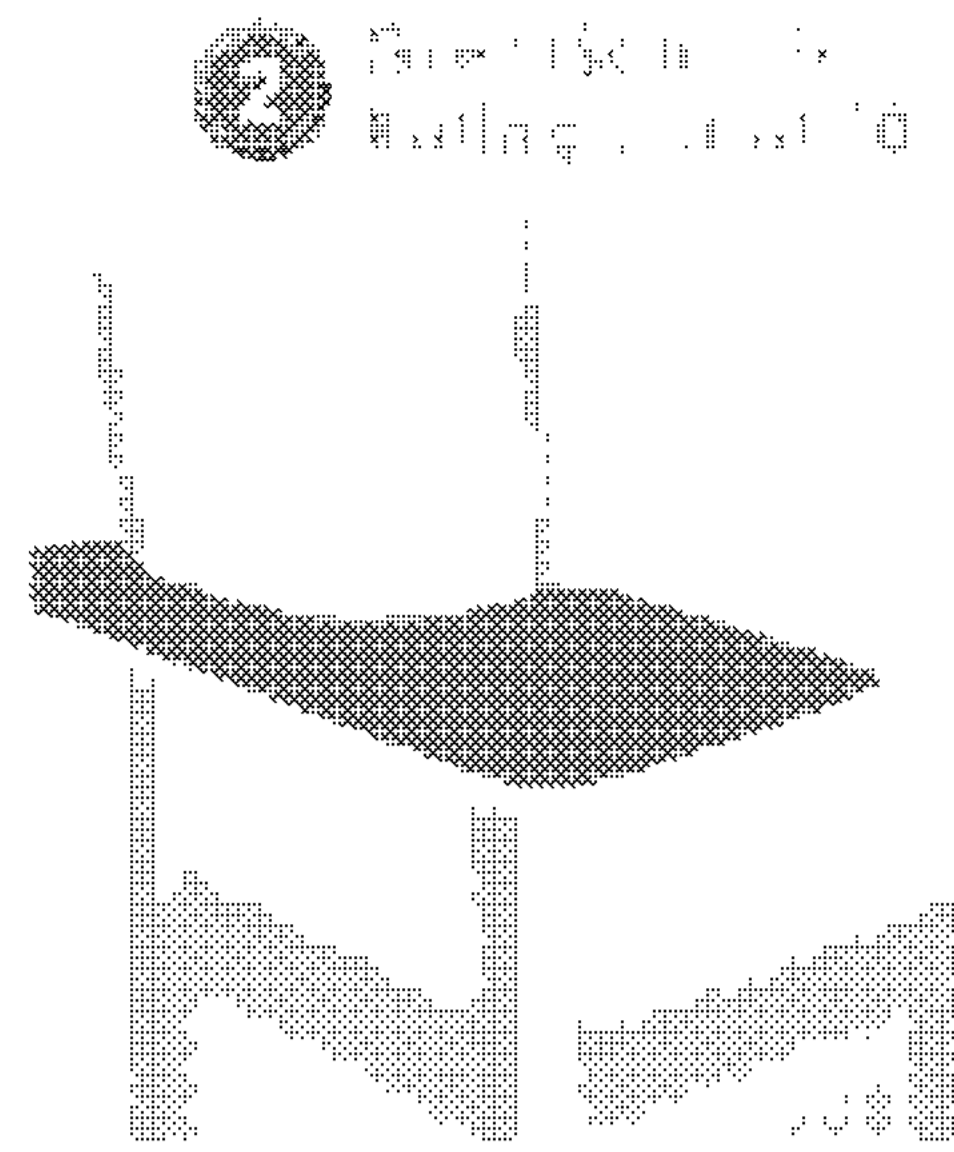
[School Attendance: Issues to Consider >](#)

[Compare with student information from nearby schools](#)

◀ Previous: [Teachers](#)

Next: [Spending Per Pupil](#) ▶▶

[Back to top >](#)



LEARN ABOUT THIS SCHOOL'S:

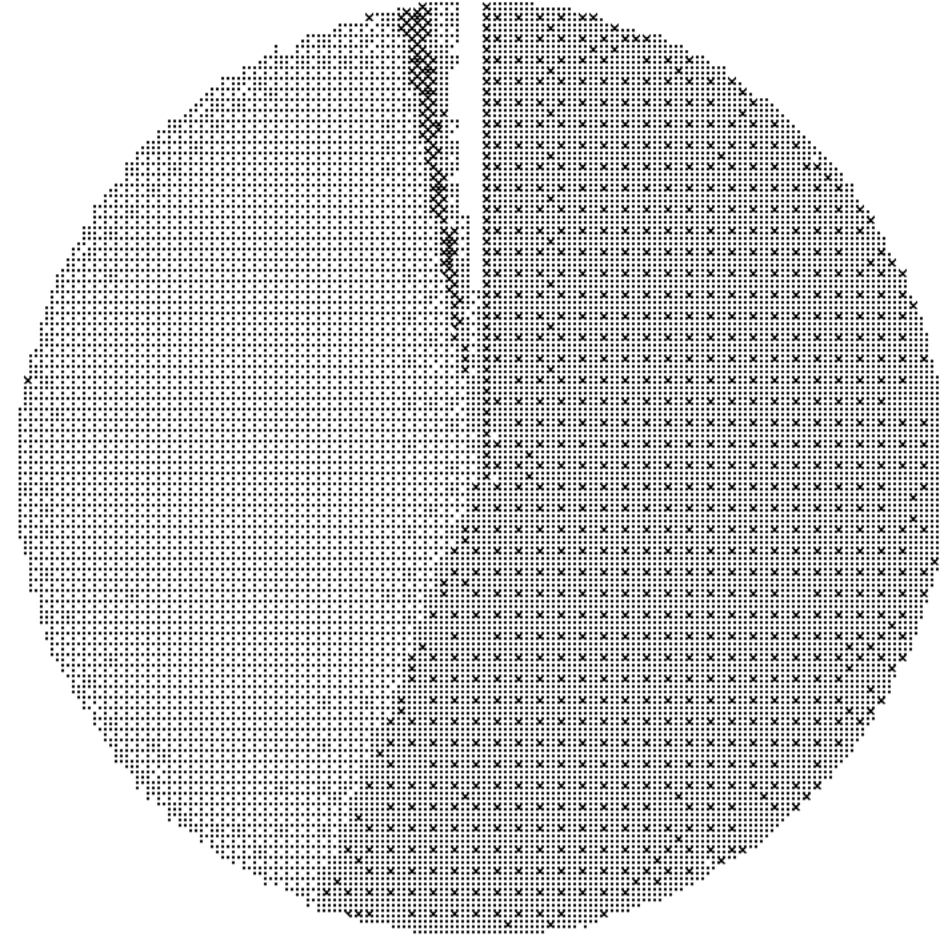
[Teachers](#)

[Students](#)

[Spending Per Pupil](#)

Students

Student Ethnicity



Ethnicity	This School	State Average
Hispanic	56%	19%
Black	42%	17%
White	1%	56%
Asian	<1%	8%
Native American	<1%	<1%

Source: NJ Dept. of Education, 2006-2007

[How Important is Cultural Diversity at Your School? >](#)

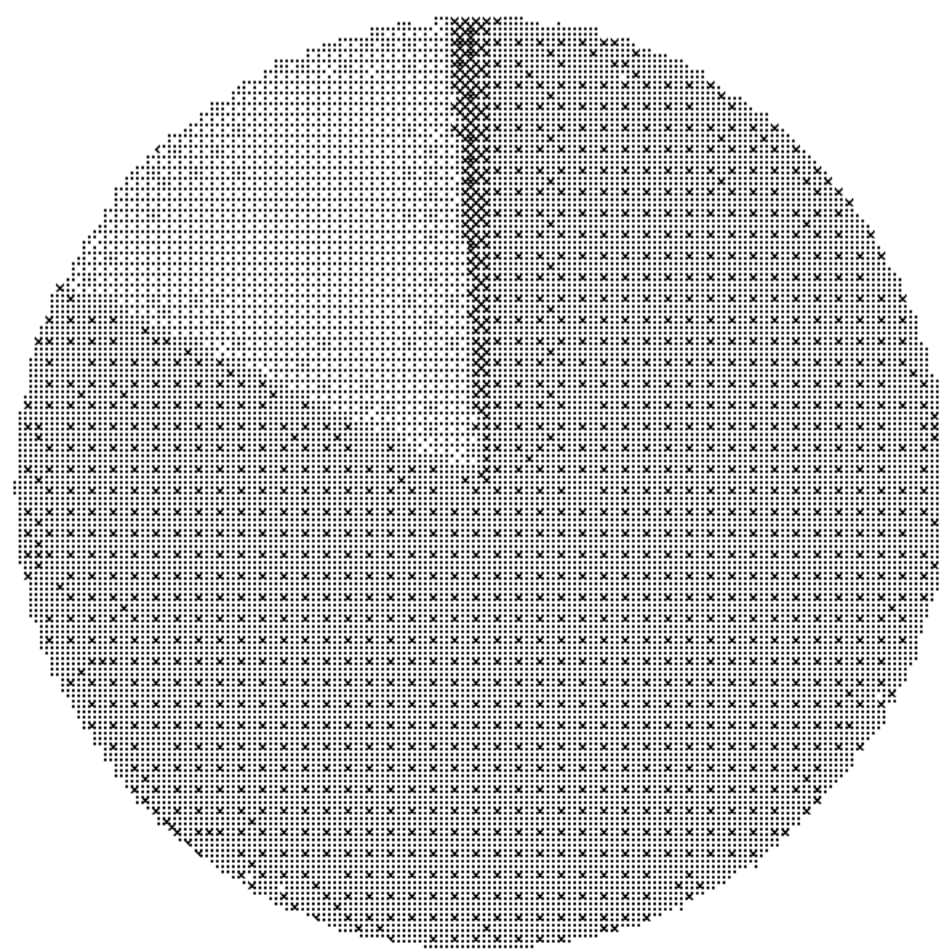
Student Subgroups

	This School	State Average
Students participating in free or reduced-price lunch program	80%	27%
Percentage of students with IEPs (Individualized Education Program)	30%	12%
Limited English proficient	4%	4%

Source: NJ Dept. of Education, 2006-2007

[The Achievement Gap: Is Your School Helping All Students? >](#)

Home Languages of All Students



Language	This School
English	82%
Spanish	17%
Other languages	1%

Source: NJ Dept. of Education, 2006-2007

[Bilingual Education: Overview and Online Resources >](#)

Attendance

	This School	State Average
Attendance rate	91%	94%

Source: NJ Dept. of Education, 2006-2007

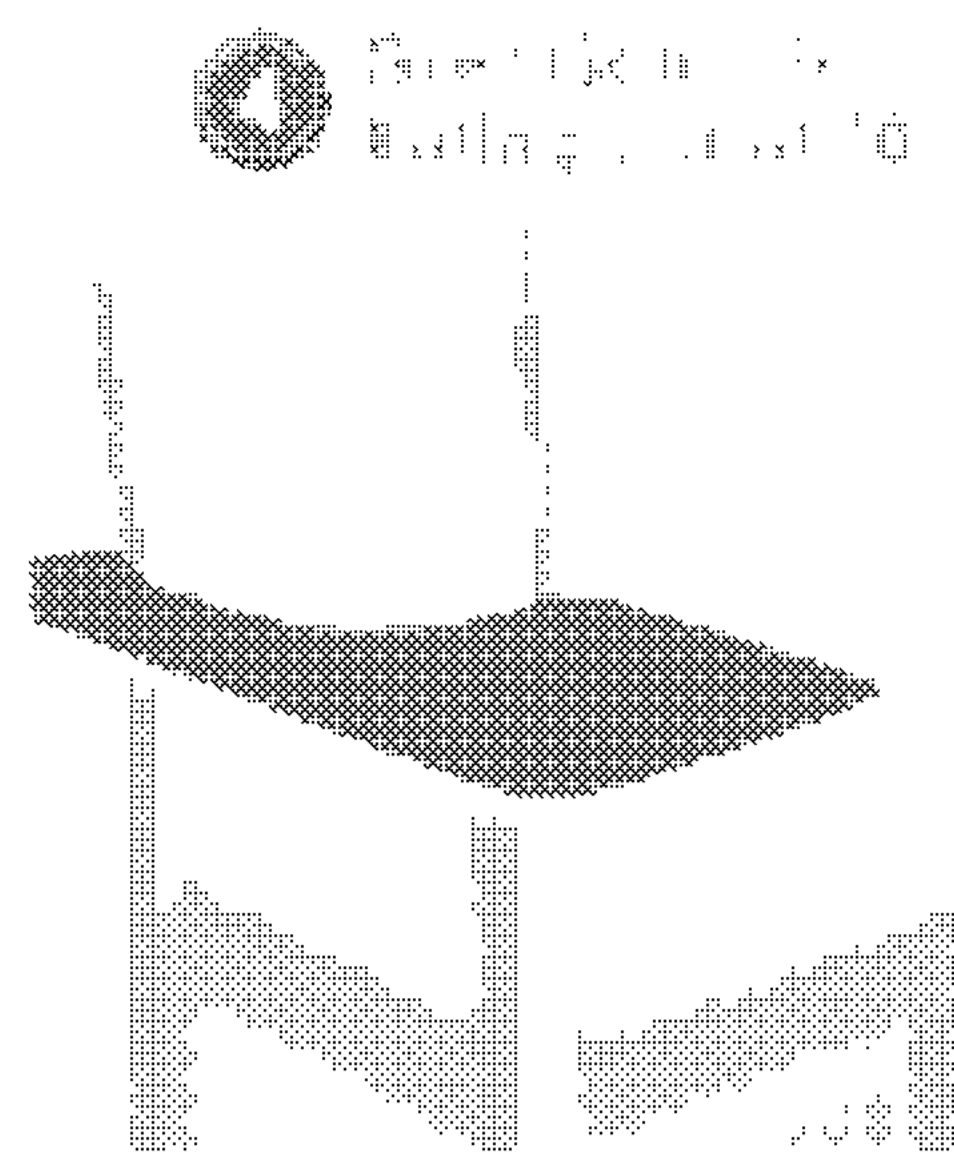
[School Attendance: Issues to Consider >](#)

[Compare with student information from nearby schools](#)

◀ Previous: [Teachers](#)

Next: [Spending Per Pupil](#) ▶▶

[Back to top >](#)

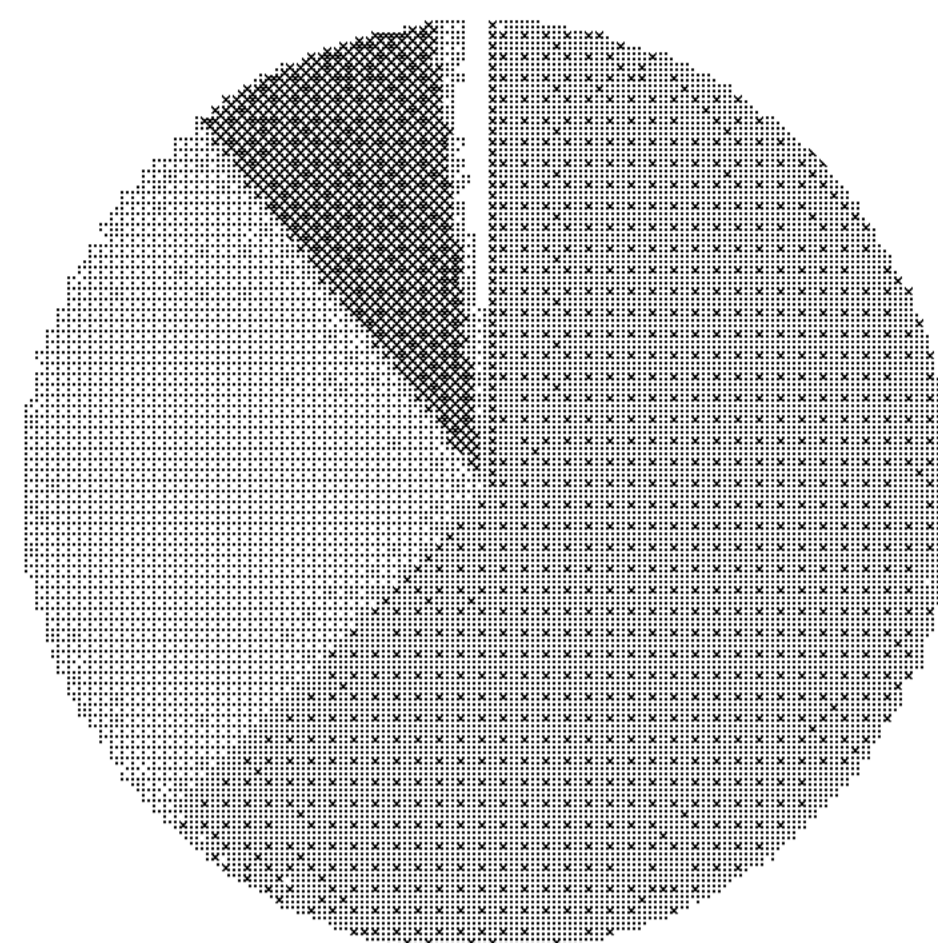


LEARN ABOUT THIS SCHOOL'S:

- [Teachers](#)
- [Students](#)
- [Spending Per Pupil](#)
- [Advanced Placement Exams](#)

Students

Student Ethnicity



Ethnicity	This School	State Average
Black	63%	17%
Hispanic	28%	19%
White	9%	56%
Asian	<1%	8%
Native American	<1%	<1%

Source: NJ Dept. of Education, 2006-2007

[How Important is Cultural Diversity at Your School? >](#)

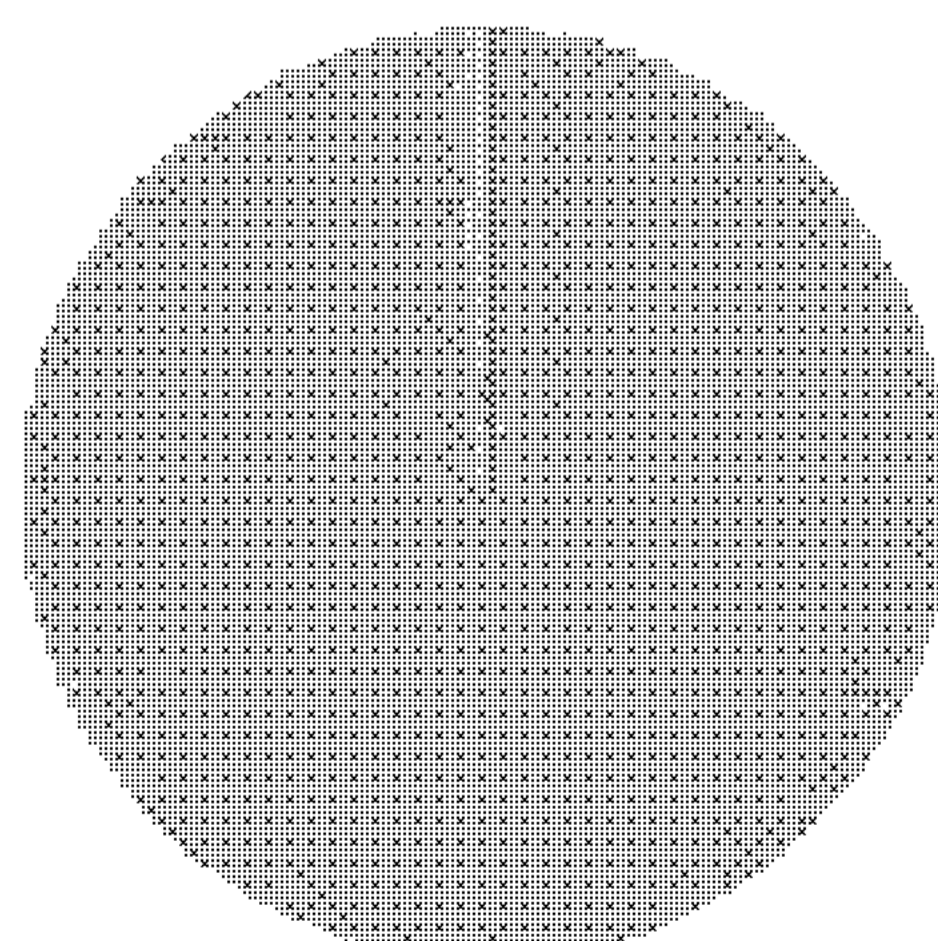
Student Subgroups

	This School	State Average
Students participating in free or reduced-price lunch program	66%	27%
Percentage of students with IEPs (Individualized Education Program)	6%	12%
Limited English proficient	<1%	4%

Source: NJ Dept. of Education, 2006-2007

[The Achievement Gap: Is Your School Helping All Students? >](#)

Home Languages of All Students



Language	This School
English	100%
Spanish	<1%

Source: NJ Dept. of Education, 2006-2007

[Bilingual Education: Overview and Online Resources >](#)

Attendance

	This School	State Average
Attendance rate	93%	94%

Source: NJ Dept. of Education, 2006-2007

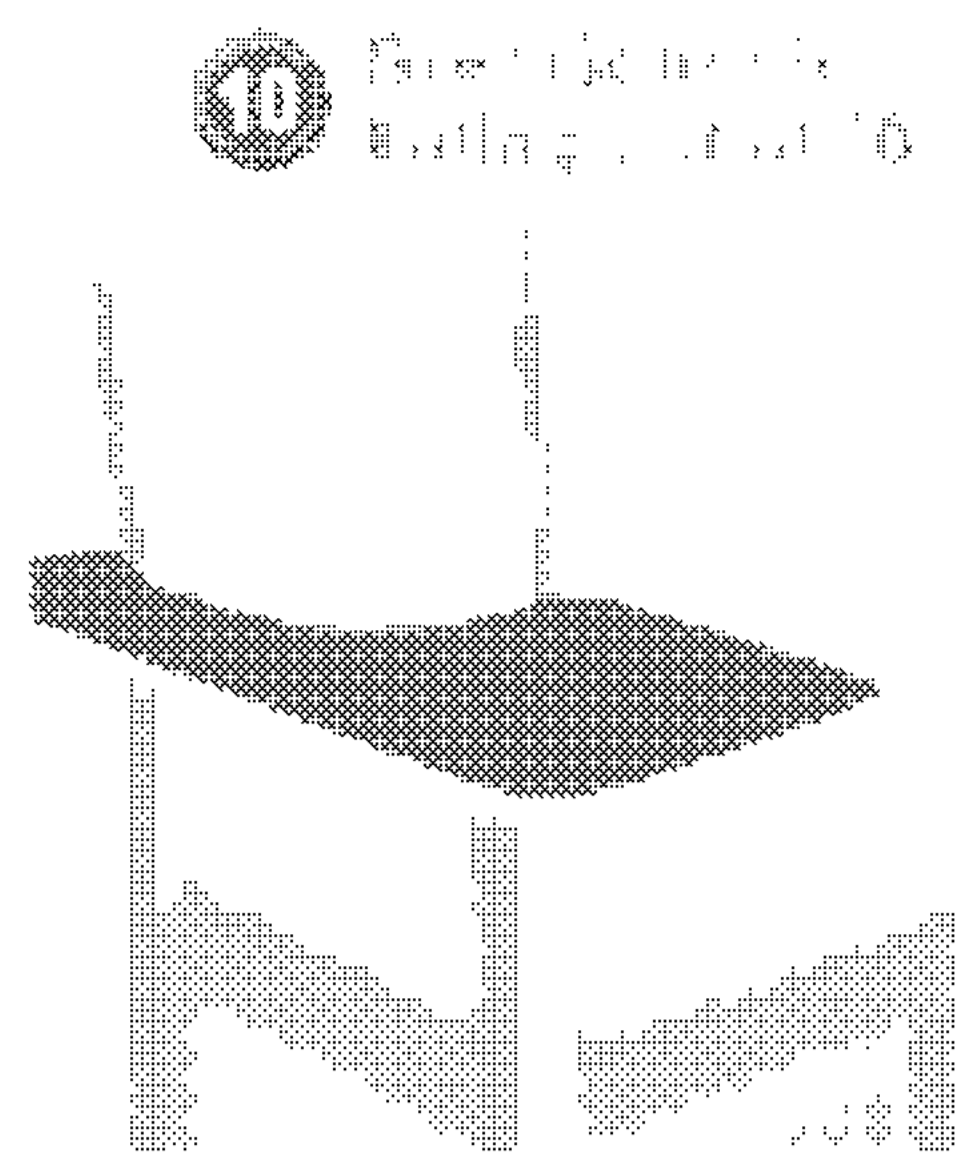
[School Attendance: Issues to Consider >](#)

[Compare with student information from nearby schools](#)

◀ Previous: [Teachers](#)

Next: [Spending Per Pupil](#) ▶▶

[Back to top >](#)

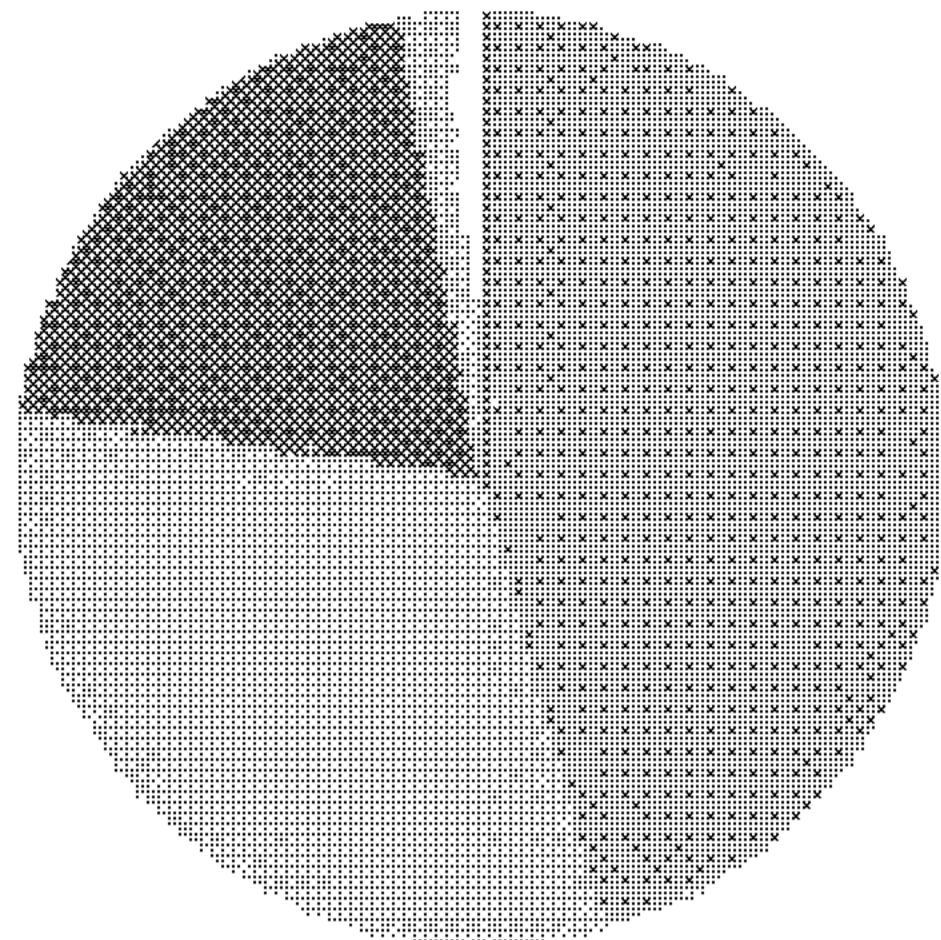


LEARN ABOUT THIS SCHOOL'S:

- [Teachers](#)
- [Students](#)
- [Spending Per Pupil](#)
- [Advanced Placement Exams](#)

Students

Student Ethnicity



Ethnicity	This School	State Average
Black	46%	17%
Hispanic	32%	19%
White	20%	56%
Asian	2%	8%
Native American	<1%	<1%

Source: NJ Dept. of Education, 2006-2007

[How Important is Cultural Diversity at Your School? >](#)

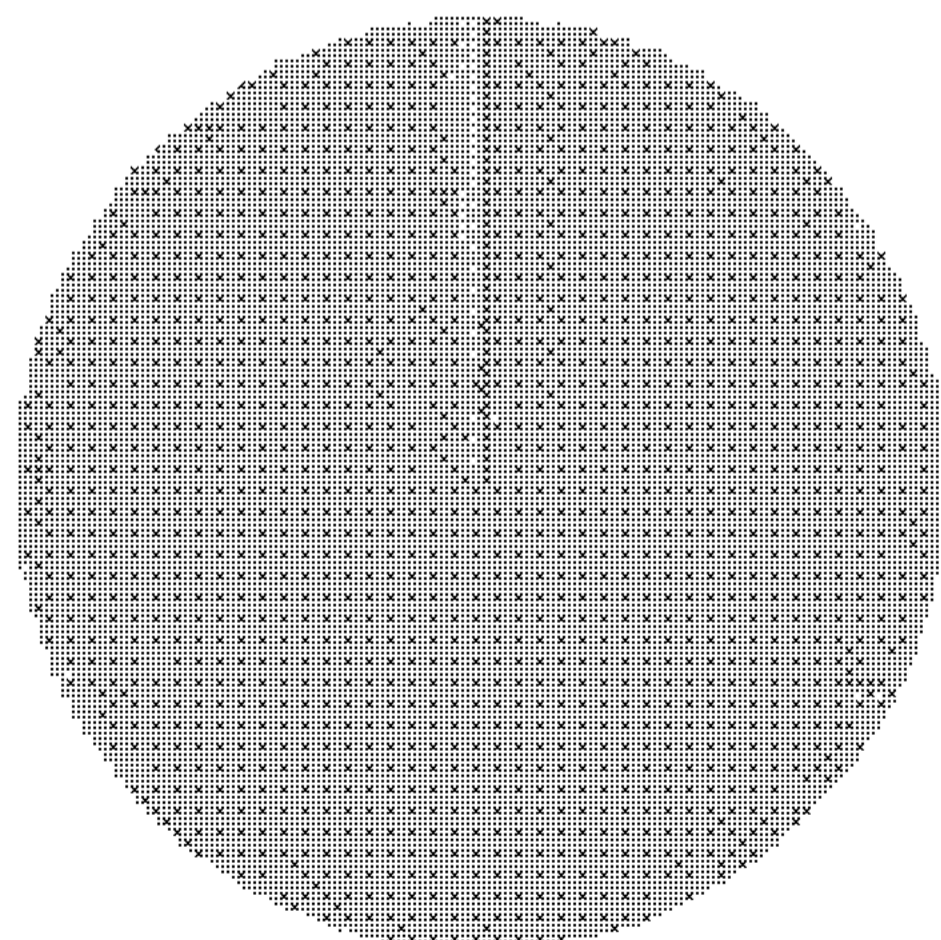
Student Subgroups

	This School	State Average
Students participating in free or reduced-price lunch program	55%	27%
Percentage of students with IEPs (Individualized Education Program)	3%	12%
Limited English proficient	<1%	4%

Source: NJ Dept. of Education, 2006-2007

[The Achievement Gap: Is Your School Helping All Students? >](#)

Home Languages of All Students



Language	This School
English	100%
Spanish	<1%

Source: NJ Dept. of Education, 2006-2007

[Bilingual Education: Overview and Online Resources >](#)

Attendance

	This School	State Average
Attendance rate	94%	94%

Source: NJ Dept. of Education, 2006-2007

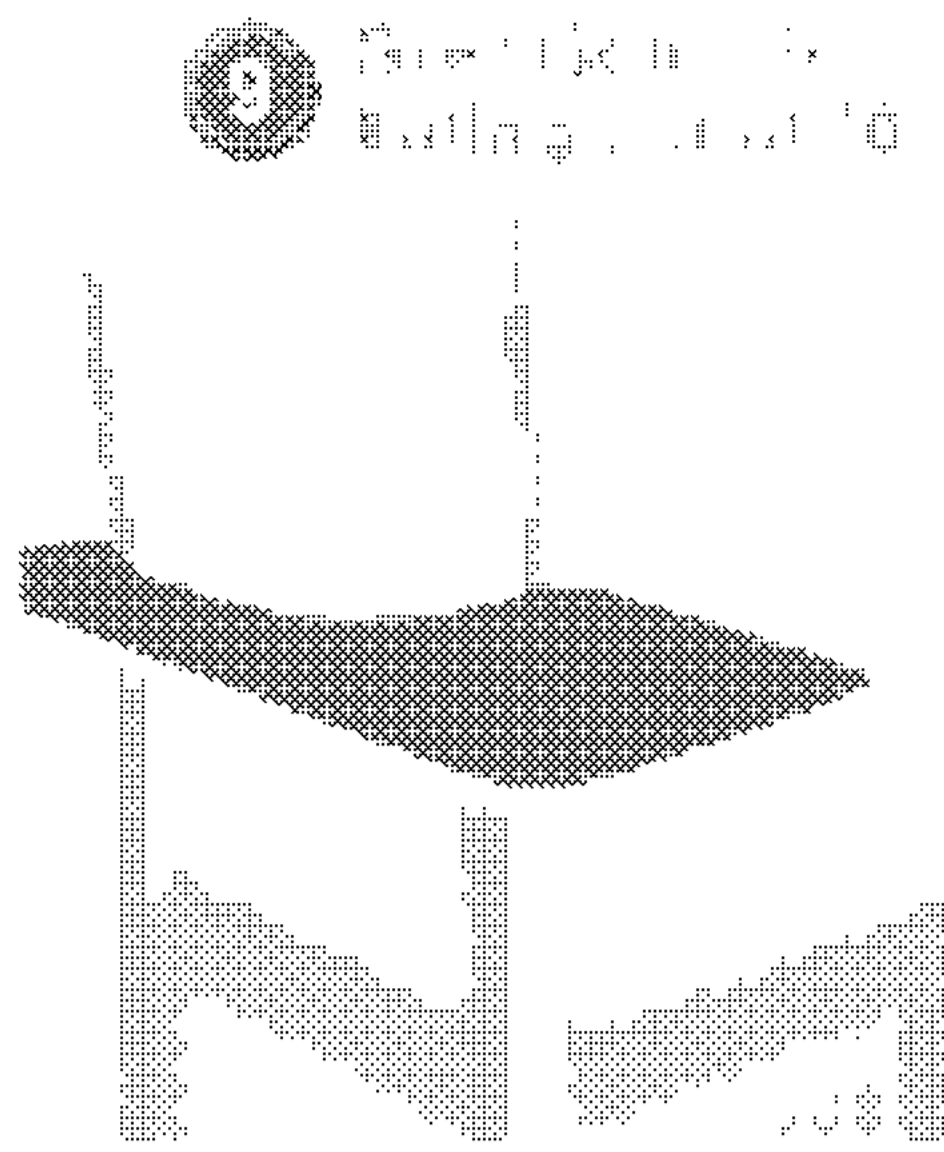
[School Attendance: Issues to Consider >](#)

[Compare with student information from nearby schools](#)

◀ Previous: [Teachers](#)

Next: [Spending Per Pupil](#) ▶▶

[Back to top >](#)

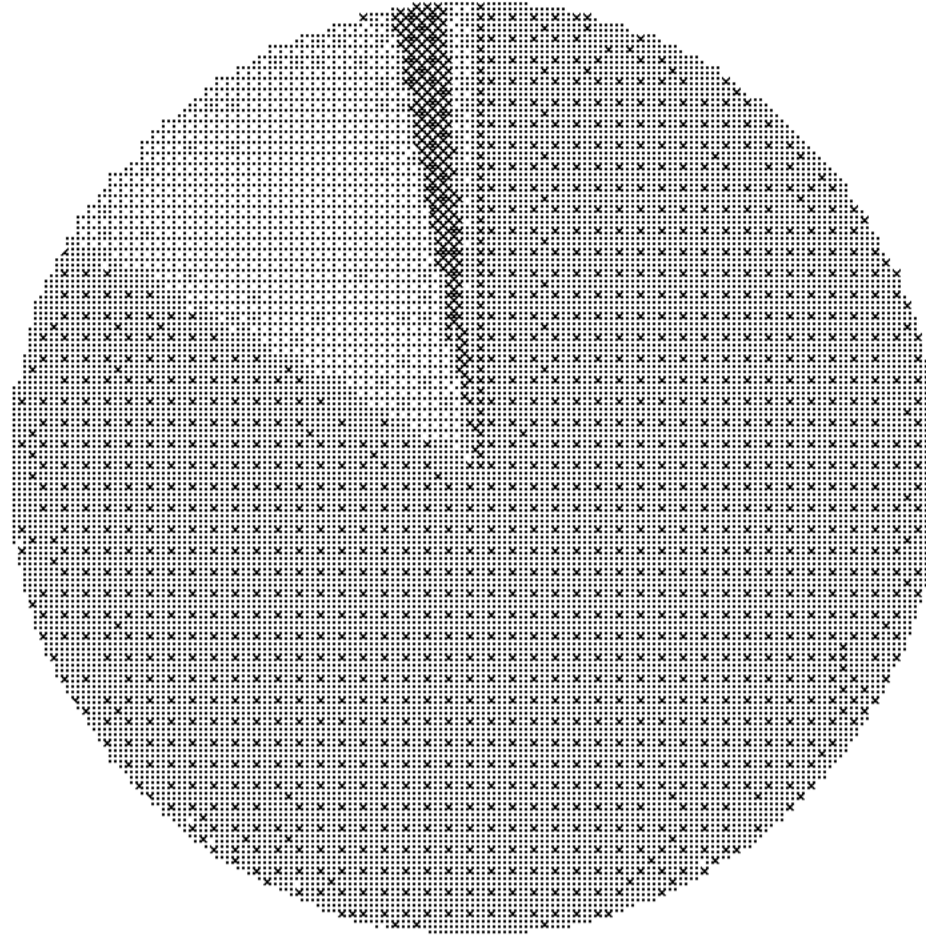


LEARN ABOUT THIS SCHOOL'S:

- [Teachers](#)
- [Students](#)
- [Spending Per Pupil](#)
- [Advanced Placement Exams](#)

Students

Student Ethnicity



Ethnicity	This School	State Average
Black	83%	17%
Hispanic	14%	19%
Asian	2%	8%
White	<1%	56%

Source: NJ Dept. of Education, 2006-2007

[How Important is Cultural Diversity at Your School? >](#)

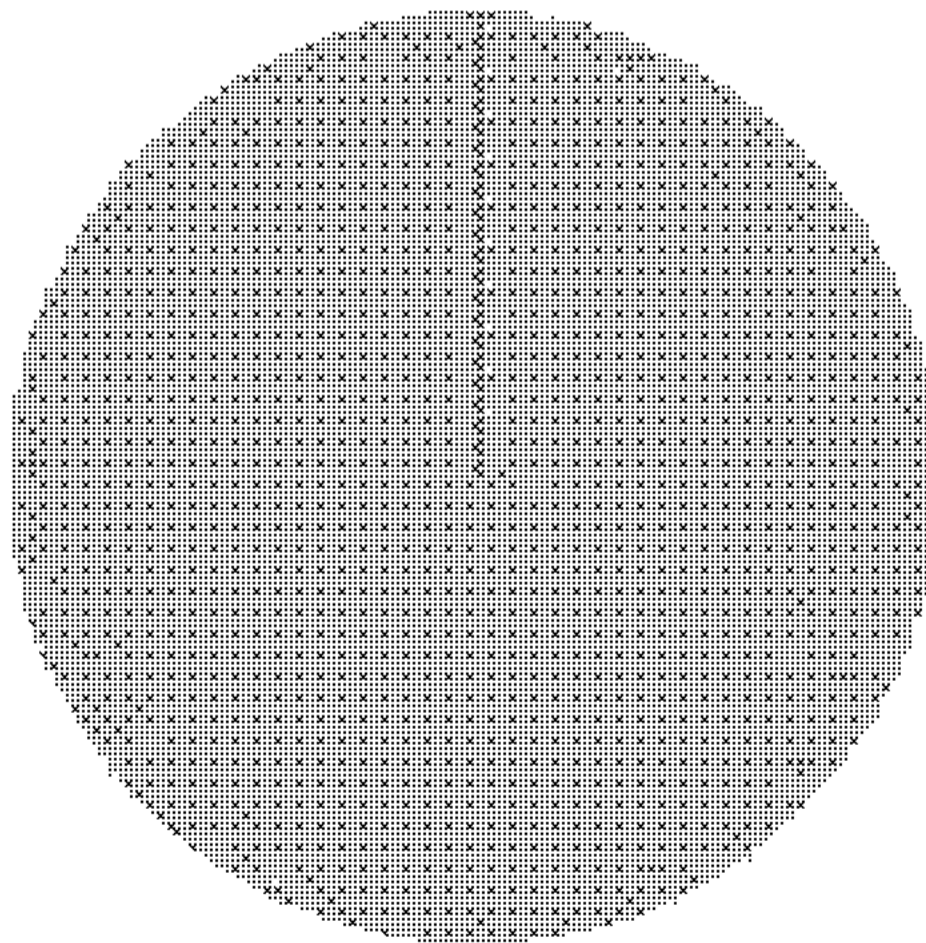
Student Subgroups

	This School	State Average
Students participating in free or reduced-price lunch program	65%	27%
Percentage of students with IEPs (Individualized Education Program)	8%	12%
Limited English proficient	na	4%

Source: NJ Dept. of Education, 2006-2007

[The Achievement Gap: Is Your School Helping All Students? >](#)

Home Languages of All Students



Language	This School
English	100%

Source: NJ Dept. of Education, 2006-2007

[Bilingual Education: Overview and Online Resources >](#)

Attendance

	This School	State Average
Attendance rate	95%	94%

Source: NJ Dept. of Education, 2006-2007

[School Attendance: Issues to Consider >](#)

[Compare with student information from nearby schools](#)

◀ Previous: [Teachers](#)

Next: [Spending Per Pupil](#) ▶▶

[Back to top >](#)

Project Narrative

Appendix B--Checklist (optional)

Attachment 1:

Title: **MSU Checklist** Pages: **11** Uploaded File: **Checklist.pdf**

23. OPTIONAL CHECKLIST—APPENDIX B

Program Requirements

To be considered for funding, applicants *must* address the following program requirements and authorized activities contained in section 202 Higher Education Opportunity Act.

To ensure the fulfillment of every program requirement and authorized activity listed below, the Department encourages you, the applicant, to check the corresponding box on the left side of the page along with indicating the page number(s) where the specific component is located.

General Application Requirements	
<input type="checkbox"/> (1) _____	(1) Application.—Each eligible partnership describing a grant under this section shall submit an application to the Secretary at such time, in such manner, and accompanied by such information as the Secretary may require. Each such application shall contain—
<input checked="" type="checkbox"/> (A) <u>1-9</u>	(A) A needs assessment of the partners in the eligible partnership with respect to the preparation, ongoing training, professional development, and retention of general education and special education teachers, principals, and, as applicable, early childhood educators.
<input checked="" type="checkbox"/> (B) <u>18-19</u> <u>21-23</u> <u>28-29</u>	(B) A description of the extent to which the program to be carried out with grant funds, as described in Section 202(c), will prepare prospective and new teachers with strong teaching skills.
<input checked="" type="checkbox"/> (C) <u>17-19, 22-23,</u> <u>29-30</u>	(C) A description of how such program will prepare prospective and new teachers to understand and use research and data to modify and improve classroom instruction.
<input checked="" type="checkbox"/> (i) <u>38-39</u> (ii) <u>37-39</u>	(D) A description of— (i) how the eligible partnership will coordinate strategies and activities assisted under the grant with other teacher preparation or professional development programs, including programs funded under the Elementary and Secondary Education Act of 1965 and the Individuals with Disabilities Education Act, and through the National Science Foundation; and (ii) how the activities of the partnership will be consistent with State, local, and other education reform activities that promote teacher quality and student academic achievement.
<input checked="" type="checkbox"/> (E) _____ (i) <u>39-42</u> (ii) <u>Budget</u> <u>Justification</u> (iii) <u>Budget</u> <u>Justification, 55-61,</u> <u>Appendix D.4</u>	(E) An assessment that describes the resources available to the eligible partnership, including— (i) the integration of funds from other related sources; (ii) the intended use of the grant funds; and (iii) the commitment of the resources of the partnership to the activities assisted under this section, including financial support, faculty participation, and time commitments, and to the continuation of the activities when the grant ends.

<p>(i) _____</p> <p>(ii) <u>9-37</u></p> <p>(iii) <u>N/A</u></p> <p>(iv) <u>43-52</u></p> <p>(v) _____</p> <p>(I) <u>N/A</u></p> <p>(II) <u>21-23</u></p> <p>(vi) <u>22-23, 29, 31, 33</u></p> <p>(vii) <u>22-23, 29, 31, 33</u></p> <p>(viii) _____</p> <p>(I) <u>17-20, 32, 33</u></p> <p>(II) <u>22,23</u></p> <p>(ix) <u>12-19</u></p> <p>(x) <u>30-37</u></p> <p>(xi) <u>43-52</u></p>	<p>(F) A description of—</p> <p>(i) how the eligible partnership will meet the purposes of this part;</p> <p>(ii) how the partnership will carry out the activities required under subsection (d) or (e), based on the needs identified in paragraph (1), with the goal of improving student academic achievement;</p> <p>(iii) if the partnership chooses to use funds under this section for a project or activities under Section 202(f) or Section 202(g), how the partnership will carry out such project or required activities based on the needs identified in paragraph (A), with the goal of improving student academic achievement;</p> <p>(iv) the partnership’s evaluation plan under section 204(a);</p> <p>(v) how the partnership will align the teacher preparation program under Section 202(c) with the—</p> <p>(I) State early learning standards for early childhood education programs, as appropriate, and with the relevant domains of early childhood development; and</p> <p>(II) student academic achievement standards and academic content standards under section 1111(b)(2) of the Elementary and Secondary Education Act of 1965, established by the State in which the partnership is located;</p> <p>(vi) how the partnership will prepare general education teachers to teach students with disabilities, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act;</p> <p>(vii) how the partnership will prepare general education and special education teachers to teach students who are limited English proficient;</p> <p>(viii) how faculty at the partner institution will work, during the term of the grant, with highly qualified teachers in the classrooms of high-need schools served by the high need local educational agency in the partnership to—</p> <p>(I) provide high-quality professional development activities to strengthen the content knowledge and teaching skills of elementary school and secondary school teachers; and</p> <p>(II) train other classroom teachers to implement literacy programs that incorporate the essential components of reading instruction;</p> <p>(ix) how the partnership will design, implement, or enhance a year-long and rigorous teaching preservice clinical program component;</p> <p>(x) how the partnership will support in-service professional development strategies and activities; and</p> <p>(xi) how the partnership will collect, analyze, and use data on the retention of all teachers and early childhood educators in schools and early childhood education programs located in the geographic area served by the partnership to evaluate the effectiveness of the partnership’s teacher and educator support system.</p>
<p><input checked="" type="checkbox"/></p> <p>(i) <u>28-30</u></p> <p>(ii) <u>10, 17-18, 24-25</u></p>	<p>(G) With respect to the induction program required as part of the activities carried out under this section—</p> <p>(i) a demonstration that the schools and departments within the institution of higher education that are part of the induction program will effectively prepare teachers, including providing content expertise and expertise in teaching, as appropriate;</p> <p>(ii) a demonstration of the eligible partnership’s capability and commitment to, and the accessibility to and involvement of faculty in, the use of empirically-based practice and scientifically valid research on teaching and learning;</p>

(iii) <u>28-30</u>	(iii) a description of how the teacher preparation program will design and implement an induction program to support, through not less than the first two years of teaching, all new teachers who are prepared by the teacher preparation program in the partnership and who teach in the high-need local educational agency in the partnership, and, to the extent practicable, all new teachers who teach in such high-need local educational agency, in the further development of the new teachers' teaching skills, including the use of mentors who are trained and compensated by such program for the mentors' work with new teachers; and
(iv) <u>28, 32, 40, 59-60</u>	(iv) a description of how faculty involved in the induction program will be able to substantially participate in an early childhood education program or an elementary school or secondary school classroom setting, as applicable, including release time and receiving workload credit for such participation.
Accountability and Evaluation	
<input checked="" type="checkbox"/> (1) <u>43-52</u>	(1) ELIGIBLE PARTNERSHIP EVALUATION.—Each eligible partnership submitting an application for a grant under this part shall establish, and include in such application, an evaluation plan that includes strong and measurable performance objectives. The plan shall include objectives and measures for increasing—
<input checked="" type="checkbox"/> (A) <u>43-46</u>	(A) Achievement for all prospective and new teachers, as measured by the eligible partnership.
<input checked="" type="checkbox"/> (B) <u>45, 46, 49, 50</u>	(B) Teacher retention in the first three years of a teacher's career.
<input checked="" type="checkbox"/> (C) <u>45, 46, 51</u>	(C) Improvement in the pass rates and scaled scores for initial State certification or licensure of teachers.
<input checked="" type="checkbox"/> (i) <u>49-52</u> (ii) <u>49-52</u> (iii) <u>49-52</u> (iv) <u>49-52</u> (v) <u>49-52</u> (vi) <u>49-52</u> (vii) <u>49-52</u>	(D) (i) the percentage of highly qualified teachers hired by the high-need local educational agency participating in the eligible partnership; (ii) the percentage of highly qualified teachers hired by the high-need local educational agency who are members of underrepresented groups; (iii) the percentage of highly qualified teachers hired by the high-need local educational agency who teach high-need academic subject areas (such as reading, mathematics, science, and foreign language, including less commonly taught languages and critical foreign languages); (iv) the percentage of highly qualified teachers hired by the high-need local educational agency who teach in high-need areas (including special education, language instruction educational programs for limited English proficient students, and early childhood education); (v) the percentage of highly qualified teachers hired by the high-need local educational agency who teach in high-need schools, disaggregated by the elementary school and secondary school levels; (vi) as applicable, the percentage of early childhood education program classes in the geographic area served by the eligible partnership taught by early childhood educators who are highly competent; and (vii) as applicable, the percentage of teachers trained—

(I) <u>N/A</u> (II) <u>49</u>	(I) to integrate technology effectively into curricula and instruction, including technology consistent with the principles of universal design for learning; and (II) to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of improving student academic achievement.
Pre-Baccalaureate Preparation of Teachers	
<input type="checkbox"/> (1) _____	(1) Implement reforms within each teacher preparation program—
<input type="checkbox"/> (I) _____ (II) _____ (III) _____ (ii) _____	(A)(i) preparing— (I) new or prospective teachers to be highly qualified (including teachers in rural school districts who may teach multiple subjects, special educators, and teachers of students who are limited English proficient who may teach multiple subjects); (II) such teachers and, as applicable, early childhood educators, to understand empirically based practice and scientifically valid research related to teaching and learning and the applicability of such practice and research, including through the effective use of technology, instructional techniques, and strategies consistent with the principles of universal design for learning, and through positive behavioral interventions and support strategies to improve student achievement; and (III) as applicable, early childhood educators to be highly competent; and (ii) promoting strong teaching skills and, as applicable, techniques for early childhood educators to improve children’s cognitive, social, emotional, and physical development.
<input type="checkbox"/> (i) _____ (ii) _____ (I) _____ (II) _____ (III) _____ (IV) _____ (aa) _____ (bb) _____ (V) _____	(B) REQUIRED REFORMS.— The reforms shall include— (i) implementing teacher preparation program curriculum changes that improve, evaluate, and assess how well all prospective and new teachers develop teaching skills; (ii) using empirically-based practice and scientifically valid research, where applicable, about teaching and learning so that all prospective teachers and, as applicable, early childhood educators— (I) understand and can implement research-based teaching practices in classroom instruction; (II) have knowledge of student learning methods; (III) possess skills to analyze student academic achievement data and other measures of student learning, and use such data and measures to improve classroom instruction; (IV) possess teaching skills and an understanding of effective instructional strategies across all applicable content areas that enable general education and special education teachers and early childhood educators to— (aa) meet the specific learning needs of all students, including students with disabilities, students who are limited English proficient, students who are gifted and talented, students with low literacy levels and, as applicable, children in early childhood education programs; and (bb) differentiate instruction for such students; (V) can effectively participate as a member of the individualized education program team, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education

(VI) _____ (iii) _____ (iv) _____ (v) _____ (vi) _____	Act; and (VI) can successfully employ effective strategies for reading instruction using the essential components of reading instruction; (iii) ensuring collaboration with departments, programs, or units of a partner institution outside of the teacher preparation program in all academic content areas to ensure that prospective teachers receive training in both teaching and relevant content areas in order to become highly qualified, which may include training in multiple subjects to teach multiple grade levels as may be needed for individuals preparing to teach in rural communities and for individuals preparing to teach students with disabilities as described in section 602(10)(D) of the Individuals with Disabilities Education Act; (iv) developing and implementing an induction program; (v) developing admissions goals and priorities aligned with the hiring objectives of the high-need local educational agency in the eligible partnership; and (vi) implementing program and curriculum changes, as applicable, to ensure that prospective teachers have the requisite content knowledge, preparation, and degree to teach Advanced Placement or International Baccalaureate courses successfully.
<input type="checkbox"/> (2) _____	(2) CLINICAL EXPERIENCE AND INTERACTION. —Developing and improving a sustained and high-quality preservice clinical education program to further develop the teaching skills of all prospective teachers and, as applicable, early childhood educators, involved in the program. Such program shall do the following:
<input type="checkbox"/> (A) _____ (i) _____ (ii) _____	(A) Incorporate year-long opportunities for enrichment, including— (i) clinical learning in classrooms in high-need schools served by the high-need local educational agency in the eligible partnership, and identified by the eligible partnership; and (ii) closely supervised interaction between prospective teachers and faculty, experienced teachers, principals, other administrators, and school leaders at early childhood education programs (as applicable), elementary schools, or secondary schools, and providing support for such interaction.
<input type="checkbox"/> (B) _____	(B) Integrate pedagogy and classroom practice and promote effective teaching skills in academic content areas.
<input type="checkbox"/> (C) _____	(C) Provide high-quality teacher mentoring.
<input type="checkbox"/> (D) _____	(D) Be offered over the course of a program of teacher preparation.
<input type="checkbox"/> (E) _____	(E) Be tightly aligned with course work (and may be developed as a fifth year of a teacher preparation program).
<input type="checkbox"/> (F) _____	(F) Where feasible, allow prospective teachers to learn to teach in the same local educational agency in which the teachers will work, learning the instructional initiatives and curriculum of that local educational agency.
<input type="checkbox"/> (G) _____	(G) As applicable, provide training and experience to enhance the teaching skills of prospective teachers to better prepare such teachers to meet the unique needs of teaching in rural or urban communities.
<input type="checkbox"/> (H) _____	(H) Provide support and training for individuals participating in an activity for prospective or new teachers described in this paragraph or paragraph (1) or (3), and for individuals who serve as mentors for such teachers, based on each individual's experience. Such

(i)_____	support may include— (i) with respect to a prospective teacher or a mentor, release time for such individual's participation;
(ii)_____	(ii) with respect to a faculty member, receiving course workload credit and compensation for time teaching in the eligible partnership's activities; and
(iii)_____	(iii) with respect to a mentor, a stipend, which may include bonus, differential, incentive, or performance pay, based on the mentor's extra skills and responsibilities.
<input type="checkbox"/> (3)_____	(3) INDUCTION PROGRAMS FOR NEW TEACHERS.—Creating an induction program for new teachers or, in the case of an early childhood education program, providing mentoring or coaching for new early childhood educators.
<input type="checkbox"/> (4)_____	(4) SUPPORT AND TRAINING FOR PARTICIPANTS IN EARLY CHILDHOOD EDUCATION PROGRAMS.—In the case of an eligible partnership focusing on early childhood educator preparation, implementing initiatives that increase compensation for early childhood educators who attain associate or baccalaureate degrees in early childhood education.
<input type="checkbox"/> (5)_____	(5) TEACHER RECRUITMENT.—Developing and implementing effective mechanisms (which may include alternative routes to State certification of teachers) to ensure that the eligible partnership is able to recruit qualified individuals to become highly qualified teachers through the activities of the eligible partnership, which may include an emphasis on recruiting into the teaching profession—
<input type="checkbox"/> (A)_____	(A) Individuals from under represented populations.
<input type="checkbox"/> (B)_____	(B) Individuals to teach in rural communities and teacher shortage areas, including mathematics, science, special education, and the instruction of limited English proficient students; and
<input type="checkbox"/> (C)_____	(C) Mid-career professionals from other occupations, former military personnel, and recent college graduates with a record of academic distinction.
<input type="checkbox"/> (6)_____	(6) LITERACY TRAINING.—Strengthening the literacy teaching skills of prospective and, as applicable, new elementary school and secondary school teachers—
<input type="checkbox"/> (A)_____	(A) To implement literacy programs that incorporate the essential components of reading instruction.
<input type="checkbox"/> (B)_____	(B) To use screening, diagnostic, formative, and summative assessments to determine students' literacy levels, difficulties, and growth in order to improve classroom instruction and improve student reading and writing skills.
<input type="checkbox"/> (C)_____	(C) To provide individualized, intensive, and targeted literacy instruction for students with deficiencies in literacy skills.
<input type="checkbox"/> (D)_____	(D) To integrate literacy skills in the classroom across subject areas.

Teacher Residency Program	
<input type="checkbox"/> (1) _____	(1) Teaching residency programs.-- An eligible partnership receiving a grant to carry out an effective teaching residency program shall carry out a program that includes all of the following activities:
<input checked="" type="checkbox"/> (A) <u>8-15, 18-19</u>	(A) Supporting a teaching residency program described in paragraph (2) for high-need subjects and areas, as determined by the needs of the high-need local educational agency in the partnership.
<input checked="" type="checkbox"/> (B) <u>16-17, 28, 30</u>	(B) Placing graduates of the teaching residency program in cohorts that facilitate professional collaboration, both among graduates of the teaching residency program and between such graduates and mentor teachers in the receiving school.
<input checked="" type="checkbox"/> (C) _____ (i) <u>18-24</u> (ii) <u>8-13, 17, 19</u> (iii) <u>28-30</u> (iv) _____	(C) Ensuring that teaching residents who participate in the teaching residency program receive— (i) effective preservice preparation as described in paragraph (2); (ii) teacher mentoring; (iii) support required through the induction program as the teaching residents enter the classroom as new teachers; and (iv) the preparation described in subparagraphs (A), (B), and (C) of subsection (d)(2).
<input type="checkbox"/> (2) _____	(2) TEACHING RESIDENCY PROGRAMS.—and conditions specified by the eligible partnership, as necessary.
<input checked="" type="checkbox"/> (A) <u>9-10</u> (i) <u>9-11, 18-19</u> (ii) <u>19-24</u> (iii) <u>10-11, 18-19, 28-29</u> (I) <u>13-14, 17-21</u> (II) <u>10-13, 18-19, 28-34</u> (III) <u>28, 59</u> (iv) <u>27-28</u>	(A) ESTABLISHMENT AND DESIGN.— A teaching residency program under this paragraph shall be a program based upon models of successful teaching residencies that serves as a mechanism to prepare teachers for success in the high-need schools in the eligible partnership, and shall be designed to include the following characteristics of successful programs: (i) The integration of pedagogy, classroom practice, and teacher mentoring. (ii) Engagement of teaching residents in rigorous graduate-level course work to earn a master's degree while undertaking a guided teaching apprenticeship. (iii) Experience and learning opportunities alongside a trained and experienced mentor teacher— (I) whose teaching shall complement the residency program so that classroom clinical practice is tightly aligned with coursework; (II) who shall have extra responsibilities as a teacher leader of the teaching residency program, as a mentor for residents, and as a teacher coach during the induction program for new teachers, and for establishing, within the program, a learning community in which all individuals are expected to continually improve their capacity to advance student learning; and (III) who may be relieved from teaching duties as a result of such additional responsibilities. (iv) The establishment of clear criteria for the selection of mentor teachers based on measures of teacher effectiveness and the appropriate subject area knowledge. Evaluation of teacher effectiveness shall be based on, but not limited to, observations

<p>(I) <u>27-28</u></p> <p>(II) <u>27-28</u></p> <p>(III) <u>27-28</u></p> <p>(IV) <u>27-28</u></p> <p>(V) <u>27-28</u></p> <p>(v) <u>16-17</u></p> <p>(vi) <u>24-27</u></p> <p>(I) <u>24-27</u></p> <p>(II) <u>24-27</u></p> <p>(vii) <u>28-37</u></p>	<p>of the following:</p> <p>(I) Planning and preparation, including demonstrated knowledge of content, pedagogy, and assessment, including the use of formative and diagnostic assessments to improve student learning.</p> <p>(II) Appropriate instruction that engages students with different learning styles.</p> <p>(III) Collaboration with colleagues to improve instruction.</p> <p>(IV) Analysis of gains in student learning, based on multiple measures that are valid and reliable and that, when feasible, may include valid, reliable, and objective measures of the influence of teachers on the rate of student academic progress.</p> <p>(V) In the case of mentor candidates who will be mentoring new or prospective literacy and mathematics coaches or instructors, appropriate skills in the essential components of reading instruction, teacher training in literacy instructional strategies across core subject areas, and teacher training in mathematics instructional strategies, as appropriate.</p> <p>(v) Grouping of teaching residents in cohorts to facilitate professional collaboration among such residents.</p> <p>(vi) The development of admissions goals and priorities—</p> <p>(I) that are aligned with the hiring objectives of the local educational agency partnering with the program, as well as the instructional initiatives and curriculum of such agency, in exchange for a commitment by such agency to hire qualified graduates from the teaching residency program; and</p> <p>(II) which may include consideration of applicants who reflect the communities in which they will teach as well as consideration of individuals from underrepresented populations in the teaching profession.</p> <p>(vii) Support for residents, once the teaching residents are hired as teachers of record, through an induction program, professional development, and networking opportunities to support the residents through not less than the residents' first two years of teaching.</p>
<p><input checked="" type="checkbox"/> (B) _____</p> <p>(i) <u>24-26</u></p> <p>(I) <u>24-26</u></p> <p>(II) <u>24-26</u></p> <p>(ii) <u>24-26</u></p> <p>(I) <u>24-26</u></p> <p>(II) <u>24-26</u></p> <p>(III) <u>24-26</u></p>	<p>(B) SELECTION OF INDIVIDUALS AS TEACHER RESIDENTS.—</p> <p>(i) ELIGIBLE INDIVIDUAL.—In order to be eligible to be a teacher resident in a teaching residency program under this paragraph, an individual shall—</p> <p>(I) be a recent graduate of a four-year institution of higher education or a mid-career professional from outside the field of education possessing strong content knowledge or a record of professional accomplishment; and</p> <p>(II) submit an application to the teaching residency program.</p> <p>(ii) SELECTION CRITERIA.—An eligible partnership carrying out a teaching residency program under this subsection shall establish criteria for the selection of eligible individuals to participate in the teaching residency program based on the following characteristics:</p> <p>(I) Strong content knowledge or record of accomplishment in the field or subject area to be taught.</p> <p>(II) Strong verbal and written communication skills, which may be demonstrated by performance on appropriate tests.</p> <p>(III) Other attributes linked to effective teaching, which may be determined by interviews or performance assessments, as specified by the eligible partnership.</p>
<p><input checked="" type="checkbox"/></p>	<p>(C) STIPENDS OR SALARIES; APPLICATIONS; AGREEMENTS; REPAYMENTS.—</p> <p>(i) STIPENDS OR SALARIES.—A teaching residency program under this subsection</p>

(i) <u>26</u>	shall provide a one-year living stipend or salary to teaching residents during the one-year teaching residency program.
(ii) <u>26</u>	(ii) APPLICATIONS FOR STIPENDS OR SALARIES.— Each teacher residency candidate desiring a stipend or salary during the period of residency shall submit an application to the eligible partnership at such time, and containing such information and assurances, as the eligible partnership may require.
(iii) <u>26</u>	(iii) AGREEMENTS TO SERVE.—Each application submitted under clause (ii) shall contain or be accompanied by an agreement that the applicant will—
(I) <u>26</u>	(I) serve as a full-time teacher for a total of not less than three academic years immediately after successfully completing the one-year teaching residency program;
(II) <u>26</u>	(II) fulfill the requirement under subclause (I) by teaching in a high-need school served by the high-need local educational agency in the eligible partnership and teach a subject or area that is designated as high need by the partnership;
(III) <u>26</u>	(III) provide to the eligible partnership a certificate, from the chief administrative officer of the local educational agency in which the resident is employed, of the employment required in subclauses (I) and (II) at the beginning of, and upon completion of, each year or partial year of service;
(IV) <u>26-27</u>	(IV) meet the requirements to be a highly qualified teacher, as defined in section 9101 of the Elementary and Secondary Education Act of 1965, or section 602 of the Individuals with Disabilities Education Act, when the applicant begins to fulfill the service obligation under this clause; and
(V) <u>26</u>	(V) comply with the requirements set by the eligible partnership under clause (iv) if the applicant is unable or unwilling to complete the service obligation required by this clause.
(iv) <u>26</u>	(iv) REPAYMENTS.—
(I) <u>26</u>	(I) IN GENERAL.—A grantee carrying out a teaching residency program under this paragraph shall require a recipient of a stipend or salary under clause (i) who does not complete, or who notifies the partnership that the recipient intends not to complete, the service obligation required by clause (iii) to repay such stipend or salary to the eligible partnership, together with interest, at a rate specified by the partnership in the agreement, and in accordance with such other terms and conditions specified by the eligible partnership, as necessary.
(II) <u>26</u>	(II) OTHER TERMS AND CONDITIONS.—Any other terms and conditions specified by the eligible partnership may include reasonable provisions for pro-rata repayment of the stipend or salary described in clause (i) or for deferral of a teaching resident's service obligation required by clause (iii), on grounds of health, incapacitation, inability to secure employment in a school served by the eligible partnership, being called to active duty in the Armed Forces of the United States, or other extraordinary circumstances.
(III) <u>26</u>	(III) USE OF REPAYMENTS.—An eligible partnership shall use any repayment received under this clause to carry out additional activities that are consistent with the purposes of this subsection.

Partnership grants for the development of leadership programs	
<input type="checkbox"/> (1)____ —	(1) IN GENERAL.—An eligible partnership that receives a grant under this section may carry out an effective school leadership program, which may be carried out in partnership with a local educational agency located in a rural area and that shall include all of the following activities:
<input type="checkbox"/> (A)____	(A) Preparing individuals enrolled or preparing to enroll in school leadership programs for careers as superintendents, principals, early childhood education program directors, or other school leaders (including individuals preparing to work in local educational agencies located in rural areas who may perform multiple duties in addition to the role of a school leader).
<input type="checkbox"/> (B)____ (i)____ (ii)____ (iii)____ (iv)____ (v)____ (vi)____	(B) Promoting strong leadership skills and, as applicable, techniques for school leaders to effectively— (i) create and maintain a data-driven, professional learning community within the leader’s school; (ii) provide a climate conducive to the professional development of teachers, with a focus on improving student academic achievement and the development of effective instructional leadership skills; (iii) understand the teaching and assessment skills needed to support successful classroom instruction and to use data to evaluate teacher instruction and drive teacher and student learning; (iv) manage resources and school time to improve student academic achievement and ensure the school environment is safe; (v) engage and involve parents, community members, the local educational agency, businesses, and other community leaders, to leverage additional resources to improve student academic achievement; and (vi) understand how students learn and develop in order to increase academic achievement for all students.
<input type="checkbox"/> (C)____ (i)____ (ii)____ (iii)____	(C) Ensuring that individuals who participate in the school leadership program receive— (i) effective preservice preparation as described in subparagraph (D); (ii) mentoring; and (iii) if applicable, full State certification or licensure to become a school leader.
<input type="checkbox"/> (D)____ (i)____ (I)____ (ii)____ (iii)____	(D) Developing and improving a sustained and high quality preservice clinical education program to further develop the leadership skills of all prospective school leaders involved in the program. Such clinical education program shall do the following: (i) Incorporate year-long opportunities for enrichment, including— (I) clinical learning in high-need schools served by the high-need local educational agency or a local educational agency located in a rural area in the eligible partnership and identified by the eligible partnership; and (II) closely supervised interaction between prospective school leaders and faculty, new and experienced teachers, and new and experienced school leaders, in such high-need schools. (ii) Integrate pedagogy and practice and promote effective leadership skills, meeting the unique needs of urban, rural, or geographically isolated communities, as applicable. (iii) Provide for mentoring of new school leaders.

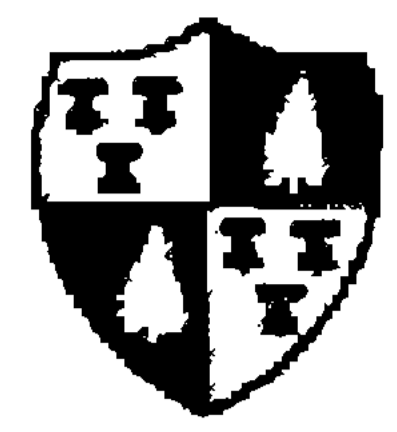
<input type="checkbox"/> (E) _____	(E) Creating an induction program for new school leaders.
<input type="checkbox"/> (F) _____ (i) _____ (ii) _____ (iii) _____	(F) Developing and implementing effective mechanisms to ensure that the eligible partnership is able to recruit qualified individuals to become school leaders through the activities of the eligible partnership, which may include an emphasis on recruiting into school leadership professions— (i) individuals from underrepresented populations; (ii) individuals to serve as superintendents, principals, or other school administrators in rural and geographically isolated communities and school leader shortage areas; and (iii) mid-career professionals from other occupations, former military personnel, and recent college graduates with a record of academic distinction.
<input type="checkbox"/> (2) _____	(2) SELECTION OF INDIVIDUALS FOR THE LEADERSHIP PROGRAM.— In order to be eligible for the school leadership program under this subsection, an individual shall be enrolled in or preparing to enroll in an institution of higher education, and shall—
<input type="checkbox"/> (i) _____ (ii) _____ (iii) _____ (iv) _____	(A) Be a— (i) recent graduate of an institution of higher education; (ii) mid-career professional from outside the field of education with strong content knowledge or a record of professional accomplishment; (iii) current teacher who is interested in becoming a school leader; or (iv) school leader who is interested in becoming a superintendent.
<input type="checkbox"/> (B) _____	(B) Submit an application to the leadership program.

Project Narrative

Appendix C--Matching Waiver

Attachment 1:

Title: **MSU Matching Waiver** Pages: **1** Uploaded File: **MSU Match Waiver.pdf**



MONTCLAIR STATE
UNIVERSITY

**Office of the Provost and
Vice President for Academic Affairs**
Voice: 973-655-4382
Fax: 973-655-7647

July 22, 2009

Dr. Peggi Zilenko
Director, Teacher Quality Programs
Office of Innovation and Improvement
U.S. Department of Education
Washington, D.C. 20202

Dear Dr. Zilenko,

Montclair State University (MSU) is requesting a waiver of 6% of matching funds for the first year and 59% of matching funds for the second year of this five year program. These will be used to supplement and not supplant other federal, state and local funds that would otherwise be expended to carry out the Teacher Quality Partnership program activities.

Based upon discussions with the fiscal officers at MSU and with our partners -- The Newark Public Schools (NPS), The New Jersey Department of Education, The National Commission on Teaching and America's Future, and The Newark Teachers Union -- we are requesting a waiver of non-federal matching funds due to economic hardship. Documentation for this request is on file with the fiscal officer at MSU. Without this waiver, Montclair State University would be unable to implement the activities described in the law.

We are able to provide a match of 100% for the third through the fifth years of this project.

Montclair State University has partnered with The Newark Public Schools, a high need district, for more than 20 years in preparing quality teachers for its system. We hope that you will look favorably upon this request to enable MSU and NPS to implement this important project.

Sincerely,

Willard P. Gingerich
Provost and Vice President, Academic Affairs

cc: Dr. Ada Beth Cutler, Dean, College of Education and Human Services, MSU
Dr. Clifford B. Janey, Superintendent, Newark Public Schools
Dr. Lucille E. Davy, NJ Department of Education
Dr. Robert Prezant, Dean, College of Science and Mathematics, MSU
Dr. Thomas Carroll, National Commission on Teaching and America's Future
Mr. Joseph Del Grosso, Newark Teachers Union

Project Narrative

Appendix D--Other

Attachment 1:

Title: **Appendix D** Pages: **152** Uploaded File: **Appendix D.pdf**

APPENDIX D

TABLE OF CONTENTS

APPENDIX D OTHER DOCUMENTS

D.1 Descriptions of the NMTRP Partners

D.2 Montclair State University Standards Aligned with NJ Professional Teaching Standards

D.3 Descriptions of Selected MSU Teacher Preparation Initiatives and Projects

D.4 Timelines

D.4.1 Timeline By Cohort

D.4.2 Timeline By Year and Objectives

D.5 Examples of MSU Performance Assessments for Teacher Education Candidates

D.6 Letters of Commitment and Memoranda of Understanding

D.7 CVs of Key Project Staff

APPENDIX D.1

Descriptions of the Newark Public Schools and Montclair State University Teaching Residency Program Partners

- **The Newark Public Schools**
- **Montclair State University**
- **Montclair State University College of Education & Human Services, and
College of Science and Mathematics**
- **Partner Schools**
- **New Jersey Department of Education**
- **National Commission on Teaching and America's Future**
- **RMC Corporation (Evaluators)**

APPENDIX D.1

Descriptions of the Newark Public Schools and Montclair State University Teaching Residency Program Partners

The Newark Public Schools. The city of Newark is New Jersey's largest city, with a population of 280,135 in 2007 (<http://factfinder.census.gov/>). Located approximately 15 miles from New York City, Newark is designated a "distressed city" and exemplifies the poverty and political isolation characteristic of large American cities. Newark's per capita income is just 63% of the U.S. per capita income; 21% of families live below the poverty line (compared to 10% for the U.S. as a whole) (<http://factfinder.census.gov/>).

The Newark Public Schools (NPS), the largest school district in New Jersey, is a high-need LEA, as reflected in its 27% poverty rate in the 2007 Census (see Appendix A). In fall 2007, NPS served a diverse population of 41,267 students in 73 schools. In 2007-08, 92.5% of students were of racial/ethnic minority backgrounds. (Fifty-nine percent were of African descent [African-American, Caribbean, and West African], 33% were Hispanic, and 8% were white.) Approximately 67% of NPS students in 2007-08 were from families with incomes low enough to qualify them for federal free or reduced-price lunch, although only 63% of eligible students received free or reduced-price lunch received that year (Association for Children of New Jersey, 2008). About 10% of students were speakers of home languages other than English, and 9% had Individualized Educational Plans (IEPs) for special needs students. In 1995, NPS became a state-operated school district based upon the State DOE determination that the district was not able to meet certain State Standards. Despite progress in many areas, the district remains under State operation.

Montclair State University. Founded as Montclair Normal School in 1908, Montclair State University (MSU) is located in northern New Jersey, approximately 13 miles west of New York City and 5 miles north of Newark. MSU enrolls almost 18,000 undergraduate and graduate students, and

offers 300 majors, minors, concentrations, and certificates. The university offers five doctoral programs, including Ed.D. programs in Pedagogy and in Mathematics Pedagogy. MSU was among the first group of institutions to have its teacher education program accredited by NCATE in 1954 and has been continuously accredited since then. The curriculum, pedagogy, and assessment of students in the MSU teacher education program are guided by a set of institutional standards (see standards in Appendix D.2). Central to those standards are the theory and practice of culturally responsive teaching—a framework that seeks to ensure that all completers of MSU’s teacher education program are prepared to teach students of diverse backgrounds (Villegas & Lucas, 2002). While such preparation is important for teachers in all settings, it is essential for teachers who are teaching in and preparing to teach in urban settings.

MSU is nationally recognized as a leading institution in the preparation of teachers and other professional educators, particularly those who work in high-need urban communities. In 2008, MSU’s teacher education program was named one of *Ten Leading Schools of Education* in the country by *Edutopia*, the journal of the George Lucas Educational Foundation. In 2009, the College of Education and Human Services at MSU was awarded the Wisniewski Award for Teacher Education by the Society of Professors of Education, an award given formally at the Annual Meeting of the American Education Research Association. Also in 2009, MSU’s school-university partnership, the MSUNER, was identified as a promising model for such partnerships in the Carnegie Policy Brief of the New Teacher Center (Goldrick, 2009). In 2002, the program received the Diversity Award from the American Association of Colleges for Teacher Education (AACTE). In 2001 the Center of Pedagogy was cited by the U.S. Department of Education as an exemplar of collaborative work in teacher preparation.

Montclair State University College of Education and Human Services and College of Science and Mathematics. The MSU College of Education and Human Services (CEHS) is the home of the

professional education courses and certification programs at MSU and is involved in all aspects of teacher preparation. However, in NJ, students major in disciplines, not in education, which means most preservice teachers at MSU have departmental homes outside CEHS (the only exceptions being Physical Education and Health Education). Many MSU arts and sciences faculty members recognize and embrace their central role in the education of teachers, supported by the Center of Pedagogy (CoP). Instructional methods courses in the content areas are taught in the arts and sciences departments, outside CEHS. As a result, and because of the ongoing collaboration through the CoP, these colleges, including the College of Science and Mathematics (CSAM), have been partners in many teacher preparation and professional development projects with MSUNER schools, especially those in NPS. Two current initiatives with significant involvement of faculty in the College of Science and Mathematics (CSAM) are the Partnership for Instructional Excellence for Quality Education (PIE-Q) network (described in the proposal) and the Traders to Teachers program, which recruits career changers and prepares them to be math teachers (see description in Appendix D.3). Mathematics and Science faculty participate in all aspects of these programs including admissions screening and decisions, mentoring teacher candidates, and providing professional development and collegial support to practicing teachers.

Partner Schools. *Franklin School*, the hub school for the elementary cluster, is a K-4 school serving 577 children, 20% of whom have Individualized Educational Programs (IEPs), 33% of whom are limited English proficient, and 64% of whom are from homes where Spanish is the first language. The school provides both a dual language, two-way immersion experience to support second language acquisition for all students and a bilingual/bicultural/ESL program for a substantial portion of the student body. While the school educates its neediest classified students in five self-contained classrooms, many students with special needs are included in general education settings throughout the building. Through a partnership between the NPS and the Children's Literacy Initiative, Franklin

students engage in research-based classroom literacy experiences and activities. Children regularly participate in technology-integrated learning experiences. Franklin School will serve as the hub school for a number of reasons: (1) The school has strong leaders who are committed to contributing to teacher development across the career continuum. The principal and assistant principal have a deep understanding of the benefit of preservice teachers for the school and the role of schools in teacher preparation. Both of them participated in Leaders for Teacher Preparing Schools, an initiative sponsored by the NNER in which experienced principals and prospective principals engaged in collaborative learning about the nature of the simultaneous renewal of P-12 education and teacher preparation. (2) The culture of the school is such that all teachers embrace the teacher development continuum and their role in the preparation and mentoring of preservice and new teachers. (3) Many teachers at Franklin are Clinical Faculty members who teach MSU courses as adjuncts and have been involved in MSUNER activities over the years, including teacher study groups and action research projects. (4) A number of MSU teacher preparation courses are taught on-site at Franklin, including the Student Teaching Seminar for elementary education candidates, and the Art Methods Course for future P-12 Art teachers. (5) A cohort of MSU student teachers is placed at Franklin School every semester, and many of those student teachers have gone on to teach in NPS.

Arts High School, the hub school for the secondary cluster, is the NPS academic secondary magnet school emphasizing fine and performing arts. The student body of 616 students is 63% African American, 28% Hispanic, and 9% white. In 2007-08, 8% of students had IEPs. The school aims to provide all students with the academic and artistic skills necessary to develop into accomplished creative artists “who will use their talents to help to bridge the differences in our society” (<http://education.state.nj.us/rc/rc08/narrative/13/3570/13-3570-010.html>). The curriculum integrates visual and performing arts with a rigorous academic study aligned to the New Jersey Core Curriculum Standards. Arts HS will be the secondary hub school for several reasons: (1) Like the

principal at Franklin School, the Arts HS principal also participated in the NNER Leaders for Teacher Preparing Schools initiative. She understands what it means to be a leader in such a school and embraces the nurturing of preservice, novice, and experienced teachers at every stage in their development. She was at the district office when NPS became involved in this initiative and was instrumental in that involvement. (2) As at Franklin, there are many MSU Clinical Faculty members at Arts HS. (3) Several sections of the introductory course for secondary preservice teachers, Public Purposes of Education, are taught on-site at the school every semester. Students in the course are given an orientation to the school and to NPS, allowed to shadow Arts HS teachers, and invited to attend community events and meetings through their affiliation with the school. (4) As at Franklin, a cohort of student teachers is placed at Arts HS every semester. (5) Arts HS regularly hosts the annual dinner and celebration of MSU cooperating teachers sponsored by the Newark Teacher Union.

Three additional elementary schools will be in the partnership. *First Avenue School*, the recipient of the National School Change award in 2003, is recognized as a successful K-8 school serving 1059 students in 2007-08, including many needing bilingual, ESL, and special education services. The majority (82%) of the students speak a language other than English at home, most of them (73% of the total) speaking Spanish. In 2007-08, 8% were classified as LEP and 10% had IEPs. *Maple Avenue School* is a K-8 school in Newark's South Ward that serves 503 students, all of whom speak English at home and 18% of whom have IEPs. The great majority (98%) of students are African American and 2% are Hispanic. All students participate in a visual and performing arts program. *McKinley School* is a P-6 grade school in the North Ward of Newark, where 29% of students have IEPs and 5% are classified LEP. McKinley seeks to meet the needs of its diverse students through its participation in the Children's Literacy Initiative, the integration of technology, and an inquiry-based, discovery approach to learning. Fourth, fifth, and sixth graders begin their days with a 120-minute

block of literacy instruction. Teachers meet weekly on grade level as well as across grades to plan the instructional program, including the collaborative creation of assessments.

Two additional college-preparatory high schools will be in the partnership. *University High School for the Humanities* is a magnet high school serving approximately 550 students in 7th-12th grades. In 2007-08, 8% of students had IEPs. While the enhanced humanities curriculum is the cornerstone of the school's academic program, the interdisciplinary nature of the sciences, arts, literature, mathematics, and history informs all coursework. University High includes the Teaching Academy, the Law Academy, and the Humanities Academy. During the ninth and tenth grades, students participate in the ancillary activities that are offered by the various academies. In the eleventh and twelfth grades, they elect appropriate course work for their chosen academy. Like their older peers, 7th and 8th graders are organized into teams. Technology is integrated throughout the curriculum, and distance learning links University High's students with students from high schools in several other New Jersey communities and with college students. Faculty and staff engage in ongoing professional development through Critical Friends Groups, peer mentoring, and team meetings. *Science High School*, the NPS magnet school for the sciences, has a rigorous application process and its students persistently pursue academic excellence while its graduates continue to excel in postgraduate studies. It includes three career academies—Pure, Applied and Behavioral Science—and offers an ever expanding list of elective courses to support each student's future career choices. To assure the holistic development of students, the school complements the curriculum with a full array of extra and co-curricular activities. In 2007-08, 2% of students had IEPs.

In the seven schools in the proposed TRP program, there is a particular need for teachers who are prepared to teach students with disabilities (especially in the elementary schools) and limited English proficient students (especially in two of the elementary schools). In all but two of the schools,

some classes were not taught by HQTs—with especially high proportions in two of the elementary schools. These data are shown in Table 2 below.

Table 2. Selected TRP School Characteristics (from School Report Cards, 2007-08)

School	% Classes Not Taught by HQTs	% Students with Individualized Education Plans (IEPs)	% Limited English Proficient Students
Franklin Elem	0	20	33
First Avenue Elem	0	10	8
Maple Avenue Elem	26.5	18	>1
McKinley Elem	10.5	29	5
Arts HS	5.0	8	0
Science HS	4.0	2	0
University HS	8.0	8	>1

Source: <http://education.state.nj.us/rc/rc08/index.html>

New Jersey Department of Education makes and carries out education policy for the state of New Jersey, including policies related teacher preparation and teacher quality.

National Commission on Teaching and America’s Future (NCTAF) works through partnerships with national organizations, policymakers, state agencies, school districts, business leaders, and the higher education community to raise awareness, mobilize stakeholders, and strengthen policies to improve teaching quality. NCTAF supports quality teaching through analysis, advocacy, action, and alliances.

- NCTAF conducts research and synthesizes findings that answer policy questions and contribute to constructive action steps to improve teaching quality.
- NCTAF convenes policy forums, hosts national summits and issues policy papers that inform, educate and build momentum around effective action strategies for improving teaching quality. NCTAF’s recommendations have shaped dozens of pieces of federal and state legislation – including provisions of NCLB, and the proposed amendments of the Higher Education Act.
- NCTAF creates demonstration sites to develop and refine cutting-edge teaching quality initiatives.

Working strategically with key partners, NCTAF develops projects that demonstrate new models

which can be scaled up and adopted into state policy. Our projects cover a range of topics including teacher preparation, mentoring and induction, learning communities, online learning and more.

- NCTAF partners with coalitions in 25 states and an expanding cluster of school districts. NCTAF convenes these partner coalitions at an annual National Symposium, which enables teams of state legislators, Governors' staff, chief state school officers, teacher leaders, leading researchers, high education leaders and K-12 faculty to share best practices, effective policies and lessons learned.

RMC Corporation. RMC Research Corporation, founded in January 1966, is a private, professional services and technical consulting firm specializing in research, evaluation, professional development, and technical assistance for educational and human service agencies at the federal, state, and local levels. In the last five years, RMC's contract awards from a wide variety of government agencies, community organizations, and private industry have totaled in excess of \$60 million. Clients have included various federal agencies and departments, including the Department of Health and Human Services; the Agency for Children, Families and Youth; U.S. Department of Education's Office of Elementary and Secondary Education; Office of Educational Research and Improvement; Office of Planning and Evaluation; Office of Vocational and Adult Education and the Office of Bilingual Education and Minority Affairs. Other federal agencies that have been clients of RMC Research include the Center for Disease Control; the Department of State; the Department of Labor and the Department of Defense Dependent Schools. RMC's clients have also included state education agencies, local schools and school districts, foundations, and private sector organizations such as the Annenberg Foundation, the Corporation for Public Broadcasting, AT&T, The Lightspan Partnership, the Mount Washington Observatory, the Pew Charitable Trust, The Rockefeller Foundation, Lila DeWitt Wallace Readers' Digest Foundation, and The Andy Warhol Foundation.

Because RMC has program offices in New York City, New York; Arlington, Virginia; Denver, Colorado; Tampa, Florida; Portland, Oregon; Austin, Texas; Eugene, Oregon; Sacramento, California;

and Portsmouth, New Hampshire (the location of our corporate office), we have had the opportunity to work in diverse urban and rural school and community settings, engage the talents and expertise of our staff from across offices, and provide efficient data collection reflecting a national perspective. The quality of RMC Research Corporation's performance is supported by the fact that more than two-thirds of current contracts represent re-competitions, contract option renewals, and new work awarded by former clients.

Specifically, RMC Research Corporation has extensive experience in designing and conducting both large-scale and moderate-sized evaluations at the national, state, and local levels aimed at describing population characteristics, program practices, outcomes, and the dynamic systems in which services are delivered. In addition, RMC has considerable experience in program evaluation of integrated service models, providing a unique perspective of "lessons learned" by other change and integration efforts. RMC Research Corporation's evaluations have addressed a wide range of educational areas such as reading/language arts, mathematics, science, technology, pre-school programs, afterschool programs, and English-language learners, as well as broad themes such as school reform, classroom assessment, institutional research, educational competencies and standards, teacher/administrator professional development, parent involvement, and community collaborations.

RMC's work includes needs assessment, logic model development, process and outcome evaluation, meta-evaluation, and professional development and technical assistance to promote the use of evaluation findings and recommendations. In addition, RMC evaluation teams utilize quasi-experimental evaluation designs to answer questions related to outcomes or impacts of programs designed to have significant, system-wide consequences. Additionally, case study or ethnographic designs based on sociological or anthropological models are used to provide in-depth descriptions to illuminate or illustrate the research findings of program evaluations. RMC evaluators honor the standards for professional, ethical conduct outlined by the American Evaluation Association, and

design evaluations that reflect the program and personnel evaluation standards that undergird the profession.

RMC Research Corporation staff members have conducted numerous focus groups, interviews, and observations at all levels of educational instruction (pre-K through post-graduate school) and all types of educational institutions. The observation and interview/focus group data collection processes include protocol and informed consent instrument design, pilot testing, and intensive training of the data collectors/observers. Data collection of this type can be very sensitive and resource intensive, and thus RMC Research Corporation uses only experienced staff members who are respectful of the participants involved, use strategies to maximize data collection opportunities within the context and stakeholder populations, and always maintain commitments to confidentiality.

RMC Research has also established its capacity to conduct sophisticated data analysis through the work it has performed on contracts related to program assessments and evaluation. Many of these contracts involved the ability to conduct scientifically-based research using randomized assignment as well as the analysis of collected data using traditional and advanced methodologies such as regression discontinuity, general linear regression, hierarchical linear modeling, analysis of variance/covariance and factor analysis. RMC Research Corporation utilizes a variety of analysis software for qualitative and quantitative data compilation, analysis, and reporting (Excel, SPSS, NVivo, etc.). It uses professional, innovative design software to produce its publications and reports (Microsoft Office, Windows Media, Adobe Indesign, Snag it, Camtasia, etc.).

APPENDIX D.2

**Alignment of Montclair State University Standards for Candidates in Initial Teacher Programs
with NCATE Elements and the New Jersey Professional Standards for Teachers**

APPENDIX D.2

Alignment of Montclair State University Standards for Candidates in Initial Teacher Programs with NCATE Elements and the New Jersey Professional Standards for Teachers

Alignment		MSU Standards for Candidates in Initial Teacher Programs
NCATE Elements	NJ Professional Standards for Teachers	
Content Knowledge	1(1i)	1a. Understand the concepts, structures, purposes, and processes of inquiry of their disciplines.
Pedagogy Content Knowledge	1 (1iii), 2 (2i), 4 (4i, 4iii), 7 (7iii)	1b. Know and can use various strategies, including media and technology, for creating learning experiences that make the subject matter accessible and meaningful to all students
Professional and Pedagogical Knowledge and skills	2 (2i, 2iii), 7	2. Candidates understand how children and adolescents learn and develop in a variety of school, family and community contexts, and can provide learning opportunities that support their students' intellectual, social, and personal development.
	1 (1ii), 3 (3i)	3a. Understand that a person's worldview is profoundly shaped by his or her life experiences, as mediated by factors such as race/ethnicity, social class, gender, and special needs.
	2 (2i)	3b. Understand the educability of all children, and that children bring varied talents, strengths, and perspectives to learning.
	3 (3i)	3c. Understand the supports for and barriers to culturally responsive teaching in school environments.
	1 (1ii, 1iii), 2(2i, 2iii)	3d. Understand that learners construct knowledge, drawing on prior knowledge and experience.
	2 (2i)	3e. Have skills for learning about the diverse students they teach, and the students' families and communities.
	2 (2i), 4 (4iii), 7 (7iii)	3f. Use knowledge of students and their lives to design and carry out instruction that builds on students' strengths while meeting their needs, taking into account issues of class, gender, race, ethnicity, language, sexual orientation, age, and special needs.
	4 (4i, 4iii), 9 (9i, 9iii)	4. Candidates plan instruction (a) based upon knowledge of subject matter, students, families, communities, and curriculum goals and standards; and (b) taking into account issues of class, gender, race, ethnicity, language, sexual orientation, age, and special needs in designing instruction.
	1 (1iii), 4 (4ii), 8 (8iii)	5. Candidates understand critical thinking and problem solving, and create learning experiences that promote the development of students' critical thinking and problem solving skills and dispositions.
	4 (4iii), 6 (6ii)	6. Candidates understand principles of democracy and plan and carry out instruction that promotes democratic values and communication in the classroom as well as critical reflection on the ideals, dispositions, and process of democracy.

Alignment		MSU Standards for Candidates in Initial Teacher Programs
NCATE Elements	NJ Professional Standards for Teachers	
Student Learning	4 (4iii), 5, 7 (7i, 7iii)	7. Candidates understand and use multiple forms of assessment to promote the intellectual, social, and physical development of learners and to inform instruction.
	6 (6i, 6ii, 6iii), 8	8a. Have students assume responsibility for themselves and one another, participate in decision making, work independently and collaboratively, and engage in purposeful activities.
	6 (6i, 6iii)	8b. Establish and maintain appropriate standards of classroom behavior.
	6 (6ii, 6iii)	8c. Provide an environment that is safe and conducive to learning.
	6 (6iii)	8d. Use instructional time effectively.
Professional and Pedagogical Knowledge and Skills	4 (4iii), 10 (10ii)	9. Candidates are reflective practitioners who continually (a) inquire into the nature of teaching and learning, (b) evaluate the effects of their choices and actions on others, and (c) seek out opportunities to grow professionally.
	9 (9i, 9ii, 9iii), 10 (10ii)	10. Candidates build relationships with school colleagues, families, and agencies in the larger community to support students' learning and well-being.
	8 (8iii)	11. Candidates speak and write English fluently and communicate clearly.
	2 (2ii), 7 (7ii)	12a. Belief that all children can learn.
	3 (3ii), 8 (8ii)	12b. Respect for individual and cultural differences, and appreciation of the basic worth of each individual and cultural group.
	2 (2ii)	12c. Belief that all children bring talents and strengths to learning.
	5 (5ii), 7 (7ii)	12d. Attitude that students' strengths are a basis for growth and their errors are opportunities for learning.
	3 (3ii)	12e. Commitment to using assessment to identify students' strengths and promote students' growth rather than to deny students access to learning opportunities.
	1 (1ii), 2 (2ii), 3 (3ii)	12f. Appreciation for multiple ways of knowing.
		12g. Commitment to the expression and use of democratic values in the classroom.
Professional and Pedagogical Knowledge and Skills (cont.)	10 (10ii)	12h. Commitment to critical reflection, inquiry, critical thinking, and life-long learning.
		12i. Commitment to the ethical and enculturating responsibilities of educators.
		12j. Belief in the potential of schools to promote social justice, and commitment to being agents of change/stewards of best practice.
	1 (1ii)	12k. Commitment to teaching

APPENDIX D.3

**Descriptions of Selected Montclair State University Teacher Preparation
Initiatives and Projects**

APPENDIX D.3

Descriptions of Selected Montclair State University Teacher Preparation Initiatives and Projects

A number of initiatives and projects have contributed to Montclair State University's evolution toward a teaching residency program. These are described briefly below.

The MSU Center of Pedagogy (CoP) is the organizational entity responsible for all aspects of teacher preparation at MSU and it will be the institutional home of the Newark Public Schools and Montclair State University Teaching Residency Program (NMTRP). The CoP provides a framework for bringing together faculty from education, the arts and sciences, and the public schools to address the ongoing work of teacher preparation. All of the Center's programs are informed by and grounded in its Agenda for Education in a Democracy, originated by the National Network for Educational Renewal, which pursues a four-part mission: (1) facilitating the critical enculturation of the young into a social and political democracy; (2) providing access to knowledge for all children and youth along with the elimination of structural roadblocks; (3) engaging in pedagogical practices that forge caring and effective connections between teachers and students; (4) ensuring responsible stewardship of schools. The CoP is the home of many preservice and professional development initiatives, including the PIE-Q network, Prudential Teaching Scholars Program, the Urban Teaching Academy, the MSUNER, and the Teacher Education Advocacy Center (TEAC) (see descriptions below).

National Network for Education Renewal (NNER) is a national organization that supports school, district, and university partnerships with the shared goal of the simultaneous renewal and improvement of P-12 education for thoughtful and informed participation in a democracy and of the preparation of educators for our schools. One of the central tenets of the NNER is that the preparation of educators is a collaborative effort that involves not only faculty in education, but also faculty in arts and sciences and in the public schools.

The Montclair State University Network for Education Renewal (MSUNER) is one of the foremost university-school partnerships in the nation, the vehicle for partnership between the university and 26 school districts and over 1000 professional school-based educators. In 2009, the MSUNER was recognized as a promising model for such partnerships in the Carnegie Policy Brief of the New Teacher Center (Goldrick, 2009). Activities and initiatives include study groups, mini-courses, summer institutes, and action research mini-grants as well as ongoing collaboration through the MSUNER Executive Council (district superintendents) and the MSUNER Advisory Council (district MSUNER liaisons).

The **Urban Teaching Academy (UTA)** at MSU is a special strand in the undergraduate teacher education program designed to prepare and support teacher candidates in developing the skills, knowledge, and dispositions that correlate with effective urban teaching for high student achievement. The program recruits, prepares, and supports existing MSU students as well as community college transfer students for P-12 and early childhood certification. Newark has been a partner since the UTA's initiation in 2003. This initiative has recruited more than 100 students. Funded for three years by a grant from New Jersey's Commission on Higher Education, the UTA continues as a part of the MSU teacher education program through which students can earn a university certificate in urban teaching. UTA has served as a model both for redesigning the sequence of undergraduate education courses for P-12 certification and for creating programs with an urban focus. In addition to participating in fieldwork and student teaching in urban schools, students in the UTA are involved in community internships, working with community-based organizations and institutions based in the district where they will do their fieldwork. Cohorts of students in the UTA were initially placed for fieldwork and student teaching at University High School (one of the schools in the TRP proposed here), but now UTA participants are placed in all seven PIE-Q schools.

Another initiative in existence from 1999 to 2007 was the **Teacher Recruitment for Urban Schools of Tomorrow (TRUST) Program**, initially funded by a Title II Recruitment grant and then by a New Jersey Commission on Higher Education grant. TRUST supported the preparation, placement, and retention of competent mathematics and science secondary teachers to work in high-need NJ school districts. This cohort-based post-BA teacher certification program provided participants with funding for tuition and fees and a stipend for books and transportation. Participants had to complete three years of teaching in an urban district or repay their tuition.

An early partnership with NPS was the **THISTLE Project (Thinking Skills in Teaching and Learning)**, in place from 1979 to 2007. The project aimed to enhance the ability of teachers in NPS to support the development of higher order thinking among their students and simultaneously foster instructional and curricular renewal in the district. Funded by the Victoria Foundation, the program paid tuition for a select group of NPS teachers each year to pursue graduate study at MSU through courses taught both in NPS and at the university.

Another initiative that will begin in fall 2009 is the MSU **Traders to Teachers** program (as described in the *New York Times*, *Newark Star Ledger*, and *U.S. News and World Report*, among other publications, 2009; see proposal references). This is an accelerated three-month program that allows displaced financial services employees to obtain public school certification to teach mathematics. A collaboration between the College of Education & Human Services (CEHS) and the College of Science & Mathematics (CSAM) at MSU, the NJ Department of Education, and the NJ Department of Labor, the program requires applicants to pass a math aptitude test and complete an application process that includes spending one day observing in schools. Successful applicants will spend three months in an intensive, full-time program focusing on mathematics content and pedagogical content knowledge, and spending one day each week observing and beginning to teach mathematics in a middle school or high school. Candidates must commit to teaching for at least two years in these schools, during which time

they will receive intensive professional induction support. After teaching successfully for two years, completing additional mathematics courses as determined on an individual basis, and passing the secondary mathematics PRAXIS II exam, candidates will be eligible to apply for New Jersey teaching certification in Mathematics.

The **Classroom Inquiry Project (CIP)** has created small communities of inquiry within and among teams of 3rd through 5th grade teachers in the Newark Public Schools (NPS). The establishment of *communities of continuous inquiry and improvement*, in which teachers in a school and its administrators continuously seek and share learning, and act on their learning has proven in recent years to enhance their effectiveness as professionals for the students' benefit (SEDL, 1997). Intermediate grades teachers entering their 2nd through 5th year of teaching apply to participate in the CIP.

The first component of the project is a year-long series of monthly professional development seminars for the participating intermediate grade teachers, conducted by various MSU faculty members. The purpose of these seminars is to help participants learn specific strategies that cultivate skills and dispositions of inquiry and creative and critical thinking across school subjects, and to create school-based professional communities of inquiry in which they can support each other's efforts to implement these strategies and extend the inquiries begun in the seminars. MSU faculty collaborate with the participating teachers in planning the seminars to insure that the Project meets their instructional and curricular needs. In the month following each seminar, the faculty member who conducted the seminar consults with the participating teachers via telephone and email, as they implement reflective inquiry practices in their classrooms. The seminars also prepare the teachers to observe each other and provide each other with substantive feedback in their smaller, school-based communities of inquiry in the weeks between each seminar. The second aspect of the CIP is the pre-service teacher education component. Dedicated to the recruitment, preparation and support of new

teachers for urban schools, the Urban Teaching Academy at MSU is the mechanism whereby MSU pre-service student teachers will conduct their fieldwork in the Classroom Inquiry classrooms. Pre-service students become learning community members and participate in monthly sessions -- an incentive to join the UTA in Newark. As pre-service students engage in the learning communities, they deepen their understanding of inquiry-based pedagogy and teaching for critical thinking. The third component of the learning community experience is significant emphasis on ways to extend and deepen student learning through connections to the home curriculum. Teachers are encouraged to employ methods wherein home and school environments change in order to improve student achievement. Parents learn new approaches to stimulating critical thinking at home from the school just as teachers learn new ways to teach that are more harmonious with how children learn at home. Teachers involved in the CIP design and conduct a parent workshop (on report card day) to help parents extend and reinforce critical and creative thinking in their homes.

Founded in 1988, the **Children's Literacy Initiative (CLI)** works with teachers to transform instruction so that all children can become powerful readers and writers. The goal is to close the gap in literacy achievement between disadvantaged children and their more affluent peers. CLI offers professional development for pre-kindergarten through third grade teachers--coaching and seminars, lesson plans, a prekindergarten curriculum, and collections of high-quality children's literature. The programs promote research-based methods for teaching reading and writing. CLI strives to improve teachers' content knowledge, instructional practices, and classroom environments.

The Teacher Education Advocacy Center (TEAC) was developed in 1998 to enhance the quality of teacher preparation at MSU, particularly by encouraging and supporting the recruitment and preparation of students from minority groups (linguistic, cultural, racial, and/or ethnic) into teaching, with a special focus on teaching in urban schools. TEAC was selected as one of three *Sites of Best Practice* by the Institute for Educational Inquiry for the Diversity and Teacher Education project,

sponsored by the Kellogg Foundation. TEAC uses a comprehensive and coherent approach in the recruitment, support, and retention of minority undergraduate and graduate students to the teaching profession. It promotes the development and implementation of culturally responsive educational programs and academic assistance activities for pre-collegiate, undergraduate and graduate students. Full-time TEAC advisors/counselors are available to assess student needs and provide personalized support, academic guidance, college life adjustment, counseling, mentoring, career networking and financial aid assistance.

APPENDIX D.4.1.
TIMELINE BY COHORT

APPENDIX D.4.1. TIMELINE BY COHORT
Newark Public Schools-Montclair State University Teaching Residency Program (NMTRP)

YEARS FUNDED BY TQP GRANT																
Year 1		Year 2		Year 3		Year 4		Year 5		Year 6						
F09	Spr10	Sum10	F10	Spr11	Sum11	F11	Spr12	Sum12	F12	Spr13	Sum13	F13	Spr14	Sum14	F14	Spr15

Elementary Cohort 1	(Residency)	----->	(Induct Yr 1)	----->	(Induct Yr 2)	----->	(Induct Yr 1)	----->	(Induct Yr 2)	----->	(Induct Yr 1)	----->	(Induct Yr 2)	----->	(Induct Yr 1)	----->
Secondary Cohort 1	(Residency)	----->	(Induct Yr 1)	----->	(Induct Yr 2)	----->	(Induct Yr 1)	----->	(Induct Yr 2)	----->	(Induct Yr 1)	----->	(Induct Yr 2)	----->	(Induct Yr 1)	----->
Elementary Cohort 2	(Residency)	----->	(Residency)	----->	(Induct Yr 1)	----->	(Induct Yr 1)	----->	(Induct Yr 2)	----->	(Induct Yr 1)	----->	(Induct Yr 2)	----->	(Induct Yr 1)	----->
Secondary Cohort 2	(Residency)	----->	(Residency)	----->	(Induct Yr 1)	----->	(Induct Yr 1)	----->	(Induct Yr 2)	----->	(Induct Yr 1)	----->	(Induct Yr 2)	----->	(Induct Yr 1)	----->
Elementary Cohort 3	(Residency)	----->	(Residency)	----->	(Residency)	----->	(Residency)	----->	(Induct Yr 1)	----->	(Induct Yr 1)	----->	(Induct Yr 2)	----->	(Induct Yr 1)	----->
Secondary Cohort 3	(Residency)	----->	(Residency)	----->	(Residency)	----->	(Residency)	----->	(Induct Yr 1)	----->	(Induct Yr 1)	----->	(Induct Yr 2)	----->	(Induct Yr 1)	----->
Elementary Cohort 4	(Residency)	----->	(Residency)	----->	(Residency)	----->	(Residency)	----->	(Residency)	----->	(Residency)	----->	(Induct Yr 1)	----->	(Induct Yr 1)	----->
Secondary Cohort 4	(Residency)	----->	(Residency)	----->	(Residency)	----->	(Residency)	----->	(Residency)	----->	(Residency)	----->	(Induct Yr 1)	----->	(Induct Yr 1)	----->

APPENDIX D.4.2.

TIMELINE BY YEAR AND OBJECTIVES

APPENDIX D.4.2. TIMELINE BY YEAR AND OBJECTIVES
Newark Public Schools & Montclair State University Teaching Residency Program

YEAR 1 (Fall 2009 – Summer 2010)

<i>1.1. Recruit and select teacher residents (25 per year for years 1-4 for a total of 100) of diverse racial/ethnic backgrounds with strong academic backgrounds in math or science, or with strong academic backgrounds and interest in special education.</i>		
Semester	Program Activities	Personnel
Fall 2009	Prepare material for recruiting applicants to teaching residency program.	Project Director (PD)
	Carry out recruitment activities for Elementary Cohort 1 (distribute flyers, hold information sessions, send email blasts, list program on web-based services).	PD
	Review applications and select participants for Elementary Cohort 1 .	Teaching Resident Selection Committee
	Develop process for stipend application and repayment, to be used if necessary.	<ul style="list-style-type: none"> • PD • NMTRP Operations Committee
	Review stipend applications and award stipends for Elementary Cohort 1 .	Teaching Resident Selection Committee
Spring 2010	Carry out recruitment activities for Secondary Cohort 1 (distribute flyers, hold information sessions, send email blasts, list program on web-based services).	PD
	Review applications and select participants for Secondary Cohort 1 .	Teaching Resident Selection Committee
	Review stipend applications and award stipends for Secondary Cohort 1 .	Teaching Resident Selection Committee
Summer 2010	N/A	
<i>Objective 1.2. Recruit teachers with strong qualifications in math, science, and special education to serve as mentors to the teacher residents.</i>		
Semester	Program Activities	Personnel
Fall 2009	Develop instrument for use by principals to identify potential mentor teachers.	<ul style="list-style-type: none"> • PD • NMTRP Operations Committee
	Solicit nominations from principals for potential mentor teachers for Cohort 1 teaching residents.	PD
	Review nominations.	Mentor Selection Committee
	Invite potential mentor teachers to submit applications.	<ul style="list-style-type: none"> • Principals • MSU Liaisons
	Review applications and select mentor teachers for Cohort 1 teaching residents.	Mentor Selection Committee
	Assign mentor teachers to Elementary Cohort 1 teaching residents.	<ul style="list-style-type: none"> • Principals • MSU Liaisons • PD

Spring 2010	Assign mentor teachers to Secondary Cohort 1 teaching residents.	<ul style="list-style-type: none"> • Principals • MSU Liaisons • PD
Summer 2010	N/A	
Objective 1.3. Implement a program that integrates rigorous coursework and clinical practice focused on continuous improvement of learning and teaching and that culminates in a master's degree and teacher certification for teacher residents.		
Semester	Program Activities	Personnel
Fall 2009	Refine thematic curricula for MAT programs and their integration with clinical practice in the partner schools.	<ul style="list-style-type: none"> • MSU Liaisons • Other MSU faculty • NMTRP Operations Committee
	Refine process and instruments for assessing teaching residents' performance.	<ul style="list-style-type: none"> • MSU Liaisons • Other MSU faculty • NMTRP Operations Committee
	Develop initial plan for regular, ongoing opportunities for mentors and teaching residents to learn collaboratively about issues related to pedagogy and classroom practice.	<ul style="list-style-type: none"> • PD • Mentor teachers • MSU Liaisons • Other MSU faculty • NMTRP Operations Committee
Spring 2010	Engage Elementary Cohort 1 teaching residents in activities focused on Curriculum Theme 1: What is Learning?, including: <ul style="list-style-type: none"> • Autobiographical explorations of learning • Case study of a learner • Collaborative school-based inquiry project • Teaching rounds 	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty
Summer 2010	Engage Elementary Cohort 1 teaching residents in activities focused on Curriculum Theme 2: Who are the learners?, including: <ul style="list-style-type: none"> • Community study • Internship in community organization • Inquiry project shadowing a learner from community organization into school 	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty
	Engage Secondary Cohort 1 teaching residents in activities focused on Curriculum Theme 1: What is Learning?, including: <ul style="list-style-type: none"> • Autobiographical explorations of learning • Internship in community organization • Inquiry project shadowing a learner from community organization into school • Community study 	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty

Objective 1.4. Prepare teaching residency program completers who meet or exceed the performance standards established for the MSU master's degree program in their certification area(s).		
Semester	Program Activities	Personnel
Fall 2009	N/A	
Spring 2010	Assess Elementary Cohort 1 teaching residents' performance related to Curriculum Theme I: What is learning?	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty
Summer 2010	Assess Elementary Cohort 1 teaching residents' performance related to Curriculum Theme 2: Who are the learners?	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty
	Assess Secondary Cohort 1 teaching residents' performance related to Curriculum Theme 1: What is learning?	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty
	Analyze results of assessments to refine the teaching residency program.	<ul style="list-style-type: none"> • NMTRP Advisory Committee • NMTRP Operations Committee
Objective 2.1. Hire qualified program completers to serve as new teachers in NPS.		
Semester	Program Activities	Personnel
Fall 2009	N/A	
Spring 2010	N/A	
Summer 2010	N/A	
Objective 2.2. Implement research-based induction, professional development, and networking activities to support new teachers in NPS.		
Semester	Program Activities	Personnel
Fall 2009	N/A	
Spring 2010	N/A	
Summer 2010	Annual NMTRP Conference (as part of MSUNER Summer Conference)	<ul style="list-style-type: none"> • PD • NMTRP Operations Committee • NPS Staff Devel • MSUNER Dir
Objective 2.3. Support program participants during their first two years of teaching to meet or exceed the performance standards used by NPS to assess new teachers.		
Semester	Program Activities	Personnel
Fall 2009	N/A	
Spring 2010	N/A	
Summer 2010	N/A	

Objective 3.1. Engage selected teachers in professional development to prepare them for leadership roles as mentors for teaching residents and mentors/coaches for new teachers.		
Semester	Program Activities	Personnel
Fall 2009	Conduct needs assessment to inform professional development for mentor teachers in the following areas: <ul style="list-style-type: none"> • Mentoring and coaching • Literacy instruction • Teaching English language learners • Teaching students with disabilities • Assessing student learning • Using data to improve instruction and student learning • Creating a classroom community for learning (classroom management) • Conducting inquiry and action research to improve instruction and student learning 	<ul style="list-style-type: none"> • Principals • PD • MSU faculty
	Design and implement Mentor Teacher Institute that addresses identified needs.	<ul style="list-style-type: none"> • PD • MSU faculty • NMTRP Operations Committee • NPS Staff Devel • MSUNER Dir
Spring 2010	Engage mentors in ongoing professional development through: <ul style="list-style-type: none"> • Monthly meetings during after-school hours • An online learning community 	MSU faculty
Summer 2010	Hold Mentor Teacher Institute <ul style="list-style-type: none"> • Review the year's activities • Refine plans for the following year • Focus on effective mentoring and coaching • Address other identified needs 	<ul style="list-style-type: none"> • PD • MSU Liaisons • MSU faculty • NPS Staff Devel
3.2 Engage selected teachers in professional development to facilitate their work toward achieving certification by the National Board of Professional Teaching Standards (NBPTS).		
Semester	Program Activities	Personnel
Fall 2009	Incorporate work toward NBPTS certification into the mentor teacher institute.	<ul style="list-style-type: none"> • PD • MSU Liaisons • MSU faculty • NPS Staff Devel
	Seek recommendations from principals regarding teachers who are ready to begin the process of seeking NBPTS certification.	<ul style="list-style-type: none"> • PD • NPS Staff Devel • NBPTS Staff
	Invite teachers to begin the process of seeking NBPTS certification through Take One process.	<ul style="list-style-type: none"> • PD • MSU Liaisons • NPS Staff Devel • NBPTS Staff

Spring 2010	Engage selected teachers in ongoing professional development toward seeking NBPTS certification through the Take One process. <ul style="list-style-type: none"> • Study the NBPTS Standards for their teaching discipline and choose an appropriate certificate area. • Begin development of video portfolio entry using a classroom of students to demonstrate accomplished preK-12 teaching 	<ul style="list-style-type: none"> • MSU Liaisons • MSU faculty • NPS Staff Devel • NBPTS Staff
Summer 2010	Engage selected teachers in ongoing professional development toward seeking NBPTS certification through the Take One process. <ul style="list-style-type: none"> • Continue development of video portfolio entry using a classroom of students to demonstrate accomplished preK-12 teaching to be submitted for review when completed 	<ul style="list-style-type: none"> • MSU Liaisons • MSU faculty • NPS Staff Devel • NBPTS Staff

**Newark Public Schools & Montclair State University Teaching Residency Program
TIMELINE BY OBJECTIVES, ACTIVITIES, AND STAFFING**

YEAR 2 (Fall 2010 – Summer 2011)

<i>Objective 1.1. Recruit and select teacher residents (25 per year for years 1-4 for a total of 100) of diverse racial/ethnic backgrounds with strong academic backgrounds in math or science, or with strong academic backgrounds and interest in special education.</i>		
Semester	Program Activities	Personnel
Fall 2010	Carry out recruitment activities for Elementary Cohort 2 (distribute flyers, hold information sessions, send email blasts, list program on web-based services).	PD
	Review applications and select 20 participants for Elementary Cohort 2 .	Teaching Resident Selection Committee
	Review stipend applications and award stipends for Elementary Cohort 2 .	TR Selection Committee
Spring 2011	Carry out recruitment activities for Secondary Cohort 2 (distribute flyers, hold information sessions, send email blasts, list program on web-based services).	PD
	Review applications and select 20 participants for Secondary Cohort 2 .	Teaching Resident Selection Committee
	Review stipend applications and award stipends for Secondary Cohort 2 .	TR Selection Committee
Summer 2011	N/A	
<i>Objective 1.2. Recruit teachers with strong qualifications in math, science, and special education to serve as mentors to the teacher residents.</i>		
Semester	Program Activities	Personnel
Fall 2010	Solicit nominations of potential mentor teachers from principals for Cohort 2 teaching residents.	PD
	Review nominations.	Mentor Selection Committee
	Invite potential Cohort 2 mentor teachers to submit applications.	<ul style="list-style-type: none"> • Principals • MSU Liaisons
	Review applications and select Cohort 2 mentor teachers.	Mentor Selection Committee
	Assign mentor teachers to Elementary Cohort 2 teaching residents.	<ul style="list-style-type: none"> • Principals • MSU Liaisons • PD
Spring 2011	Assign mentor teachers to Secondary Cohort 2 teaching residents.	<ul style="list-style-type: none"> • Principals • MSU Liaisons • PD
Summer 2011	Solicit nominations from principals for additional teachers, as needed, to serve as coaches for Cohort 1 novice teachers for school year 2011-12.	<ul style="list-style-type: none"> • PD • MSU Liaisons
	Review nominations.	Mentor Selection Committee

	Invite potential Cohort 1 coaches to submit applications.	Mentor Selection Committee
	Review applications and select coaches for Cohort 1 novice teachers.	Mentor Selection Committee
<i>Objective 1.3. Implement a program that integrates rigorous coursework and clinical practice focused on continuous improvement of learning and teaching and that culminates in a master's degree and teacher certification for teacher residents.</i>		
Semester	Program Activities	Personnel
Fall 2010	Engage Elementary Cohort 1 teaching residents in activities focused on Curriculum Theme 3: How do teachers teach for learning?, including: <ul style="list-style-type: none"> • Adapting instruction for a student with a disability • Adapting instruction for an English language learner • Instructional unit plan • Collaborative action research with mentor • Teaching rounds 	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty
	Engage Secondary Cohort 1 teaching residents in activities focused on Curriculum Theme 2: Who are the learners?, including: <ul style="list-style-type: none"> • Case study of a learner • Adapting instruction for a student with a disability • Adapting instruction for an English language learner • Teaching rounds 	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty
Spring 2011	Engage Elementary Cohort 1 teaching residents in activities focused on Curriculum Theme 4: What are the professional roles of teachers?, including: <ul style="list-style-type: none"> • Collaborative action research with mentor • Creation of classroom management plan • Research Roundtables: Present action research project • Portfolio • Teaching rounds 	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty (CEHS, CSAM)
	Engage Secondary Cohort 1 teaching residents in activities focused on Curriculum Theme 3: How do teachers teach for learning?, including: <ul style="list-style-type: none"> • Instructional unit plan • Collaborative action research with mentor • Teaching rounds • Creation of classroom management plan • Research Roundtables: Present action research project • Portfolio 	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty
	Engage Elementary Cohort 2 teaching residents in activities focused on Curriculum Theme 1: What is learning?, including: <ul style="list-style-type: none"> • Autobiographical explorations of learning • Case study of a learner • Teaching rounds 	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty

Summer 2011	Engage Elementary Cohort 2 teaching residents in activities focused on Curriculum Theme 2: Who are the learners?, including: <ul style="list-style-type: none"> • Community study • Internship in community organization • Inquiry project shadowing a learner from community organization into school 	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty
	Engage Secondary Cohort 2 teaching residents in activities focused on Curriculum Theme 1: What is Learning?, including: <ul style="list-style-type: none"> • Autobiographical explorations of learning • Internship in community organization • Inquiry project shadowing a learner from community organization into school • Community study 	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty
Objective 1.4. Prepare teaching residency program completers who meet or exceed the performance standards established for the MSU master's degree program in their certification area(s).		
Semester	Program Activities	Personnel
Fall 2010	Assess Elementary Cohort 1 teaching residents' performance related to Curriculum Theme 3: How do teachers teach for learning?	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty
	Assess Secondary Cohort 1 teaching residents' performance related to Curriculum Theme 2: Who are the learners?	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty
Spring 2011	Assess Elementary Cohort 1 teaching residents' performance related to Curriculum Theme 4: What are the professional roles of teachers?	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty
	Conduct portfolio assessment to determine successful completion of residency program by Elementary Cohort 1 teaching residents.	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty
	Assess Secondary Cohort 1 teaching residents' performance related to Curriculum Theme 3: How do teachers teach for learning?	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty
	Conduct portfolio assessment to determine successful completion of residency program by Secondary Cohort 1 teaching residents.	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty
	Assess Elementary Cohort 2 teaching residents' performance related to Curriculum Theme 1: What is learning?	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty
	Analyze results of assessments to refine the teaching residency program.	<ul style="list-style-type: none"> • NMTRP Advisory Committee • NMTRP Operations Committee
Summer 2011	Assess Elementary Cohort 2 teaching residents' performance re: Curric Theme 2: Who are the learners?	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty

	Assess Secondary Cohort 2 teaching residents' performance related to Curriculum Theme 1: What is learning?	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty
Objective 2.1. Hire qualified program completers to serve as new teachers in NPS.		
Semester	Program Activities	Personnel
Fall 2010	N/A	
Spring 2011	N/A	
Summer 2011	Hire Cohort 1 teaching residency program completers as teachers in NPS for subsequent academic year.	NPS
Objective 2.2. Implement research-based induction, professional development, and networking activities to support new teachers in NPS.		
Semester	Program Activities	Personnel
Fall 2010	N/A	
Spring 2011	N/A	
Summer 2011	Assign teacher coaches to newly hired Cohort 1 residency program completers for subsequent academic year.	<ul style="list-style-type: none"> • NPS • Principals • MSU faculty
	Annual NMTRP Conference (as part of MSUNER Summer Conference)	<ul style="list-style-type: none"> • PD • NMTRP Ops Comm • NPS Staff Devel • MSUNER Dir
Objective 2.3. Support program participants during their first two years of teaching to meet or exceed the performance standards used by NPS to assess new teachers.		
Semester	Program Activities	Personnel
Fall 2010	N/A	
Spring 2011	N.A	
Summer 2011	N.A	
Objective 3.1. Engage selected teachers in professional development to prepare them for leadership roles as mentors for teaching residents and mentors/coaches for new teachers.		
Semester	Program Activities	Personnel
Fall 2010	<p>Conduct annual needs assessment to inform professional development for mentor teachers in the following areas:</p> <ul style="list-style-type: none"> • Mentoring and coaching • Literacy instruction • Teaching English language learners • Teaching students with disabilities • Assessing student learning • Using data to improve instruction and student learning • Creating classroom community for learning (classroom mgmt) • Conducting inquiry and action research to improve instruction and student learning 	<ul style="list-style-type: none"> • Principals • PD • MSU faculty

	Refine professional development for mentor teachers/coaches that addresses identified needs, giving special attention to coaching new teachers.	<ul style="list-style-type: none"> • PD • MSU faculty • NMTRP Ops Comm • NPS Staff Devel • MSUNER Dir
	Engage mentors/coaches in ongoing professional development through: <ul style="list-style-type: none"> • Monthly meetings during after-school hours • An online learning community 	MSU faculty
Spring 2011	Engage mentors/coaches in ongoing professional development through: <ul style="list-style-type: none"> • Monthly meetings during after-school hours • An online learning community 	MSU faculty
Summer 2011	Hold Mentor Teacher Institute <ul style="list-style-type: none"> • Review the year's activities • Refine plans for the following year • Focus on effective mentoring and coaching • Address other identified needs 	<ul style="list-style-type: none"> • PD • MSU Liaisons • MSU faculty • NPS Staff Devel
3.2 Engage selected teachers in professional development to facilitate their work toward achieving certification by the National Board of Professional Teaching Standards (NBPTS).		
Semester	Program Activities	Personnel
Fall 2010	Engage selected teachers in ongoing professional development toward seeking NBPTS certification through the Take One process. <ul style="list-style-type: none"> • Continue development of video portfolio entry using a classroom of students to demonstrate accomplished preK-12 teaching to be submitted for review when completed 	<ul style="list-style-type: none"> • PD • MSU Liaisons • MSU faculty • NPS Staff Devel
Spring 2011	Engage selected teachers in ongoing professional development toward seeking NBPTS certification through the Take One process. <ul style="list-style-type: none"> • Continue development of video portfolio entry using a classroom of students to demonstrate accomplished preK-12 teaching to be submitted for review when completed • Facilitate submission of video portfolios of 1-3 teachers 	<ul style="list-style-type: none"> • MSU Liaisons • MSU faculty • NPS Staff Devel • NBPTS Staff
Summer 2011	Include work toward the NBPTS certification in the mentor teacher institute.	<ul style="list-style-type: none"> • PD • MSU Liaisons • MSU faculty • NPS Staff Devel • NBPTS Staff

**Newark Public Schools & Montclair State University Teaching Residency Program
TIMELINE BY OBJECTIVES, ACTIVITIES, AND STAFFING**

YEAR 3 (Fall 2011 – Summer 2012)

<i>Objective 1.1. Recruit and select teacher residents (25 per year for years 1-4 for a total of 100) of diverse racial/ethnic backgrounds with strong content knowledge in math or science, or strong academic backgrounds and interest in special education.</i>		
Semester	Program Activities	Personnel
Fall 2011	Carry out recruitment activities for Elementary Cohort 3 (distribute flyers, hold information sessions, send email blasts, list program on web-based services).	PD
	Review applications and select participants for Elementary Cohort 3 .	Teaching Resident Selection Committee
	Review stipend applications and award stipends for Elementary Cohort 3 .	Teaching Resident Selection Committee
Spring 2012	Carry out recruitment activities for Secondary Cohort 3 (distribute flyers, hold information sessions, send email blasts, list program on web-based services).	PD
	Review applications and select participants for Secondary Cohort 3 .	Teaching Resident Selection Committee
	Review stipend applications and award stipends for Secondary Cohort 3 .	Teaching Resident Selection Committee
Summer 2012	N/A	
<i>Objective 1.2. Recruit teachers with strong qualifications in math, science, and special education to serve as mentors to the teacher residents.</i>		
Semester	Program Activities	Personnel
Fall 2011	Solicit nominations of potential mentor teachers from principals for Cohort 3 teaching residents.	PD
	Review nominations.	Mentor Selection Committee
	Invite potential Cohort 3 mentor teachers to submit applications.	<ul style="list-style-type: none"> • Principals • MSU Liaisons
	Review applications and select Cohort 3 mentor teachers.	Mentor Selection Committee
	Assign mentor teachers to Elementary Cohort 3 teaching residents.	<ul style="list-style-type: none"> • Principals • MSU Liaisons • PD
Spring 2012	Assign mentor teachers to Secondary Cohort 3 teaching residents.	<ul style="list-style-type: none"> • Principals • MSU Liaisons • PD
Summer 2012	Solicit nominations from principals for additional teachers, as needed, to serve as coaches for Cohort 2 novice teachers for school year 2012-13.	<ul style="list-style-type: none"> • PD • MSU Liaisons
	Review nominations.	Mentor Selection Committee

	Invite potential Cohort 2 coaches to submit applications.	Mentor Selection Committee
	Review applications and select coaches for Cohort 2 novice teachers.	Mentor Selection Committee
Objective 1.3. Implement a program that integrates rigorous coursework and clinical practice focused on continuous improvement of learning and teaching and that culminates in a master's degree and teacher certification for teacher residents.		
Semester	Program Activities	Personnel
Fall 2011	Engage Elementary Cohort 2 teaching residents in activities focused on Curriculum Theme 3: How do teachers teach for learning?, including: <ul style="list-style-type: none"> • Adapting instruction for a student with a disability • Adapting instruction for an English language learner • Instructional unit plan • Collaborative action research with mentor • Teaching rounds 	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty
	Engage Secondary Cohort 2 teaching residents in activities focused on Curriculum Theme 2: Who are the learners?, incl: <ul style="list-style-type: none"> • Case study of a learner • Adapting instruction for a student with a disability • Adapting instruction for an English language learner • Teaching rounds 	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty
Spring 2012	Engage Elementary Cohort 2 teaching residents in activities focused on Curriculum Theme 4: What are the professional roles of teachers?, including: <ul style="list-style-type: none"> • Collaborative action research with mentor • Creation of classroom management plan • Research Roundtables: Present action research project • Portfolio • Teaching rounds 	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty
	Engage Secondary Cohort 2 teaching residents in activities focused on Curriculum Theme 3: How do teachers teach for learning?, including: <ul style="list-style-type: none"> • Instructional unit plan • Collaborative action research with mentor • Teaching rounds • Creation of classroom management plan • Research Roundtables: Present action research project • Portfolio 	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty
	Engage Elementary Cohort 3 teaching residents in activities focused on Curriculum Theme 1: What is learning?, including: <ul style="list-style-type: none"> • Autobiographical explorations of learning • Case study of a learner • Teaching rounds 	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty

Summer 2012	Engage Elementary Cohort 3 teaching residents in activities focused on Curriculum Theme 2: Who are the learners?, including: <ul style="list-style-type: none"> • Community study • Internship in community organization • Inquiry project shadowing a learner from community organization into school 	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty
	Engage Secondary Cohort 3 teaching residents in activities focused on Curriculum Theme 1: What is learning?, including: <ul style="list-style-type: none"> • Autobiographical explorations of learning • Internship in community organization • Inquiry project shadowing a learner from community organization into school • Community study 	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty
Objective 1.4. Prepare teaching residency program completers who meet or exceed the performance standards established for the MSU master's degree program in their certification area(s).		
Semester	Program Activities	Personnel
Fall 2011	Assess Elementary Cohort 2 teaching residents' performance related to Curriculum Theme 3: How do teachers teach for learning?	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty
	Assess Secondary Cohort 2 teaching residents' performance related to Curriculum Theme 2: Who are the learners?	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty
Spring 2012	Assess Elementary Cohort 2 teaching residents' performance related to Curriculum Theme 4: What are the professional roles of teachers?	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty
	Assess Secondary Cohort 2 teaching residents' performance related to Curriculum Theme 3: How do teachers teach for learning?	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty
	Conduct portfolio assessment to determine successful completion of residency program by Cohort 2 teaching residents.	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty
	Assess Elementary Cohort 3 teaching residents' performance related to Curriculum Theme 1: What is learning?	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty
Summer 2012	Assess Elementary Cohort 3 teaching residents' performance related to Curriculum Theme 2: Who are the learners?	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty
	Assess Secondary Cohort 3 teaching residents' performance related to Curriculum Theme 1: What is learning?	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty
	Analyze results of assessments to refine the teaching residency program.	<ul style="list-style-type: none"> • NMTRP Advisory Committee • NMTRP Ops Comm

<i>Objective 2.1. Hire qualified program completers to serve as new teachers in NPS.</i>		
Semester	Program Activities	Personnel
Fall 2011	N/A	
Spring 2012	N/A	
Summer 2012	Hire Cohort 2 teaching residency program completers as teachers in NPS for subsequent academic year.	NPS
<i>Objective 2.2. Implement research-based induction, professional development, and networking activities to support new teachers in NPS.</i>		
Semester	Program Activities	Personnel
Fall 2011	Induction Year 1 for Cohort 1 Activities, including: <ul style="list-style-type: none"> • Regular and ongoing opportunities for mentors and mentees to observe each other teaching • Teaching rounds • Collaborative inquiry into questions of practice • Using student data to improve learning and teaching • Using instructional technology effectively • Online networking 	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty
Spring 2012	Induction Year 1 for Cohort 1 Activities, including: <ul style="list-style-type: none"> • Regular and ongoing opportunities for mentors and mentees to observe each other teaching • Teaching rounds • Collaborative inquiry into questions of practice • Using student data to improve learning and teaching • Using instructional technology effectively • Online networking 	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty
Summer 2012	Assign teacher coaches to newly hired Cohort 2 residency program completers for subsequent academic year.	<ul style="list-style-type: none"> • NPS • Principals • MSU faculty
	Annual NMTRP Conference (as part of MSUNER Summer Conference)	<ul style="list-style-type: none"> • PD • NMTRP Ops Comm • NPS Staff Devel • MSUNER Dir
<i>Objective 2.3. Support program participants during their first two years of teaching to meet or exceed the performance standards used by NPS to assess new teachers.</i>		
Semester	Program Activities	Personnel
Fall 2011	Regularly scheduled intensive work with mentors/coaches focused on improving learning and teaching, including: <ul style="list-style-type: none"> • Observations of novice and mentor classrooms • Student work samples • Collaborative teaching rounds • Collaborative inquiry into questions of practice • Using student data to improve learning and teaching 	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty (CEHS, CSAM)

Spring 2012	Regularly scheduled intensive work with mentors/coaches focused on improving learning and teaching, including: <ul style="list-style-type: none"> • Observations of novice and mentor classrooms • Student work samples • Collaborative teaching rounds • Collaborative inquiry into questions of practice • Using student data to improve learning and teaching 	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty
Summer 2012	Analyze results of assessments to inform the induction, professional development, and networking support for new NPS teachers.	<ul style="list-style-type: none"> • NMTRP Advisory Committee • NMTRP Operations Committee
<i>Objective 3.1. Engage selected teachers in professional development to prepare them for leadership roles as mentors for teaching residents and mentors/coaches for new teachers.</i>		
Semester	Program Activities	Personnel
Fall 2011	Conduct annual needs assessment to inform professional development for mentor teachers in the following areas: <ul style="list-style-type: none"> • Mentoring and coaching • Literacy instruction • Teaching English language learners • Teaching students with disabilities • Assessing student learning • Using data to improve instruction and student learning • Creating a classroom community for learning (classroom management) • Conducting inquiry and action research to improve instruction and student learning 	<ul style="list-style-type: none"> • Principals • PD • MSU faculty
	Refine professional development for mentor teachers/coaches that builds on identified strengths and addresses identified needs, giving special attention to coaching new teachers.	<ul style="list-style-type: none"> • PD • MSU faculty • NMTRP Ops Committee • NPS Staff Devel • MSUNER Dir
	Engage mentors/coaches in ongoing prof. devel. through: <ul style="list-style-type: none"> • Monthly meetings during after-school hours • An online learning community 	MSU faculty
Spring 2012	Engage mentors/coaches in ongoing professional development through: <ul style="list-style-type: none"> • Monthly meetings during after-school hours • An online learning community 	MSU faculty
Summer 2012	Hold Mentor Teacher Institute <ul style="list-style-type: none"> • Review the year's activities • Refine plans for the following year • Focus on effective mentoring and coaching • Address other identified needs 	<ul style="list-style-type: none"> • PD • MSU Liaisons • MSU faculty • NPS Staff Devel

	Hold National Conference on Teaching Residencies to share programmatic, research, and evaluation results among teaching residencies across the country.	<ul style="list-style-type: none"> • PD • MSU Liaisons • NMTRP Operations Committee
3.2 Engage selected teachers in professional development to facilitate their work toward achieving certification by the National Board of Professional Teaching Standards (NBPTS).		
Semester	Program Activities	Personnel
Fall 2011	Engage selected teachers in ongoing professional development toward seeking NBPTS certification through the Take One process. <ul style="list-style-type: none"> • Continue development of video portfolio entry using a classroom of students to demonstrate accomplished preK-12 teaching to be submitted for review when completed 	<ul style="list-style-type: none"> • MSU Liaisons • MSU faculty • NPS Staff Devel • NBPTS Staff
Spring 2012	Engage selected teachers in ongoing professional development toward seeking NBPTS certification through the Take One process. <ul style="list-style-type: none"> • Continue development of video portfolio entry using a classroom of students to demonstrate accomplished preK-12 teaching to be submitted for review when completed • Facilitate submission of video portfolios of 1-3 teachers 	<ul style="list-style-type: none"> • MSU Liaisons • MSU faculty • NPS Staff Devel • NBPTS Staff
Summer 2012	Include work toward the NBPTS certification in the mentor teacher institute.	<ul style="list-style-type: none"> • PD • MSU Liaisons • MSU faculty • NPS Staff Devel • NBPTS Staff

**Newark Public Schools & Montclair State University Teaching Residency Program
TIMELINE BY OBJECTIVES, ACTIVITIES, AND STAFFING**

YEAR 4 (Fall 2012 – Summer 2013)

<i>Objective 1.1. Recruit and select teacher residents (25 per year for years 1-4 for a total of 100) of diverse racial/ethnic backgrounds with strong content knowledge in math or science, or strong academic backgrounds and interest in special education.</i>		
Semester	Program Activities	Personnel
Fall 2012	Carry out recruitment activities for Elementary Cohort 4 (distribute flyers, hold information sessions, send email blasts, list program on web-based services).	PD
	Review applications and select 20 participants for Elementary Cohort 4 .	Teaching Residency Selection Committee
	Review stipend applications and award stipends for Elementary Cohort 4 .	Teaching Residency Selection Committee
Spring 2013	Carry out recruitment activities for Secondary Cohort 4 (distribute flyers, hold information sessions, send email blasts, list program on web-based services).	PD
	Review applications and select 20 participants for Secondary Cohort 4 .	Teaching Residency Selection Committee
	Review stipend applications and award stipends for Secondary Cohort 4 .	Teaching Residency Selection Committee
Summer 2013	N/A	
<i>Objective 1.2. Recruit teachers with strong qualifications in math, science, and special education to serve as mentors to the teacher residents.</i>		
Semester	Program Activities	Personnel
Fall 2012	Solicit nominations of potential mentor teachers from principals for Cohort 4 teaching residents.	PD
	Review nominations.	Mentor Selection Committee
	Invite potential Cohort 4 mentor teachers to submit applications.	<ul style="list-style-type: none"> • Principals • MSU Liaisons
	Review applications and select Cohort 4 mentor teachers.	Mentor Selection Committee
	Assign mentor teachers to Elementary Cohort 4 teaching residents.	<ul style="list-style-type: none"> • Principals • MSU Liaisons • PD
Spring 2013	Assign mentor teachers to Secondary Cohort 4 teaching residents.	<ul style="list-style-type: none"> • Principals • MSU Liaisons • PD
Summer 2013	Solicit nominations from principals for additional teachers, as needed, to serve as coaches for Cohort 3 novice teachers for school year 2013-14.	<ul style="list-style-type: none"> • PD • MSU Liaisons
	Review nominations.	Mentor Selection Committee

	Invite potential Cohort 3 coaches to submit applications.	Mentor Selection Committee
	Review applications and select coaches for Cohort 3 novice teachers.	Mentor Selection Committee
Objective 1.3. Implement a program that integrates rigorous coursework and clinical practice focused on continuous improvement of learning and teaching and that culminates in a master's degree and teacher certification for teacher residents.		
Semester	Program Activities	Personnel
Fall 2012	Engage Elementary Cohort 3 teaching residents in activities focused on Curriculum Theme 3: How do teachers teach for learning?, including: <ul style="list-style-type: none"> • Adapting instruction for a student with a disability • Adapting instruction for an English language learner • Instructional unit plan • Collaborative action research with mentor • Teaching rounds 	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty
	Engage Secondary Cohort 3 teaching residents in activities focused on Curriculum Theme 2: Who are the learners?, incl: <ul style="list-style-type: none"> • Case study of a learner • Adapting instruction for a student with a disability • Adapting instruction for an English language learner • Teaching rounds 	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty
Spring 2013	Engage Elementary Cohort 3 teaching residents in activities focused on Curriculum Theme 4: What are the professional roles of teachers?, including: <ul style="list-style-type: none"> • Collaborative action research with mentor • Creation of classroom management plan • Research Roundtables: Present action research project • Portfolio • Teaching rounds 	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty
	Engage Secondary Cohort 3 teaching residents in activities focused on Curriculum Theme 3: How do teachers teach for learning?, including: <ul style="list-style-type: none"> • Instructional unit plan • Collaborative action research with mentor • Teaching rounds • Creation of classroom management plan • Research Roundtables: Present action research project • Portfolio 	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty
	Engage Elementary Cohort 4 teaching residents in activities focused on Curriculum Theme 1: What is learning?, including: <ul style="list-style-type: none"> • Autobiographical explorations of learning • Case study of a learner • Teaching rounds 	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty

Summer 2013	Engage Elementary Cohort 4 teaching residents in activities focused on Curriculum Theme 2: Who are the learners?, including: <ul style="list-style-type: none"> • Community study • Internship in community organization • Inquiry project shadowing a learner from community organization into school 	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty
	Engage Secondary Cohort 4 teaching residents in activities focused on Curriculum Theme 1: What is learning?, including: <ul style="list-style-type: none"> • Autobiographical explorations of learning • Internship in community organization • Inquiry project shadowing a learner from community organization into school • Community study 	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty
Objective 1.4. Prepare teaching residency program completers who meet or exceed the performance standards established for the MSU master's degree program in their certification area(s).		
Semester	Program Activities	Personnel
Fall 2012	Assess Elementary Cohort 3 teaching residents' performance related to Curriculum Theme 3: How do teachers teach for learning?	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty
	Assess Secondary Cohort 3 teaching residents' performance related to Curriculum Theme 2: Who are the learners?	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty
Spring 2013	Assess Elementary Cohort 3 teaching residents' performance related to Curriculum Theme 4: What are the professional roles of teachers?	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty
	Assess Secondary Cohort 3 teaching residents' performance related to Curriculum Theme 3: How do teachers teach for learning?	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty
	Conduct portfolio assessment to determine successful completion of residency program by Cohort 3 teaching residents.	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty
	Assess Elementary Cohort 4 teaching residents' performance related to Curriculum Theme I: What is learning?	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty
Summer 2013	Assess Elementary Cohort 4 teaching residents' performance related to Curriculum Theme 2: Who are the learners?	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty
	Assess Secondary Cohort 4 teaching residents' performance related to Curriculum Theme 1: What is learning?	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty
	Analyze results of assessments to refine the teaching residency program.	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty

<i>Objective 2.1. Hire qualified program completers to serve as new teachers in NPS.</i>		
Semester	Program Activities	Personnel
Fall 2012	N/A	
Spring 2013	N/A	
Summer 2013	Hire Cohort 3 teaching residency program completers as teachers in NPS for subsequent academic year.	NPS
<i>Objective 2.2. Implement research-based induction, professional development, and networking activities to support new teachers in NPS.</i>		
Semester	Program Activities	Personnel
Fall 2012	Induction Year 2 for Cohort 1 Activities, including: <ul style="list-style-type: none"> • Regular and ongoing opportunities for mentors and mentees to observe each other teaching • Teaching rounds • Collaborative inquiry into questions of practice • Using student data to improve learning and teaching • Using instructional technology effectively • Online networking 	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty
	Induction Year 1 for Cohort 2 Activities, including: <ul style="list-style-type: none"> • Regular and ongoing opportunities for mentors and mentees to observe each other teaching • Teaching rounds • Collaborative inquiry into questions of practice • Using student data to improve learning and teaching • Using instructional technology effectively • Online networking 	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty
Spring 2013	Induction Year 2 for Cohort 1 Activities, including: <ul style="list-style-type: none"> • Regular and ongoing opportunities for mentors and mentees to observe each other teaching • Teaching rounds • Collaborative inquiry into questions of practice • Using student data to improve learning and teaching • Using instructional technology effectively • Online networking 	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty
	Induction Year 1 for Cohort 2 Activities, including: <ul style="list-style-type: none"> • Regular and ongoing opportunities for mentors and mentees to observe each other teaching • Teaching rounds • Collaborative inquiry into questions of practice • Using student data to improve learning and teaching • Using instructional technology effectively • Online networking 	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty
Summer 2013	Assign teacher coaches to newly hired Cohort 3 residency program completers for subsequent academic year.	<ul style="list-style-type: none"> • NPS • Principals • MSU faculty

	Annual NMTRP Conference	<ul style="list-style-type: none"> • PD • NMTRP Operations Committee • NPS Staff Devel • MSUNER Dir
<i>Objective 2.3. Support program participants during their first two years of teaching to meet or exceed the performance standards used by NPS to assess new teachers.</i>		
Semester	Program Activities	Personnel
Fall 2012	<p>Regularly scheduled intensive work with mentors/coaches focused on improving learning and teaching, including:</p> <ul style="list-style-type: none"> • Observations of novice and mentor classrooms • Student work samples • Collaborative teaching rounds • Collaborative inquiry into questions of practice • Using student data to improve learning and teaching 	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty
Spring 2013	<p>Regularly scheduled intensive work with mentors/coaches focused on improving learning and teaching, including:</p> <ul style="list-style-type: none"> • Observations of novice and mentor classrooms • Student work samples • Collaborative teaching rounds • Collaborative inquiry into questions of practice • Using student data to improve learning and teaching 	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty
Summer 2013	Analyze results of assessments to inform the induction, professional development, and networking support for new NPS teachers.	<ul style="list-style-type: none"> • NMTRP Advisory Committee • NMTRP Operations Committee
	Annual NMTRP Conference (as part of MSUNER Summer Conference).	<ul style="list-style-type: none"> • PD • NMTRP Ops Comm • NPS Staff Devel • MSUNER Dir
<i>Objective 3.1. Engage selected teachers in professional development to prepare them for leadership roles as mentors for teaching residents and mentors/coaches for new teachers.</i>		
Semester	Program Activities	Personnel
Fall 2012	<p>Conduct annual needs assessment to inform professional development for mentor teachers in the following areas:</p> <ul style="list-style-type: none"> • Mentoring and coaching • Literacy instruction • Teaching English language learners • Teaching students with disabilities • Assessing student learning • Using data to improve instruction and student learning • Creating a classroom community for learning (classroom management) • Conducting inquiry and action research to improve instruction and student learning 	<ul style="list-style-type: none"> • Principals • PD • MSU faculty

	Refine professional development for mentor teachers/coaches that builds on identified strengths and addresses identified needs, giving special attention to coaching new teachers.	<ul style="list-style-type: none"> • PD • MSU faculty • NMTRP Ops Committee
	Engage mentors/coaches in ongoing professional development through: <ul style="list-style-type: none"> • Monthly meetings during after-school hours • An online learning community 	MSU faculty
Spring 2013	Engage mentors/coaches in ongoing professional development through: <ul style="list-style-type: none"> • Monthly meetings during after-school hours • An online learning community 	MSU faculty
Summer 2013	Hold Mentor Teacher Institute <ul style="list-style-type: none"> • Review the year's activities • Refine plans for the following year • Focus on effective mentoring and coaching • Address other identified needs 	<ul style="list-style-type: none"> • PD • MSU Liaisons • MSU faculty • NPS Staff Devel
3.2 Engage selected teachers in professional development to facilitate their work toward achieving certification by the National Board of Professional Teaching Standards (NBPTS).		
Semester	Program Activities	Personnel
Fall 2012	Engage selected teachers in ongoing professional development toward seeking NBPTS certification through the Take One process. <ul style="list-style-type: none"> • Continue development of video portfolio entry using a classroom of students to demonstrate accomplished preK-12 teaching to be submitted for review when completed • Facilitate submission of video portfolios of 1-3 teachers 	<ul style="list-style-type: none"> • MSU Liaisons • MSU faculty • NPS Staff Devel • NBPTS Staff
Spring 2013	Engage selected teachers in ongoing professional development toward seeking NBPTS certification through the Take One process. <ul style="list-style-type: none"> • Continue development of video portfolio entry using a classroom of students to demonstrate accomplished preK-12 teaching to be submitted for review when completed • Facilitate submission of video portfolios of 1-3 teachers 	<ul style="list-style-type: none"> • MSU Liaisons • MSU faculty • NPS Staff Devel • NBPTS Staff
Summer 2013	Include work toward the NBPTS certification in the mentor teacher institute.	<ul style="list-style-type: none"> • PD • MSU Liaisons • MSU faculty • NPS Staff Devel • NBPTS Staff

**Newark Public Schools & Montclair State University Teaching Residency Program
TIMELINE BY OBJECTIVES, ACTIVITIES, AND STAFFING**

NOTE: Cohort 5 will be the first cohort after the TQP grant ends. Recruitment and selection of Cohort 5 residents and mentors, but other costs for this cohort will be funded through other sources.

YEAR 5 (Fall 2013 – Summer 2014)

<i>Objective 1.1. Recruit and select teacher residents (20 per year for years 1-4 for a total of 80) of diverse racial/ethnic backgrounds with strong content knowledge in math or science, or strong academic backgrounds and interest in special education.</i>		
Semester	Program Activities	Personnel
Fall 2013	Carry out recruitment activities for Elementary Cohort 5 (distribute flyers, hold information sessions, send email blasts, list program on web-based services).	PD
	Review applications and select participants for Elementary Cohort 5 .	Teaching Residency Selection Committee
	Review stipend applications and award stipends for Elementary Cohort 5 .	Teaching Residency Selection Committee
Spring 2014	Carry out recruitment activities for Secondary Cohort 5 (distribute flyers, hold information sessions, send email blasts, list program on web-based services).	PD
	Review applications and select participants for Secondary Cohort 5 .	Teaching Residency Selection Committee
	Review stipend applications and award stipends for Secondary Cohort 5 .	Teaching Residency Selection Committee
Summer 2014	N/A	
<i>Objective 1.2. Recruit teachers with strong qualifications in math, science, and special education to serve as mentors to the teacher residents.</i>		
Semester	Program Activities	Personnel
Fall 2013	Solicit nominations of potential mentor teachers from principals for Cohort 5 teaching residents.	PD
	Review nominations.	Mentor Selection Committee
	Invite potential Cohort 5 mentor teachers to submit applications.	<ul style="list-style-type: none"> • Principals • MSU Liaisons
	Review applications and select Cohort 5 mentor teachers.	Mentor Selection Committee
	Assign mentor teachers to Elementary Cohort 5 teaching residents.	<ul style="list-style-type: none"> • Principals • MSU Liaisons • PD
Spring 2014	Assign mentor teachers to Secondary Cohort 5 teaching residents.	<ul style="list-style-type: none"> • Principals • MSU Liaisons • PD

Summer 2014	Solicit nominations from principals for additional teachers, as needed, to serve as coaches for Cohort 4 novice teachers for school year 2014-15.	<ul style="list-style-type: none"> • PD • MSU Liaisons
	Review nominations.	Mentor Selection Committee
	Invite potential Cohort 4 coaches to submit applications.	Mentor Selection Committee
	Review applications and select coaches for Cohort 4 novice teachers.	Mentor Selection Committee
<i>Objective 1.3. Implement a program that integrates rigorous coursework and clinical practice focused on continuous improvement of learning and teaching and that culminates in a master's degree and teacher certification for teacher residents.</i>		
Semester	Program Activities	Personnel
Fall 2013	Engage Elementary Cohort 4 teaching residents in activities focused on Curriculum Theme 3: How do teachers teach for learning?, including: <ul style="list-style-type: none"> • Adapting instruction for a student with a disability • Adapting instruction for an English language learner • Instructional unit plan • Collaborative action research with mentor • Teaching rounds 	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty
	Engage Secondary Cohort 4 teaching residents in activities focused on Curriculum Theme 2: Who are the learners?, including: <ul style="list-style-type: none"> • Case study of a learner • Adapting instruction for a student with a disability • Adapting instruction for an English language learner • Teaching rounds 	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty
Spring 2014	Engage Elementary Cohort 4 teaching residents in activities focused on Curriculum Theme 4: What are the professional roles of teachers?, including: <ul style="list-style-type: none"> • Collaborative action research with mentor • Creation of classroom management plan • Research Roundtables: Present action research project • Portfolio • Teaching rounds 	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty
	Engage Secondary Cohort 4 teaching residents in activities focused on Curriculum Theme 3: How do teachers teach for learning?, including: <ul style="list-style-type: none"> • Instructional unit plan • Collaborative action research with mentor • Teaching rounds • Creation of classroom management plan • Research Roundtables: Present action research project • Portfolio 	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty

	Engage Elementary Cohort 5 teaching residents in activities focused on Curriculum Theme 1: What is learning? including: <ul style="list-style-type: none"> • Autobiographical explorations of learning • Case study of a learner • Teaching rounds 	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty
Summer 2014	Engage Elementary Cohort 5 teaching residents in activities focused on Curriculum Theme 2: Who are the learners?, including: <ul style="list-style-type: none"> • Community study • Internship in community organization • Inquiry project shadowing a learner from community organization into school 	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty
	Engage Secondary Cohort 5 teaching residents in activities focused on Curriculum Theme 1: What is learning?, including: <ul style="list-style-type: none"> • Autobiographical explorations of learning • Internship in community organization • Inquiry project shadowing a learner from community organization into school • Community study 	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty
<i>Objective 1.4. Prepare teaching residency program completers who meet or exceed the performance standards established for the MSU master's degree program in their certification area(s).</i>		
Semester	Program Activities	Personnel
Fall 2013	Assess Elementary Cohort 4 teaching residents' performance related to Curriculum Theme 3: How do teachers teach for learning?	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty
	Assess Secondary Cohort 4 teaching residents' performance related to Curriculum Theme 2: Who are the learners?	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty
Spring 2014	Assess Elementary Cohort 4 teaching residents' performance related to Curriculum Theme 4: What are the professional roles of teachers?	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty
	Assess Secondary Cohort 4 teaching residents' performance related to Curriculum Theme 3: How do teachers teach for learning?	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty
	Conduct portfolio assessment to determine successful completion of residency program by Cohort 4 teaching residents.	<ul style="list-style-type: none"> • Mentor teachers MSU faculty
	Assess Elementary Cohort 5 teaching residents' performance related to Curriculum Theme 1: What is learning?	<ul style="list-style-type: none"> • Mentor teachers MSU faculty
Summer 2014	Assess Elementary Cohort 5 teaching residents' performance related to Curriculum Theme 2: Who are the learners?	<ul style="list-style-type: none"> • Mentor teachers MSU faculty

	Assess Secondary Cohort 5 teaching residents' performance related to Curric Theme 1: What is learning?	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty
	Analyze results of assessments to refine the teaching residency program.	<ul style="list-style-type: none"> • Mentor teachers MSU faculty
Objective 2.1. Hire qualified program completers to serve as new teachers in NPS.		
Semester	Program Activities	Personnel
Fall 2013	N/A	
Spr 2014	N/A	
Summer 2014	Hire Cohort 4 teaching residency program completers as teachers in NPS for subsequent academic year.	NPS
Objective 2.2. Implement research-based induction, professional development, and networking activities to support new teachers in NPS.		
Semester	Program Activities	Personnel
Fall 2013	Induction Year 2 for Cohort 2 Activities, including: <ul style="list-style-type: none"> • Regular and ongoing opportunities for mentors and mentees to observe each other teaching • Teaching rounds • Collaborative inquiry into questions of practice • Using student data to improve learning and teaching • Using instructional technology effectively • Online networking 	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty
	Induction Year 1 for Cohort 3 Activities, including: <ul style="list-style-type: none"> • Regular and ongoing opportunities for mentors and mentees to observe each other teaching • Teaching rounds • Collaborative inquiry into questions of practice • Using student data to improve learning and teaching • Using instructional technology effectively • Online networking 	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty
Spring 2014	Induction Year 2 for Cohort 2 Activities, including: <ul style="list-style-type: none"> • Regular and ongoing opportunities for mentors and mentees to observe each other teaching • Teaching rounds • Collaborative inquiry into questions of practice • Using student data to improve learning and teaching • Using instructional technology effectively • Online networking 	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty
	Induction Year 1 for Cohort 3 Activities, including: <ul style="list-style-type: none"> • Regular and ongoing opportunities for mentors and mentees to observe each other teaching • Teaching rounds • Collaborative inquiry into questions of practice • Using student data to improve learning and teaching • Using instructional technology effectively • Online networking 	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty

Summer 2014	Assign teacher coaches to newly hired Cohort 4 residency program completers for subsequent academic year.	<ul style="list-style-type: none"> • NPS • Principals • MSU faculty
	Annual NMTRP Conference (as part of MSUNER Summer Conference)	<ul style="list-style-type: none"> • PD • NMTRP Ops Comm • NPS Staff Devel • MSUNER Dir
Objective 2.3. Support program participants during their first two years of teaching to meet or exceed the performance standards used by NPS to assess new teachers.		
Semester	Program Activities	Personnel
Fall 2013	Regularly scheduled intensive work with mentors/coaches focused on improving learning and teaching, including: <ul style="list-style-type: none"> • Observations of novice and mentor classrooms • Student work samples • Collaborative teaching rounds • Collaborative inquiry into questions of practice • Using student data to improve learning and teaching 	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty
Spring 2014	Regularly scheduled intensive work with mentors/coaches focused on improving learning and teaching, including: <ul style="list-style-type: none"> • Observations of novice and mentor classrooms • Student work samples • Collaborative teaching rounds • Collaborative inquiry into questions of practice • Using student data to improve learning and teaching 	<ul style="list-style-type: none"> • Mentor teachers • MSU faculty
Summer 2014	Analyze results of assessments to inform the induction, prof devel, and networking support for new NPS teachers.	<ul style="list-style-type: none"> • NMTRP Adv Comm • NMTRP Ops Comm
Objective 3.1. Engage selected teachers in professional development to prepare them for leadership roles as mentors for teaching residents and mentors/coaches for new teachers.		
Semester	Program Activities	Personnel
Fall 2013	Conduct annual needs assessment to inform professional development for mentor teachers in the following areas: <ul style="list-style-type: none"> • Mentoring and coaching • Literacy instruction • Teaching English language learners • Teaching students with disabilities • Assessing student learning • Using data to improve instruction and student learning • Creating a classroom community for learning (classroom management) • Conducting inquiry and action research to improve instruction and student learning 	<ul style="list-style-type: none"> • Principals • PD • MSU faculty
	Refine professional development for mentor teachers/coaches that builds on identified strengths and addresses identified needs, giving special attention to coaching new teachers.	<ul style="list-style-type: none"> • PD • MSU faculty • NMTRP Ops Committee

	Engage mentors/coaches in ongoing professional development through: <ul style="list-style-type: none"> • Monthly meetings during after-school hours • An online learning community 	MSU faculty
Spring 2014	Engage mentors/coaches in ongoing professional development through: <ul style="list-style-type: none"> • Monthly meetings during after-school hours • An online learning community 	MSU faculty
Summer 2014	Hold Mentor Teacher Institute <ul style="list-style-type: none"> • Review the year’s activities • Refine plans for the following year • Focus on effective mentoring and coaching • Address other identified needs 	<ul style="list-style-type: none"> • PD • MSU Liaisons • MSU faculty • NPS Staff Devel
3.2 Engage selected teachers in professional development to facilitate their work toward achieving certification by the National Board of Professional Teaching Standards (NBPTS).		
Semester	Program Activities	Personnel
Fall 2013	Engage selected teachers in ongoing professional development toward seeking NBPTS certification through the Take One process. <ul style="list-style-type: none"> • Continue development of video portfolio entry using a classroom of students to demonstrate accomplished preK-12 teaching to be submitted for review when completed • Facilitate submission of video portfolios of 1-3 teachers 	<ul style="list-style-type: none"> • MSU Liaisons • MSU faculty • NPS Staff Devel • NBPTS Staff
Spring 2014	Engage selected teachers in ongoing professional development toward seeking NBPTS certification through the Take One process. <ul style="list-style-type: none"> • Continue development of video portfolio entry using a classroom of students to demonstrate accomplished preK-12 teaching to be submitted for review when completed • Facilitate submission of video portfolios of 1-3 teachers 	<ul style="list-style-type: none"> • MSU Liaisons • MSU faculty • NPS Staff Devel • NBPTS Staff
Summer 2014	Include work toward the NBPTS certification in the mentor teacher institute.	<ul style="list-style-type: none"> • PD • MSU Liaisons • MSU faculty • NPS Staff Devel • NBPTS Staff

APPENDIX D.5

**Examples of
Montclair State University Performance Assessments
for Teacher Education Candidates**

**(Community Study;
Adapting Instruction for an English Language Learner and a Student With A Disability)**

APPENDIX D.5
Examples of Montclair State University Performance Assessments
for Teacher Education Candidates

NOTE: To be adapted for use in the Newark Public Schools and Montclair State University Teaching Residency Program (NMTRP)

Community Study--Task Description

The purpose of this assignment is to help you: (a) develop a framework for understanding the relationship between schools, communities, and society; (b) cultivate skills needed to familiarize yourself with diverse communities and their residents; (c) envision ways you can help your future students see connections between their in-school and out-of-school experiences; (d) and promote your ability to work collaboratively with colleagues. The assignment involves an in-depth investigation of a diverse community and its schools. To make the work feasible and to allow you to explore issues of equity in-depth, you are asked to focus your investigation on one of the Abbott districts in the vicinity of MSU. Abbott districts are among the poorest in New Jersey and serve diverse student populations. The history of the Abbott districts will be studied in the course.

The assignment requires that you investigate one Abbott district and prepare a report of findings. For this project, you are asked to collaborate with other members of the class (groups should be no larger than four people). The investigation involves the following data gathering activities:

- Visit to the community
- Read local newspapers (to determine educational and other issues/concerns in the target community)
- Analyze information from the Census Bureau
- Analyze information from the Report Card for selected schools in the target community
- Analyze information from the Education Law Center website (for the Abbott districts themselves)
- Research the target school district website as well as the website for the city
- Conduct other relevant internet searches
- Visit one agency/organization that provides education-related services to children in the target community to inquire about available services

The project requires that you complete a group report as well as an individual report. A detail outline of both reports follows:

GROUP REPORT

The group report has two parts, one focused on the community and the other on the public schools in the community.

I. The Community:

- 1. The Place:** Conduct an internet search that will allow you to describe the community and its location. (**NOTE:** In the appendix, include a map that shows the internal geography of the community.) In the body of the report, answer the following questions:

- a. In what county is the target community located? Which communities border with the target community?
- b. How large is the community (square miles)? How does the target community compare with other communities in the county in terms of size?
- c. What is its internal geography (distinctive areas/sections) of the community?

After all group members visit the community, prepare a response that reflects your collective thinking to the following question:

- d. What general impressions did you develop about the community from your visit?
2. **History:** Give a brief history of the community. Make sure you identify salient historical events that have made a significant impact on this community in general and its schools in particular. Information for this section of the report comes from an internet search.
 3. **The People:** Use **Form B** to summarize the salient demographic characteristics of this community. The information needed to complete the form is available from the U.S. Census Bureau at the following website:

<http://factfinder.census.gov/servlet/ACSSAFFacts?> In the box at the upper right hand corner of the page, insert the name of the target district and select New Jersey. This will take you to the information needed. **NOTE: MAKE SURE YOU USE THE 2000 CENSUS TAB.**

The completed **Form B** should be included as an appendix to the group report. In the body of the report, respond to the questions below based on the information summarized in **Form B**. (**NOTE:** Answers to the questions should reflect the collective thinking of group members.)

- a. How do residents in this community compare to the average U.S. resident? Your response to this question should include a brief comment for each of the following:
 - *Racial/ethnic makeup:*
 - *Housing:*
 - *Education:*
 - *Disability status:*
 - *Language background:*
- b. How might these demographics influence the schools?
- c. Based on what we have studied in this course, how might you explain the demographic patterns noted above for the target community?
- d. What findings were of most interest to you? Why?

4. **Community Economics:**

- a. How do residents in this community compare with N.J. residents in general regarding the following?
 - Unemployment Rates

- Median Household Income
- Population Below Poverty Level
- Population 17 and under below Poverty Level

NOTE: The above information is available from the Education Law Center website: <http://www.edlawcenter.org/>. At this site, go to Abbott Districts/Abbott District Profiles. Find the district of interest (e.g., Union City). Use the information reported on the top portion of the page (Community Context). Make sure to push the (more details link under Community Context). The requested information will be there. The first column reports data for the selected district and the last column reports data for New Jersey as a whole.

- Who are the major employers in the target community? What type of employment is available in this community? (This information should come from an internet search and/or your visit to the community.)
- If the unemployment rate in the community is higher than the unemployment rate of the state (see response to 4a—first bullet), what do you think accounts for this difference?

After group members review the answers to 4a-c, prepare a response that reflects your collective thinking for the question below:

- How might the economic conditions of this community influence the schools?

5. Community Interests/Concerns: Responses to the questions below should reflect the collective thinking of group members. These questions should be answered after each group member has individual completed **Form C**.

- Based on your individual reading of local newspapers (as reported in **Form C**), what are the salient issues of interest/concern in the community?
 - *Education-related:*
 - *Others:*
- What are some implications of the interests/concerns identified above for the schools?

II. Public Schools in the Community

1. Demographics of the student population: Complete **Form E** using the information available from the Education Law Center website. Go to: <http://www.edlawcenter.org/>. Look for the “Abbott Districts” link on the left hand side of the page. Go to “Profile.” Use the link to the target community. Once the page opens, go to the section entitled “Characteristics of K-12 Students.” Make sure you expand the section by pressing the “More Detail” link.

The completed **Form E** should be included as an appendix to the report. In the body of the report, respond to the questions below. (**NOTE: Response to these questions must reflect your collective thinking**).

- a. How do the demographics of the public school student population summarized in **Form E** compare with the demographics of the overall community summarized in **Form B**? In your response, comment on the following:
 - *Racial/ethnic makeup:*
 - *Economic background:*
 - *Disability status:*
 - *Language background:*
- b. How does the student population in the target community compare with the student population in Abbott districts in general?
- c. How does the student population in the target community compare with the overall student population in New Jersey?
- d. What conclusions do you draw from the above noted similarities/differences?
- e. What findings were of most interest to you? Why?

2. **Student outcomes for selected schools:** Each member of the group is asked to select one school in the target district and report the student outcomes information requested in **Form F**. (**NOTE: MAKE SURE YOU COORDINATE YOUR SELECTIONS SO THAT EACH PERSON FOCUSES ON A DIFFERENT SCHOOL.**) The relevant information is accessible from the following: <http://education.state.nj.us/rc/rc06/menu/01.html>

Once on the above website, do the following: (1) Select the county in which your community is located; (2) select the school district of interest from the list on the right; (3) select the school of interest from the list on the right; (4) once at the report card portal for the target school, select the “School profile (local narrative)” link and print the material for your use; and (5) return to the report card portal for the target school and in the “Select a data section,” check the following: Student information and Student performance indicators, then press the “See your data selection” tab. Print the data for your use.

In the body of the report, collectively respond to the questions below based on the information summarized in **Form F**. (**NOTE: Response to these questions must reflect your collective thinking**).

- a. How do the language arts literacy results for students in the target schools compare with the results for the district overall for the latest school year reported?
- b. How do the mathematics results for students in the target schools compare with the results for the overall district?
- c. How do other outcomes for students in the target schools (attendance rates, student suspensions, student expulsions) compare with the state average?
- d. How do student outcomes compare across all the schools selected? Do the characteristics of the student population on this school in the top portion of **Form F** (total school enrollment, % ELLs, % students with disability, student mobility rate) help explain noted differences in student outcomes?

- e. What conclusions do you draw from the above comparisons?
3. *Involvement of parents/guardians*: What strategies does the school district use to involve parents/guardians? (Information for this section of the report comes from the school district website.)

APPENDICES FOR GROUP REPORT

1. Map of target community
2. The following completed forms should be included as appendices to the Group Report in the order below.
 - B. Community demographics characteristics
 - E. Demographics of student population

REMINDERS

CITE SOURCES: In writing your report, make certain that you cite sources used. When using other authors' ideas, make sure you paraphrase their writings. If you use text written by another author, make sure to use quotation marks. Plagiarism is a serious matter with serious consequences.

TYPE REPORT: The report and all forms must be typed.

INDIVIDUAL REPORT

Your individual report consists of responses to the three extension/reflection questions that follow:

1. In what ways does the target community support the intellectual, social, and personal development of children and youngsters? Be detailed and give specific examples to support your conclusions.
2. If you were a teacher in the target community, how might you use what you learned from your study of the target community to create links between the in-school and out-of-school experiences of children in this community? Be detailed and give specific examples. (NOTE: Make sure to review the information you reported in **Form A.**)
3. Select two readings we did in class this semester and explain how what you read helps you understand and/or interpret some aspect(s) of your community study findings.

Completed Forms

The following completed forms should be included as appendices to the Individual Report in the order below. **ALL FORMS ARE ACCESSIBLE FROM BLACKBOARD—(see COMM STUDY FORMS tab).**

- A. Visit to the community
- C. Reading local newspapers
- D. Agency/organization providing education-related services to children in the target community
- F. Student outcomes information—(for selected school)
- G. Internet searches

Community Study

Student's name: _____

Student ID #: _____

Semester: Fall _____ Spring _____

Year: _____

<i>Does not meet expectations</i>		<i>Meets expectations</i>		<i>Exceeds expectations</i>
(1)	(2)	(3)	(4)	(5)

Please circle the appropriate rating for each criterion listed below **using the accompanying RUBRIC.**

Knowledge/skills assessed

Rating

Group Work

- | | | | | | | |
|----|--|---|---|---|---|---|
| 1. | <i>Developing skills for learning about diverse communities:</i> | 1 | 2 | 3 | 4 | 5 |
| 2. | <i>Analyzing the relationship between society, community, and schools:</i> | 1 | 2 | 3 | 4 | 5 |
| 3. | <i>Writing a coherent, jointly constructed report</i> | 1 | 2 | 3 | 4 | 5 |

Individual Work

- | | | | | | | |
|----|---|---|---|---|---|---|
| 4. | <i>Understanding how communities support the development of children and adolescents</i> | 1 | 2 | 3 | 4 | 5 |
| 5. | <i>Envisioning connections between the in-school and out-of-school experiences of students:</i> | 1 | 2 | 3 | 4 | 5 |
| 6. | <i>Using course readings to interpret findings</i> | 1 | 2 | 3 | 4 | 5 |
| 7. | <i>Writing the report:]</i> | 1 | 2 | 3 | 4 | 5 |
| 8. | <i>Working with groups</i> | 1 | 2 | 3 | 4 | 5 |

COMMENTS:

**Montclair State University
Community Study Rubric**

Criteria	Does not meet expectations	Meets expectations	Exceeds expectations		
	(1)	(2)	(3)	(4)	(5)
Group Work					
1. <i>Developing skills for learning about diverse communities (MSU Standard 3e)</i>	Members of the group are minimally effective at learning about diverse communities. The group report shows little understanding of the target community and its relationship to the schools.	Members of the group are effective at learning about diverse communities. The group report shows a good understanding of the target community and its relationship to the schools.	Members of the group are highly effective at learning about diverse communities. The group report shows a deep understanding of the target community and its relationship to the schools.		
	Members of the group have limited skills for analyzing the relationship between society, community, and schools. The group report provides limited insight into these relationships.	Members of the group are skilled at analyzing the relationship between society, community, and schools. The group report provides meaningful insight into these relationships.	Members of the group are highly skilled at analyzing the relationship between society, community, and schools. The group report provides substantial and in-depth insight into these relationships.		
	Members of the group did not produce a coherent, jointly constructed report. The sections of the report appeared to be written separately and were disconnected.	Members of the group produced a coherent, jointly constructed report. For the most part, the sections of the report read as one well thought out document.	Members of the group produced a tightly coherent , jointly constructed report. It read as one well thought out document.		
Individual Work					
4. <i>Understanding how communities support development of children & adolescents (MSU St 2, 12f)</i>	You demonstrate limited insight into the types of support available in the community for children's/adolescents' level.	You demonstrate appropriate insight into the types of support available in the community for children's/adolescents' level.	You demonstrate exceptional insight into the types of supports available in the community for children's/adolescents' level.		

Criteria	Does not meet expectations			Meets expectations			Exceeds expectations		
	(1)	(2)	(3)	(4)	(5)				
5. <i>Envisioning connections between the in-school and out-of-school experiences of students (MSU Standard 3f)</i>	You have difficulty envisioning how to use the findings from the community study to support the learning of students in that community.	You identify several substantive ways in which to use the findings from the community study to support the learning of students in that community.	You are skilled at using concepts and ideas from the assigned readings to interpret your community study findings. There is adequate evidence that you understood the readings used.	You are highly skilled at using concepts and ideas from assigned readings to interpret related community study findings. There is evidence that you have an in-depth understanding of the readings used.	You work exceptionally well with other group members. You demonstrate leadership qualities in moving the work forward.				
6. Using course readings to interpret findings (MSU Standards 5, 12i)	You have difficulties using concepts and ideas from the assigned readings to interpret your community study findings. There is evidence that you misunderstood important aspects of the readings used.	You work well with other members of the group. Your actions facilitate the work of the group.	Most of the sections of the report for which you had primary writing responsibility (in the body of the report) and individual responsibility (in the forms included as appendices) were well written. There may be some grammatical errors, but your writing shows that you gave sufficient attention to editing, proofreading, and revising.	All the sections of the report for which you had primary writing responsibility (in the body of the report) and individual responsibility (in the forms included as appendices) were consistently well written . They have few, if any, grammatical errors and show that you gave serious attention to editing, proofreading, and revising.					
7. <i>Working in groups (MSU Standard 10)</i>	Many of the sections of the report for which you had primary writing responsibility (in the body of the report) and individual responsibility (in the forms included as appendices) were poorly written. They included many grammatical errors, and show that you gave insufficient attention to editing, proofreading, and revising.								
8. <i>Writing the report (MSU Standard 11)</i>									

MONTCLAIR STATE UNIVERSITY

NOTE: To be adapted for use in the Newark Public Schools and Montclair State University Teaching Residency Program (NMTRP)

Adapting Instruction for an English Language Learner (ELL) and a Student with a Disability: Task Guide

Task: To make the content of the curriculum accessible to ELLs and students with disabilities, you will be expected to adapt your instructional plans in ways that build on the background experiences and past learning of these students while addressing their special educational and linguistic needs. The intent of this performance task is to give you an opportunity to demonstrate your ability to adapt/modify instruction for an ELL and a student with a disability. The task asks you to select a lesson plan from an instructional unit you have already developed. Please select what you consider to be the best lesson plan you have developed to date. The lesson you choose, however, should not be the first nor last in the unit plan. You are expected to adapt the selected lesson plan for an ELL and a student with a disability. I will give you a descriptive profile for each student.

The expected product is a typewritten report that includes four parts: (1) the original lesson plan you have selected to adapt, with an explanation of how the lesson fits within the unit and an analysis of the learning task(s) involved in the selected lesson; (2) a detailed explanation of how you would modify the selected instructional plan to give access to learning to the ELL whose profile you will receive; (3) a detailed explanation of how you would modify the selected instructional plan to give access to learning to the student with a disability whose profile you will also receive; and (4) a self-assessment of the instructional adaptations made for the ELL and the student with a disability. The report should follow the format outlined below.

1. The Lesson

- a. *Lesson Plan:* The lesson plan selected/designed for this adaptation assignment must include: (a) clearly stated learning goal(s)/objective(s); (b) a description of the materials to be used in the lesson (**please note that copies of worksheets must be included**); (c) a description of lesson procedures, including a **detailed description** of each learning activities; and (d) a **clear explanation** of how you will determine whether the students involved in this lesson (not just the identified ELL or student with a disability) learned what you wanted them to learn.
- b. *Situate the lesson:* To help me understand the selected lesson well, please situate it within the broader instructional unit from which it is drawn. That is, provide a **detailed and clear explanation** of all instruction in the unit preceding this lesson as well as all instruction that will follow it.
- c. *Task Analysis:* **For each activity** included in the lesson plan, describe the specific academic, linguistic, and social/interactional/behavioral demands involved. That is, what must students know and be able to do academically/cognitively, linguistically, and socially/interactionally/behaviorally to be successful in this lesson. Your analysis of task demands should be **specific and detailed**.

2. English Language Learner:

- a. Describe the strength(s) of the identified ELL relative to the selected lesson. (Refer to the profile of the ELL given in class and the lesson plan.)
- b. Describe the needs of the identified ELL relative to the lesson. (Refer to the profile of the ELL given in class and the lesson plan.)
- c. Explain what difficulties, if any, you anticipate the identified ELL will experience in this lesson? **For each anticipated difficulty, explain why you think this is likely to be a problem for the student.** (Refer to the task analysis provided in section 1c of the report.)
- d. *Lesson Adaptations:*
 - i. What adaptations, if any, would you make in the originally planned learning materials to render the curriculum content accessible to the identified ELL? **Make certain you provide a clear and detailed rationale for the adaptations made. If you think no adaptations are required, explain why you believe this to be the case.**
 - ii. What adaptations, if any, would you make in the originally planned learning activities/procedures to render the curriculum content accessible to the identified ELL? (Copies of outlines, checklists, matrices, or other written adaptations must be submitted with the report.) **Make certain you provide a clear and detailed rationale for the adaptations made. If you think no adaptations are required, explain why you believe this to be the case.**
 - iii. What adaptations, if any, would you make in the originally planned homework assignment (if applicable) to render the curriculum content accessible to the identified ELL? **Make certain you provide a clear and detailed rationale for the adaptations made. If you think no adaptations are required, explain why you believe this to be the case.**
 - iv. What adaptations, if any, would you make in the originally planned assessment strategies to accurately determine what the identified ELL has learned from the lesson? **Make certain you provide a clear and detailed rationale for the adaptations made. If you think no adaptations are required, explain why you believe this to be the case.**
 - v. Explain how the modified lesson will help the identified ELL be part of the classroom community.

3. Student with a Disability:

- a. Describe the strength(s) of the identified student with a disability relative to the selected lesson. (Refer to the profile of the student with a disability given in class and the lesson plan.)

- b. Describe the needs of the identified student with a disability relative to the lesson. (Refer to the profile of the student with a disability given in class and the lesson plan.)
- c. Explain what difficulties, if any, you anticipate the identified student with a disability will experience in this lesson? **For each anticipated difficulty, explain why you think this is likely to be a problem for the student.** (Refer to the task analysis provided in section 1c of the report.)
- d. *Lesson Adaptations:*
 - i. What adaptations, if any, would you make in the originally planned learning materials to render the curriculum content accessible to the identified student with a disability? **Make certain you provide a clear and detailed rationale for the adaptations made. If you think no adaptations are required, explain why you believe this to be the case.**
 - ii. What adaptations, if any, would you make in the originally planned learning activities/procedures to render the curriculum content accessible to the identified student with a disability? (Copies of outlines, checklists, matrices, or other written adaptations must be submitted with the report.) **Make certain you provide a clear and detailed rationale for the adaptations made. If you think no adaptations are required, explain why you believe this to be the case.**
 - iii. What adaptations, if any, would you make in the originally planned homework assignment (if applicable) to render the curriculum content accessible to the identified student with a disability? **Make certain you provide a clear and detailed rationale for the adaptations made. If you think no adaptations are required, explain why you believe this to be the case.**
 - iv. What adaptations, if any, would you make in the originally planned assessment strategies to accurately determine what the identified student with a disability has learned from the lesson? **Make certain you provide a clear and detailed rationale for the adaptations made. If you think no adaptations are required, explain why you believe this to be the case.**
 - v. Explain how the modified lesson will help the identified student with a disability be part of the classroom community.
4. Self-assessment: Use the rating form distributed in class to assess the adaptations you made in this lesson for the identified ELL and student with a disability. **Make sure you use the accompanying rubric to arrive at your ratings for items 1 through 11. For each of these items, write a comment that will help me understand the rating you are giving yourself.**

MONTCLAIR STATE UNIVERSITY

Adapting Instruction for an English Language Learner & a Student w/a Disability

Student's name: _____ ID#: _____
 Semester: Fall _____ Spring _____ Year: _____

<i>Does not meet expectations</i>		<i>Meets expectations</i>		<i>Exceeds expectations</i>	
(1)	(2)	(3)	(4)	(5)	

Please circle the appropriate rating for each criterion listed below **using the rubric.**

<u>Knowledge/skills assessed</u>	<u>Rating</u>
1. <i>Understanding task demands embedded in learning activities:</i>	1 2 3 4 5
2. <i>Understanding the strengths and needs of an ELL:</i>	1 2 3 4 5
3. <i>Adapting instructional materials to make them appropriate for an ELL:</i>	1 2 3 4 5
4. <i>Adapting learning activities to make them appropriate for an ELL:</i>	1 2 3 4 5
5. <i>Adapting assessments to make them appropriate for an ELL:</i>	1 2 3 4 5
6. <i>Using democratic practices to involve an ELL:</i>	1 2 3 4 5
7. <i>Understanding the strengths and needs of a student with a disability:</i>	1 2 3 4 5
8. <i>Adapting instructional materials to make them appropriate for a student with a disability:</i>	1 2 3 4 5
9. <i>Adapting learning activities to make them appropriate for a student with a disability:</i>	1 2 3 4 5
10. <i>Adapting assessments to make them appropriate for a student with a disability:</i>	1 2 3 4 5
11. <i>Using democratic practices to involve a student with a disability:</i>	1 2 3 4 5
12. <i>Self-assessment of planned instructional adaptations for an ELL and a student with a disability:</i>	1 2 3 4 5

(Write comments on the back of this page)

Montclair State University
Scoring Rubric

Adapting an Instructional Plan for an English Language Learner (ELL) and a Student with a Disability
(Rev 2-10-09)

Criteria	Does not meet expectations	Meets expectations	Exceeds expectations
1. <i>Understanding task demands embedded in learning activities</i> (Standard 4)	(1) Candidate’s analysis of the learning activities comprising the selected lesson shows limited understanding of the cognitive, linguistic, and social/interactional demands embedded in those activities. The explanation of the learning demands in the tasks involved lacks clarity and/or includes inaccuracies.	(3) Candidate’s analysis of the learning activities comprising the selected lesson shows an adequate understanding of the cognitive, linguistic, and social/interactional demands embedded in those activities. The explanation of the learning demands in the tasks involved is satisfactory, though it may need more clarity and/or details.	(5) Candidate’s analysis of the learning activities comprising the selected lesson shows a deep understanding of the cognitive, linguistic, and social/interactional demands embedded in those activities. The explanation of the learning demands in the tasks involved is thorough and logical .
	(2) Candidate’s analysis of the identified ELL’s profile shows a limited understanding of that student’s strengths and needs relative to the selected lesson. He/she has difficulties anticipating aspects of the selected lesson with which the student is likely to experience difficulties. No explanation is given for the anticipated difficulties <u>OR</u> the explanation provided makes little or no sense.	(4) Candidate’s analysis of the identified ELL’s profile shows an adequate understanding of that student’s strengths and needs relative to the selected lesson. He/she accurately anticipates aspects of the selected lesson with which the student is likely to experience difficulties. The explanation given for the anticipated difficulties, while logical, may need more clarity and/or details.	(5) Candidate’s analysis of the identified ELL’s profile shows a deep understanding of that student’s strengths and needs relative to the selected lesson. He/she accurately anticipates aspects of the selected lesson with which the student is likely to experience difficulties. The explanation given for the anticipated difficulties is clear, thorough, and logical .
<i>Adapting an Instructional Plan for an English Language Learner (ELL)</i>			
2. <i>Understanding of the strengths and needs of an ELL (Standards 2, 3a, 3b, 3d, 3e, 12c, 12d)</i>	Candidate’s analysis of the identified ELL’s profile shows a limited understanding of that student’s strengths and needs relative to the selected lesson. He/she has difficulties anticipating aspects of the selected lesson with which the student is likely to experience difficulties. No explanation is given for the anticipated difficulties <u>OR</u> the explanation provided makes little or no sense.	Candidate’s analysis of the identified ELL’s profile shows an adequate understanding of that student’s strengths and needs relative to the selected lesson. He/she accurately anticipates aspects of the selected lesson with which the student is likely to experience difficulties. The explanation given for the anticipated difficulties, while logical, may need more clarity and/or details.	Candidate’s analysis of the identified ELL’s profile shows a deep understanding of that student’s strengths and needs relative to the selected lesson. He/she accurately anticipates aspects of the selected lesson with which the student is likely to experience difficulties. The explanation given for the anticipated difficulties is clear, thorough, and logical .

Criteria	Does not meet expectations	Meets expectations	Exceeds expectations
<p>3. <i>Adapting instructional materials to make them appropriate for an ELL</i> (Standards 1b, 2, 3a, 3b, 3d, 3f, 4, 6, 12a, 12b, 12c, 12d, 12f, 12g, 12h, 12j)</p>	<p>(1) (2) <i>If adaptation is required:</i> The lesson's instructional materials are not appropriately adapted for the identified ELL. There is little or no explanation of how the adapted materials are appropriate for the student <u>OR</u> the explanation given makes little or no sense. <i>If no adaptation is required:</i> No clear rationale is given for why the materials do not require adaptation <u>OR</u> the explanation provided makes little or no sense.</p>	<p>(3) (4) <i>If adaptation is required:</i> The lesson's instructional materials are appropriately adapted for the identified ELL. An explanation of how the materials are appropriate for the student is provided, but aspects of the explanation may need more clarity and/or details. <i>If no adaptation is required:</i> A clear rationale is provided for why the material does not require adaptation.</p>	<p>(5) <i>If adaptation is required:</i> The lesson's instructional materials are appropriately adapted for the identified ELL. A detailed and convincing rationale regarding how the materials are appropriate for the student is provided. It is apparent from this rationale that serious thought went into adapting the instructional materials for the student. <i>If no adaptation is required:</i> A detailed and convincing rationale is provided for why the material does not require adaptation.</p>
<p>4. <i>Adapting learning activities to make them appropriate for an ELL</i> (Standards 1b, 2, 3a, 3b, 3d, 3f, 4, 6, 12a, 12b, 12c, 12d, 12f, 12g, 12h, 12j)</p>	<p><i>If adaptation is required:</i> The lesson's learning activities are not appropriately adapted for the identified ELL. There is little or no explanation of how the adapted activities are appropriate for the student <u>OR</u> the explanation given makes little or no sense. <i>If no adaptation is required:</i> No clear rationale is given for why the learning activities do not require adaptation <u>OR</u> the explanation provided makes little or no sense.</p>	<p><i>If adaptation is required:</i> The lesson's learning activities are appropriately adapted for the identified ELL. An explanation of how the activities are appropriate for the student is provided, but aspects of the explanation may need more clarity and/or details. <i>If no adaptation is required:</i> A clear rationale is provided for why the learning activities do not require adaptation.</p>	<p><i>If no adaptation is required:</i> The lesson's learning activities are appropriately adapted for the identified ELL. A detailed and convincing rationale for how the activities are appropriate for the student is provided. It is apparent from this rationale that serious thought went into adapting learning activities for the student. <i>If no adaptation is required:</i> A detailed and convincing rationale is provided for why the learning activities do not require adaptation.</p>
Criteria	Does not meet expectations	Meets expectations	Exceeds expectations

<p>5. <i>Adapting assessments to make them appropriate for an ELL (Standards 3b, 4, 7, 9, 12a, 12b, 12c, 12d, 12e, 12f, 12g, 12h, 12j)</i></p>	<p>(1) <i>If adaptation is required:</i> Few or no assessment modifications made for the identified ELL are appropriate for the student. There is little or no attempt to explain how the assessment modifications are appropriate for him/her <u>OR</u> the explanation given makes little or no sense.</p> <p><i>If no adaptation is required:</i> No clear rationale is given for why the originally planned assessment does not require adaptation <u>OR</u> the rationale provided makes little or no sense.</p>	<p>(3) <i>If adaptation is required:</i> Appropriate assessment modifications have been made for the identified ELL (e.g., giving students extra time, grading on content without deducting for grammar/spelling, assessing based on growth, and including a glossary that explains potentially unfamiliar terms). Overall, the assessment results can be expected to give an adequate understanding of what the student has learned from the lesson. An explanation of how the adapted assessment strategies are appropriate for the student is provided, but aspects of the explanation may need more clarity and/or details.</p> <p><i>If no adaptation is required:</i> A clear rationale is provided regarding why the originally planned assessment does not require adaptation.</p>	<p>(5) <i>If adaptation is required:</i> Assessment modifications are substantial and well planned for the identified ELL. The modified assessment strategies are all appropriate for the student so that results can be expected to give an accurate and thorough understanding of what the student has learned from the lesson. A thorough and convincing explanation for how the adapted assessment strategies are appropriate for the identified student is provided.</p> <p><i>If no adaptation is required:</i> A thorough and convincing explanation is provided for why the originally planned assessment does not require adaptation.</p>
<p>Criteria</p>	<p>Does not meet expectations</p>	<p>Meets expectations</p>	<p>Exceeds expectations</p>

<p>6. <i>Using democratic practices to involve an ELL (Standards 1b, 2, 3b, 3d, 3e, 3f, 4, 6, 9, 12a, 12b, 12c, 12f, 12g, 12h, 12j)</i></p>	<p>(1) The adapted instructional plan lacks a clear effort to give the identified ELL access to the content of the curriculum and/or to help him/her be part of the classroom community. An explanation of how the adapted plan aims to make content comprehensible to the student and to help him/her be part of the classroom community is lacking <u>OR</u> the one given makes little or no sense.</p>	<p>(2) The adapted instructional plan reflects a clear effort to give the identified ELL access to the content of the curriculum and to help him/her be part of the classroom community. An explanation of how the adapted plan aims to make content comprehensible to the student and to help him/her be part of the classroom community is provided, but aspects of the explanation may need more clarity and/or details.</p>	<p>(3) The adapted instructional plan reflects a well conceptualized effort to make the content of the curriculum accessible to the identified ELL and to help him/her be part of the classroom community. A clear and detailed explanation of how the adapted plan aims to make content comprehensible to the student and be part of the classroom community is provided.</p>	<p>(4) The adapted instructional plan reflects a well conceptualized effort to make the content of the curriculum accessible to the identified ELL and to help him/her be part of the classroom community. A clear and detailed explanation of how the adapted plan aims to make content comprehensible to the student and be part of the classroom community is provided.</p>
<p><i>Adapting an Instructional Plan for a Student with a Disability</i></p>				
<p>7. <i>Understanding the strengths and needs of a student with a disability (Standards 2, 3a, 3b, 3d, 3e, 12c, 12d)</i></p>	<p>Candidate’s analysis of the profile for the identified student with a disability shows a limited understanding of that student’s strengths and needs relative to the selected lesson. He/she has difficulties anticipating aspects of the selected lesson with which the student is likely to experience difficulties. No explanation is given for the anticipated difficulties <u>OR</u> the explanation provided makes little or no sense.</p>	<p>Candidate’s analysis of the profile for the identified student with disability shows an adequate understanding of that student’s strengths and needs relative to the selected lesson. He/she accurately anticipates aspects of the selected lesson with which the student is likely to experience difficulties. The explanation given for the anticipated difficulties, while logical, may need more clarity and/or details.</p>	<p>Candidate’s analysis of the profile for the identified student with a disability shows a deep understanding of that student’s strengths and needs relative to the selected lesson. He/she accurately anticipates aspects of the selected lesson with which the student is likely to experience difficulties. The explanation given for the anticipated difficulties is clear, thorough, and logical.</p>	
<p>Criteria</p>	<p>Does not meet expectations</p>	<p>Meets expectations</p>	<p>Exceeds expectations</p>	

	(1)	(2)	(3)	(4)	(5)
8. <i>Adapting instructional materials to make them appropriate for a student with a disability</i> (Standards 1b, 2, 3a, 3b, 3d, 3f, 4, 6, 12a, 12b, 12c, 12d, 12f, 12g, 12h, 12j)	<i>If adaptation is required:</i> The lesson's instructional materials are not appropriately adapted for the identified student with a disability. There is little or no explanation of how the adapted materials are appropriate for the student <u>OR</u> the explanation given makes little or no sense. <i>If no adaptation is required:</i> No clear rationale is given for why the materials do not require adaptation <u>OR</u> the explanation provided makes little or no sense.	<i>If adaptation is required:</i> The lesson's instructional materials are appropriately adapted for the identified student with a disability. An explanation of how the materials are appropriate for the student is provided, but aspects of the explanation may need more clarity and/or details. <i>If no adaptation is required:</i> A clear rationale is provided for why the material does not require adaptation.	<i>If adaptation is required:</i> The lesson's instructional materials are appropriately adapted for the identified student with a disability. A detailed and convincing rationale regarding how the materials are appropriate for the student is provided. It is apparent from this rationale that serious thought went into adapting the instructional materials for the student. <i>If no adaptation is required:</i> A detailed and convincing rationale is provided for why the material does not require adaptation.	<i>If adaptation is required:</i> The lesson's learning activities are not appropriately adapted for the identified student with a disability. There is little or no explanation of how the adapted activities are appropriate for the student <u>OR</u> the explanation given makes little or no sense. <i>If no adaptation is required:</i> No clear rationale is given for why the learning activities do not require adaptation <u>OR</u> the explanation provided makes little or no sense.	<i>If adaptation is required:</i> The lesson's learning activities are appropriately adapted for the identified student with a disability. A detailed and convincing rationale for how the activities are appropriate for the student is provided. It is apparent from this rationale that serious thought went into adapting learning activities for the student. <i>If no adaptation is required:</i> A detailed and convincing rationale is provided for why the learning activities do not require adaptation.
9. <i>Adapting learning activities to make them appropriate for a student with a disability</i> (Standards 1b, 2, 3a, 3b, 3d, 3f, 4, 6, 12a, 12b, 12c, 12d, 12f, 12g, 12h, 12j)	<i>If adaptation is required:</i> The lesson's learning activities are not appropriately adapted for the identified student with a disability. There is little or no explanation of how the adapted activities are appropriate for the student <u>OR</u> the explanation given makes little or no sense. <i>If no adaptation is required:</i> No clear rationale is given for why the learning activities do not require adaptation <u>OR</u> the explanation provided makes little or no sense.	<i>If adaptation is required:</i> The lesson's learning activities are appropriately adapted for the identified student with a disability. An explanation of how the activities are appropriate for the student is provided, but aspects of the explanation may need more clarity and/or details. <i>If no adaptation is required:</i> A clear rationale is provided for why the learning activities do not require adaptation.	<i>If adaptation is required:</i> The lesson's learning activities are appropriately adapted for the identified student with a disability. A detailed and convincing rationale for how the activities are appropriate for the student is provided. It is apparent from this rationale that serious thought went into adapting learning activities for the student. <i>If no adaptation is required:</i> A detailed and convincing rationale is provided for why the learning activities do not require adaptation.	<i>If adaptation is required:</i> The lesson's learning activities are appropriately adapted for the identified student with a disability. A detailed and convincing rationale for how the activities are appropriate for the student is provided. It is apparent from this rationale that serious thought went into adapting learning activities for the student. <i>If no adaptation is required:</i> A detailed and convincing rationale is provided for why the learning activities do not require adaptation.	<i>If adaptation is required:</i> The lesson's learning activities are appropriately adapted for the identified student with a disability. A detailed and convincing rationale for how the activities are appropriate for the student is provided. It is apparent from this rationale that serious thought went into adapting learning activities for the student. <i>If no adaptation is required:</i> A detailed and convincing rationale is provided for why the learning activities do not require adaptation.
Criteria	Does not meet expectations	Meets expectations	Exceeds expectations		

<p>10. <i>Adapting assessments to make them appropriate for a student with a disability (Standards 3b, 4, 7, 9, 12a, 12b, 12c, 12d, 12e, 12f, 12g, 12h, 12j)</i></p>	<p>(1) <i>If adaptation is required:</i> Few or no assessment modifications made for the identified student with a disability are appropriate for the student. There is little or no attempt to explain how the assessment modifications are appropriate for him/her <u>OR</u> the explanation given makes little or no sense.</p> <p><i>If no adaptation is required:</i> No clear rationale is given for why the originally planned assessment does not require adaptation <u>OR</u> the rationale provided makes little or no sense.</p>	<p>(3) <i>If adaptation is required:</i> Appropriate assessment modifications have been made for the identified student with a disability (e.g., varying grading weights assigned to different products, using contracts, modifying course requirements, and grading on improvement). Overall, the assessment results can be expected to give an adequate understanding of what the student has learned from the lesson. An explanation of how the adapted assessment strategies are appropriate for the student is provided, but aspects of the explanation may need more clarity and/or details.</p> <p><i>If no adaptation is required:</i> A clear rationale is provided for why the originally planned assessment does not require adaptation.</p>	<p>(5) <i>If adaptation is required:</i> Assessment modifications are substantial and well planned for the identified ELL. The modified assessment strategies are all appropriate for the student so that results can be expected to give an accurate and thorough understanding of what the student has learned from the lesson. A thorough and convincing explanation for how the adapted assessment strategies are appropriate for the identified student is provided.</p> <p><i>If no adaptation is required:</i> A thorough and convincing explanation is provided for why the originally planned assessment does not require adaptation.</p>
<p>Criteria</p>	<p>Does not meet expectations</p>	<p>Meets expectations</p>	<p>Exceeds expectations</p>

	(1)	(2)	(3)	(4)	(5)
11. <i>Using democratic practices to involve a student with a disability (Standards 1b, 2, 3b, 3d, 3e, 3f, 4, 6, 9, 12a, 12b, 12c, 12f, 12g, 12h, 12j)</i>	The adapted instructional plan lacks a clear effort to give the identified student with a disability access to the content of the curriculum and/or to help him/her be part of the classroom community. An explanation of how the adapted plan aims to make content comprehensible to the student and to help him/her be part of the classroom community is lacking <u>OR</u> the one given makes little or no sense.	The adapted instructional plan reflects a clear effort to give the identified student with a disability access to the content of the curriculum and to help him/her be part of the classroom community. An explanation of how the adapted plan aims to make content comprehensible to the student and to help him/her be part of the classroom community is provided, but aspects of the explanation may need more clarity and/or details.	The adapted instructional plan reflects a clear effort to give the identified student with a disability access to the content of the curriculum and to help him/her be part of the classroom community. An explanation of how the adapted plan aims to make content comprehensible to the student and to help him/her be part of the classroom community is provided.	The adapted instructional plan reflects a well conceptualized effort to make the content of the curriculum accessible to the identified student with a disability and to help him/her be part of the classroom community. A clear and detailed explanation of how the adapted plan aims to make content comprehensible to the student and be part of the classroom community is provided.	
12. <i>Self-assessment of planned instructional adaptations for ELL and student with a disability (Standard 9)</i>	Candidate is largely unable to identify areas of strengths and needs relative to adapting instructional plans for the identified students, as evident in his/her self-assessment of the adaptations made in the lesson for the students.	Candidate is able to identify areas of strengths and needs relative to adapting instructional plans for the identified students, as evident in his/her self-assessment of the adaptations made in the lesson for the students.	Candidate has an exceptional ability to identify areas of strengths and needs relative to adapting instructional plans for the identified students, as evident in his/her self-assessment of the adaptations made in the lesson for the students.		

APPENDIX D.6

Letters of Commitment and Memorandum of Understanding

Memorandum of Understanding—Newark Public Schools and Montclair State University

Letters of Commitment

Newark Public Schools

Newark Teachers Union

Montclair State University College of Science and Mathematics

New Jersey Department of Education

National Commission on Teaching and America's Future

The Children's Literacy Initiative

The Newark Museum

The Merck Foundation

Prudential Foundation

Memorandum of Understanding

Between the Newark Public Schools and Montclair State University

Background

Montclair State University is applying for a Title II Teacher Quality Partnership grant from the United States Department of Education for the Newark Public Schools-Montclair State University Teaching Residency Program (NMTRP). The purpose of this program is to improve the quality of prospective and new teachers in NPS and thereby improve student achievement. The program will have the following components: (1) An 18-month teaching residency in NPS schools in which residents work with and learn from mentors who are highly qualified, experienced teachers in the areas in which the residents are seeking certification. At the end of the residency phase, participants will receive a master's degree (M.A.T.) and certification in math or science, or dual certification in elementary education and special education. (2) Rigorous graduate coursework that takes place in the partner schools, accompanies the apprenticeship year, and is integrated with clinical practice. (3) A cohort structure for residents and for novice teachers hired after the apprenticeship year. (4) Induction support for residents once they are hired as NPS teachers through mentoring, professional development, and networking.

The Partners to This Agreement

Montclair State University, founded as Montclair Normal School in 1908, is located in northern New Jersey, approximately five miles north of Newark. MSU enrolls almost 18,000 undergraduate and graduate students, and offers five doctoral programs, including Ed.D. programs in Pedagogy and in Mathematics Pedagogy. The curriculum, pedagogy, and assessment of students in the MSU teacher education program are guided by a set of institutional standards that are aligned with the NJ Professional Teaching Standards. MSU was among the first group of institutions to have its teacher education program accredited by NCATE in 1954 and has been continuously accredited since then. MSU is nationally recognized as a leading institution in the preparation of teachers and other professional educators, particularly those who work in high-need urban communities. In 2008, MSU's teacher education program was named one of *Ten Leading Schools of Education* in the country by *Edutopia*, the journal of the George Lucas Educational Foundation. In 2009, MSU's school-university partnership, the MSUNER, was identified as a promising model for such partnerships by the New Teacher Center (Goldrick, 2009). In 2002, the program received the Diversity Award from the American Association of Colleges for Teacher Education (AACTE). In 2001 the Center of Pedagogy was cited by the U.S. Department of Education as an exemplar of collaborative work in teacher preparation.

The Newark Public Schools, the largest school district in New Jersey, is a high-need LEA, as reflected in its 27% poverty rate in the 2007 Census. In fall 2007, NPS served a diverse population of 41,267 students in 73 schools. In 2007-08, 92.5% of students were of racial/ethnic minority backgrounds. (Fifty-nine percent were of African descent [African-American, Caribbean, and West African], 33% were Hispanic, and 8% were white.) Approximately 67% of NPS students in 2007-08 were from families with incomes low enough to qualify them for

federal free or reduced-price lunch, although only 63% of eligible students received free or reduced-price lunch received that year (Association for Children of New Jersey, 2008). About 10% of students were speakers of home languages other than English, and 9% had Individualized Educational Plans (IEPs) for special needs students. In 1995, NPS became a state-operated school district based upon the State DOE determination that the district was not able to meet certain State Standards. Despite progress in many areas, the district remains under State operation.

PREAMBLE

This partnership agreement is entered in this 20th day of July 2009 by Montclair State University and The Newark Public Schools under the Title II Teacher Quality Partnership Grant.

WITNESSETH THAT

The partners agree to perform services set forth in this partnership agreement for the consideration herein.

SCHEDULE

ARTICLE I. STATEMENT OF WORK

The partners shall provide the necessary personnel and facilities to perform the services specified which include the designation of partnership school sites in the Newark Public Schools for preparing 25 teachers a year to be recruited and hired by Newark Public Schools and for providing induction support to those teachers for two years after they are hired.

ARTICLE II. DELIVERY OF PERFORMANCE SCHEDULE

The period of performance under this agreement is specific as of October 1, 2009 to September 30, 2014 for which funds will be available and allotted, and which constitutes the five years of the grant award.

ARTICLE III. SPECIAL PROVISIONS

- A. This agreement may be terminated if funds are not forthcoming from the United States Department of Education, and/or if termination is mutually agreed upon by both parties in writing and with a 60-day notice.
- B. Any major modification to the approved project, including, but not limited to, its project objectives and implementation plan shall require a written modification to the project contract. To effect a modification to the contract's Statement of Work, a written request shall be submitted to Montclair State University's representative. The request shall include a rationale and detail its effect on the project objectives. No modification to the project agreement, Statement of Work, shall be implemented without the written approval of Montclair State University's representative.

- C. This agreement shall commence on October 1, 2009 and shall terminate on September 30, 2014. Such agreement may be renewed, contingent upon availability of funding from the U.S. Department of Education or other funding sources.

ARTICLE IV. INCORPORATION OF APPLICABLE PROVISIONS OF THE TITLE II TEACHER QUALITY PARTNERSHIP GRANT.

All applicable provisions contained in the United States Department of Education Title II Teacher Quality Partnership grant award shall be binding on Montclair State University, and The Newark Public Schools hereby agrees to comply with same. A copy of the Grant Award will be submitted to The Newark Public Schools immediately upon its receipt by Montclair State University.

ARTICLE V. GOVERNING LAWS

This agreement shall be subject to all the provisions of the New Jersey Tort Claims Act N.J.S.A. 59:1-2 et seq., the New Jersey Contractual Liability Act N.J.S.A. 59:13 et Seq.

Terms of The Agreement

Montclair State University agrees to:

- Be the recipient of all funds awarded under this competition, and take total and full responsibility for fiscal and programmatic oversight, management, and administration;
- Fulfill all reporting requirements identified by the funding source in a timely manner;
- Serve as the liaison between the funding source and the Partnership and serve as the official communicant between the Partnership and the funding source;
- Establish partnership school sites for building and supporting learning communities of pre-service teaching residents (approximately 25 residents for each year of the grant) and Newark Public Schools teachers who will serve as mentor teachers for the teaching residents;
- Provide a rigorous program that integrates coursework and clinical practice and that culminates in a master's degree and teacher certification for teaching residents in a high-need area for Newark Public Schools;
- Waive 20% of tuition costs during years 3- 5 for teaching residents;
- In collaboration with administrators and faculty in the partnership schools, participate in and provide induction support for two years for completers of the teaching residency program who are hired by Newark Public Schools;

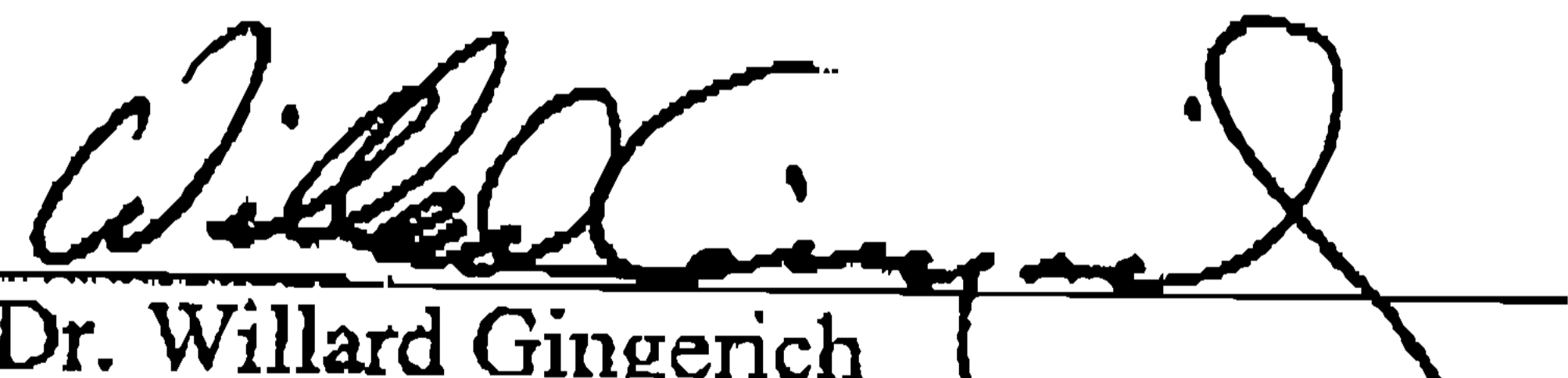
- In collaboration with administrators in the partnership schools, conduct assessment for professional development of the mentor teachers and design and implement professional development in areas of identified need;
- Convene and chair an Advisory Committee that will include representation of all partners involved in this program and that will meet bi-annually and provide advice and guidance in the overall conduct of the program;
- Insure that each resident signs a service contract annually stipulating their agreement to serve as a full-time teacher in a high-need school served by NPS in a high-need subject area for three years after completing the teaching residency. If a resident does not fulfill this requirement, Montclair State University will oversee repayment of the amount of tuition they receive through the program in addition to the stipend if they do not fulfill the obligation to teach in NPS for three years.
- Provide notices of all meetings at least 10 days prior to the date of the meeting, and provide adequate meeting space for the work of the Committee. Montclair State University will provide Newark Public Schools with minutes of all meetings and any additional data that may be necessary for Newark Public Schools to perform its work as a member of the Partnership; and
- Provide Newark Public Schools with all support that may be necessary to carry out the activities of the grant referenced above.

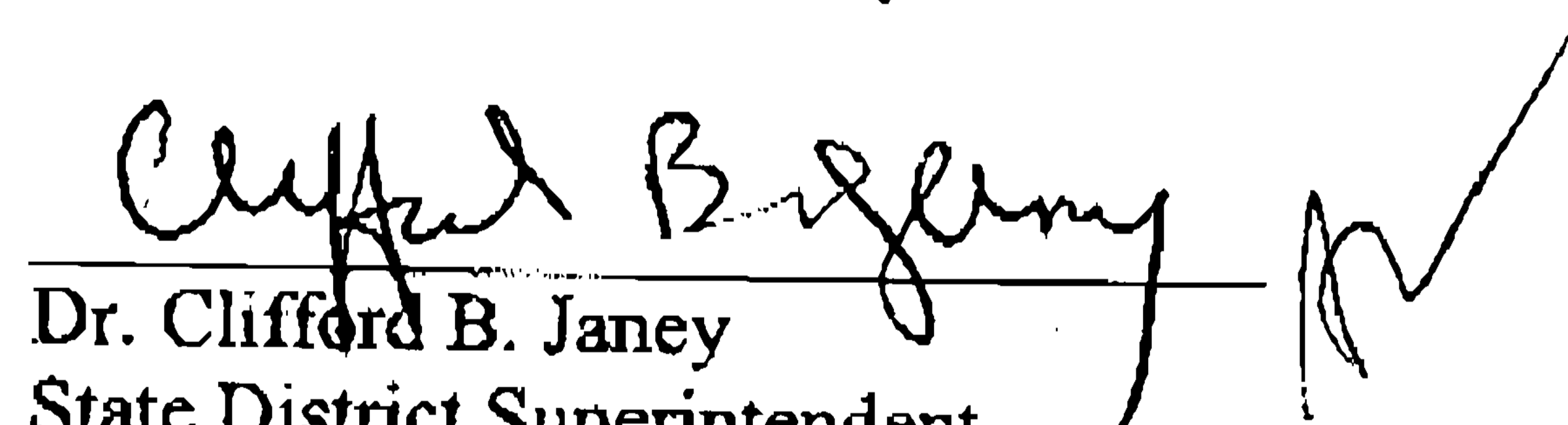
The Newark Public Schools agrees to:

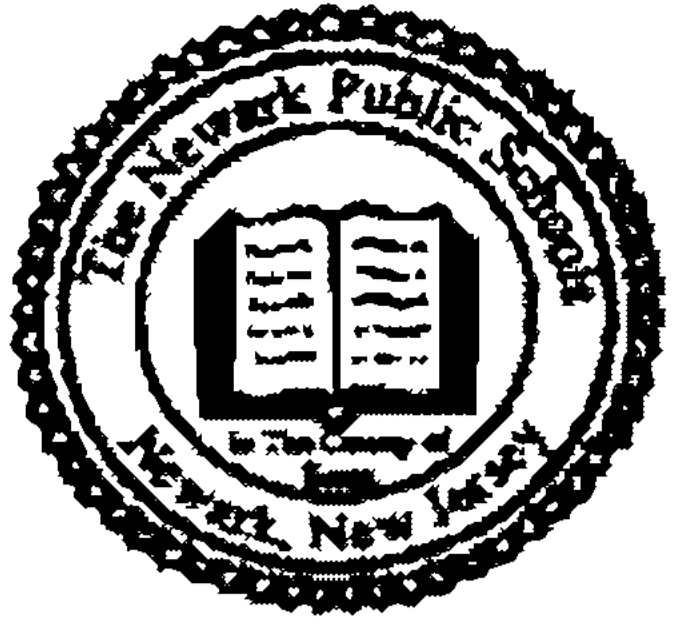
- Designate appropriate members of the Advisory Committee that will be established to provide advice, suggestions, and guidance in the overall conduct of the program, including, but not limited to, establishing protocols regarding evaluation of teacher performance tied to student achievement;
- Assign professional staff members from the identified subject areas of need to attend meetings of the Advisory Committee and participate as needed within partnership school sites;
- Provide placements for teaching residents in partnership schools for the duration of their residency (one school year for prospective secondary Mathematics and Science teachers; 1.5 school year for prospective teachers with dual certification in elementary and special education);
- Contribute support for grant implementation to Montclair State University on behalf of the partnership at a rate comparable to one-half (50%) of the living stipend for teaching residents (\$15,000 per resident for prospective secondary Mathematics and Science teachers, \$22,500 per resident for prospective teachers with dual certification in elementary and special education);

- Provide time for mentor teachers (who receive honoraria from grant funds) to work with teaching resident mentees outside class one-half day per week, with substitute coverage paid for by the grant;
- Assist in the recruitment, selection, assignment and retention of teaching residents and mentor teachers in the project, as well as the selection of partnership school sites;
- Give qualified completers of the residency/MAT program preferential hiring in their respective certification areas for a minimum of two years after completion of their residency/MAT program. All parties understand that no promises are being made by the District to said participants regarding the length of employment with the District. As a non-tenured teaching staff member, each participant's employment with the District is subject to the terms of their employment contract and N.J.S.A. 18A:27-10.
- Permit, whenever practicable, all new teachers (including those who complete the residency program and those who do not) to participate in further development of their teaching skills, including the use of mentors who are prepared and compensated by the program for work with new teachers;
- Allow Montclair State University to serve as project liaison to the funding source and direct all communication with the funding source through Montclair State University, which is the cognizant agent for the management and administration of the grant and program;
- Cooperate in the project evaluation and provide any and all data and information necessary and/or required by the approved evaluation process; and
- Abide by every statement and assurance required by the funding source that is signed by Montclair State University and attached to the funding proposal.

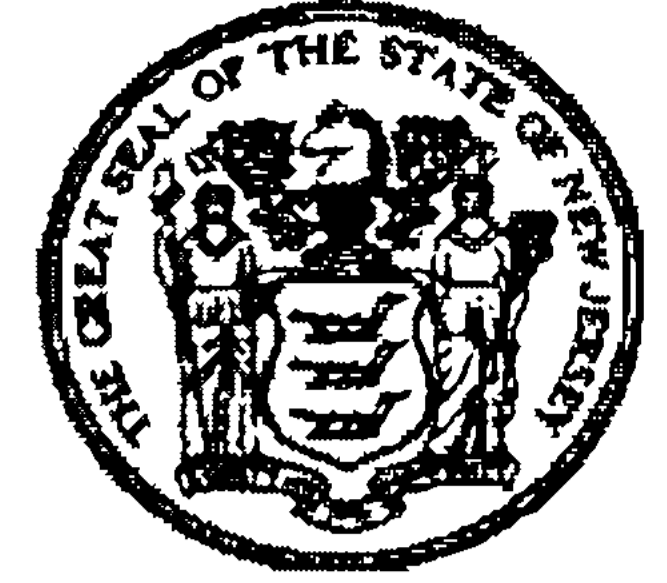
IN WITNESS WHEREOF, the parties have executed this partnership agreement as of the day and year first above written.


 Dr. Willard Gingerich
 Provost and Vice President for Academic Affairs
 Montclair State University


 Dr. Clifford B. Janey
 State District Superintendent
 Newark Public Schools



The Newark Public Schools
 Office of the State District Superintendent
 2 Cedar Street
 Newark, New Jersey 07102-3091
 Phone: 973-733-7333
 Fax: 973-733-6834



Dr. Clifford B. Janey
 State District Superintendent

Lucille E. Davy
 Commissioner of Education

July 14, 2009

Dr. Jennifer Robinson
 Executive Director
 Center of Pedagogy
 Montclair State University
 One Normal Avenue
 Montclair, NJ 07043

Dear Dr. Robinson:

It is with pleasure that the Newark Public Schools endorses the proposal of Montclair State University to the U.S. Department of Education (ED) under the *Teacher Quality Program*. Past collaborative efforts between the district and the university have resulted in strengthening core academic areas and school leadership. This track record of successful partnership bodes well for new initiatives, such as the one being proposed.

Montclair's approach, creating a residency program that focuses on teacher recruitment, induction, and support, demonstrates that you not only have your fingers on the pulse of the opportunity to enhance the teaching profession, but also that you have a vision for what really matters in support of New Jersey and the nation's economic growth: improving student outcomes in mathematics and science, and ensuring that students with disabilities are taught by core content specialists. As you know, in Newark all of our teachers hold state issued certificates. However, not all students have access to teachers certified in the content area. This is especially true in science and mathematics at the high school level. Innovative strategies, such as the one being proposed by Montclair, are the only hope that high need districts will have in providing plausible, sustainable solutions to the problem of identifying and supporting teachers who possess content expertise and a willingness to teach in challenging academic environments.

We have adopted the philosophy that for university collaborations to be effective, all partners must have equal say in setting goals and objectives, and be committed to the process of continuous improvement. We therefore agree to the terms outlined in the draft Memorandum of Understanding that is included in the proposal. In addition, the district looks forward to working with MSU as a strategic partner as we turn around struggling and failing schools. For example, MSU has agreed to work with us to increase the number of Nationally Board Certified teachers in the district. Undoubtedly, additional support will emerge over the five-year grant period, as determined by annual progress and the recommendations of the Advisory Committee.

By working with staff from the host schools, placement schools, and various district offices throughout the projects, including Innovation and Change, Staff Development, and Human Resource Services, the goals of the initiative will be accomplished.

We look forward to our future collaboration in this grant-funded initiative and to ED's affirmative reply to the proposal.

Sincerely,


 Dr. Clifford B. Janey
 State District Superintendent

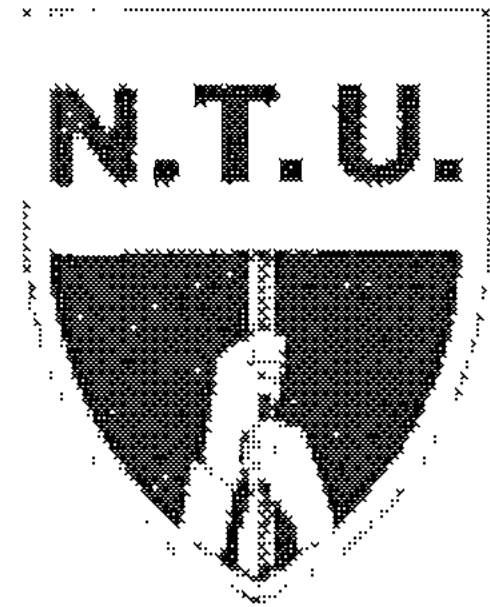
CBJ:FA

- c. Sadia White
- Dr. Daniel Gohl
- Dr. Ann Miller
- Matthew Brewster
- Fran Atchison

Changing Hearts and Minds to Value Education

Joseph Del Grosso
President

Pietro M. Panno
Secretary/Treasurer



Teacher of the Year
1999 AFT Award

NEWARK TEACHERS UNION

American Federation of Teachers

Local 481 / AFL-CIO

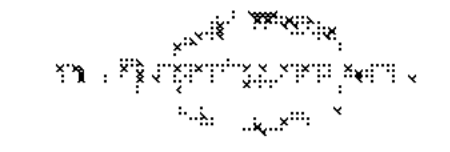
1019 Broad Street - Newark, NJ 07102-2426

Voice (973) 643-8430

Fax (973) 643-8435, 242-5880

E-mail - ntu@ntuaft.com

Home Page - www.ntuaft.com



July 20, 2009

Ada Beth Cutler, Dean
College of Education and Human Services
Montclair State University
1 Normal Ave.
Montclair, NJ 07043

Dear Dean Cutler:

Please accept this letter of support for the Newark-Montclair Teaching Residency Program (NMTRP). The invitation to deepen the work established through the successful Partnership for Instructional Excellence and Quality (PIE-Q) is timely in that the groundwork has already been laid for developing an integrated teacher development continuum. Together we have a rich and varied multi-decade history of collaboration and have participated as members of the PIE-Q Leadership Council since its inception developing multiple strategies (recruitment, preparation, mentoring, retention, and professional development) to address the needs of diverse adult and student learners. These strategies comprise our view of teaching and learning and support the vision for the teaching residency program.

NMTRP builds upon the pre-existing partnership between the Newark Public Schools (NPS), the Newark Teachers Union (NTU), and Montclair State University and will enhance our membership in the MSU Network for Educational Renewal (MSUNER). As you know, the partnership has benefitted from past collaborations on grant-funded projects, including a Professional Development School, Project THISTLE, Urban Teaching Academy, Teacher Recruitment for Urban Schools of Tomorrow (TRUST), Classroom Inquiry Project (CIP), and the Prudential Teaching Scholars Project. Most recently through PIE-Q, partner commitment to build a teacher development continuum has led to improved hiring processes and increased numbers of MSU students employed in the district; improved induction support for beginning teachers; and multiple opportunities for experienced teachers to develop their leadership skills while providing excellent instruction to P-12 students in their classrooms.

The Newark Teachers Union is happy to contribute to the partnership by hosting annual dinners honoring mentors and their residents, held in conjunction with NMTRP Conference at the end of each school year. The NTU will also publicize the NMTRP partnership work in its monthly bulletin and encourage teachers to participate in professional development opportunities (especially NBPTS preparation). Finally, the NTU will continue its role in the partnership by appointing a representative to the NMTRP Advisory Council and Operations Committee.

Finally, with MSU as a strategic partner with the Newark Public Schools, we believe the plan to bring innovation and change to education for P-12 students in Newark will be a reality. The Newark-Montclair Teaching Residency Program will make a significant contribution and aid in improving academic achievement and student performance for years to come.

Sincerely,

Joseph Del Grosso
President

JD:ir

July 16, 2009

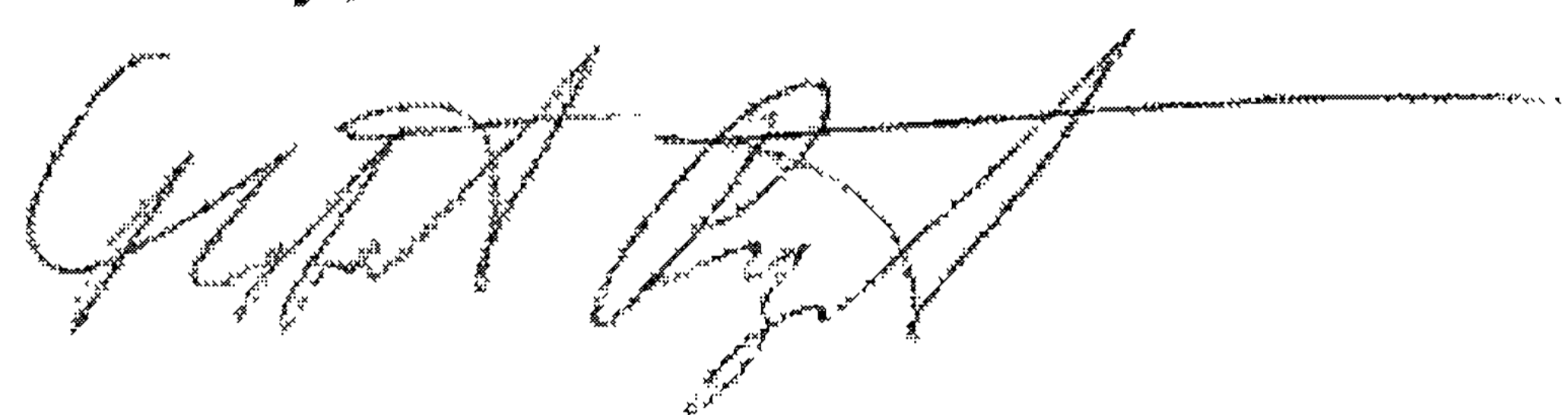
To Whom It May Concern:

The College of Science and Mathematics (CSAM) at Montclair State University is committed to participating as a partner in the Newark Public Schools and Montclair State University Teaching Residency Program (NMTRP) being proposed for the Teacher Quality Partnership grant. Select CSAM faculty members will serve as mentors and coaches for preservice teaching residents, novice teachers, and mentor teachers in Newark schools, and will participate in other induction, professional development, and networking activities with the goal of supporting the teachers' continuing development of content knowledge and pedagogical content knowledge in mathematics and science.

The partnership of CSAM in the NMTRP is consistent with the ongoing participations of CSAM faculty members in the preparation and professional development of mathematics and science teachers at Montclair State University. All undergraduate preservice teachers pursue a major in an academic discipline, most individuals seeking post-baccalaureate certification take courses in their discipline, and the relevant departments in CSAM award master's degrees to certified teachers returning for continued professional development. Therefore, CSAM faculty members are committed to their role in preparing mathematics and science teachers for New Jersey schools.

We see the proposed teaching residency program as an extension of that role. We are pleased that our faculty will be part of an innovative program through which elementary and secondary teachers can develop a repertoire of pedagogical practices for effectively teaching mathematics and science to students in Newark Public Schools.

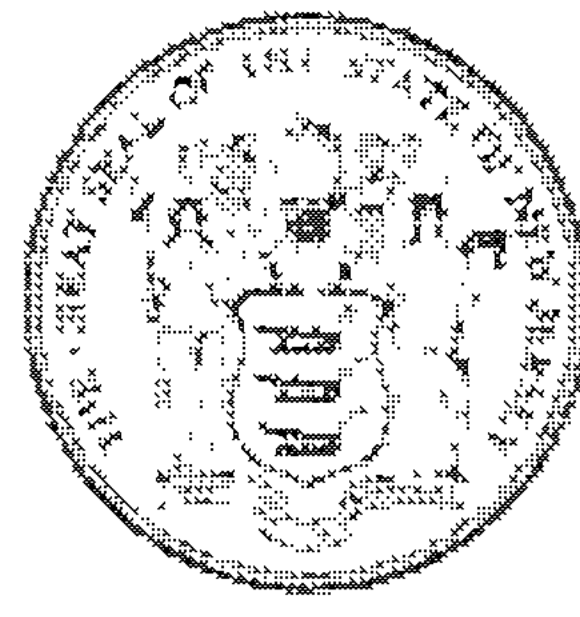
Sincerely,

A handwritten signature in black ink, appearing to read "Robert Prezant", with a long horizontal line extending to the right.

Robert Prezant, Ph.D.
Dean

montclair.edu

1 Normal Avenue • Montclair, NJ 07043 • An Equal Opportunity/Affirmative Action Institution



State of New Jersey

DEPARTMENT OF EDUCATION
PO Box 500
TRENTON, NJ 08625-0500

JON S. CORZINE
Governor

LUCILLE E. DAVY
Commissioner

July 13, 2009

To Whom it May Concern:

I am delighted, as New Jersey Commissioner of Education, to write a letter of support and partnership on behalf of the NJ Department of Education for Montclair State University's Teacher Quality Partnership grant proposal. As Commissioner, I have responsibility for leading and implementing state education policy, including policies around teacher quality. Montclair State University has a national reputation for high quality and innovative teacher preparation, and we view them as a leader in teacher education in the state. The proposed Newark-Montclair State Teacher Residency Program (NMSTRP) includes many elements that we at the Department of Education believe have efficacy and great potential for improving teacher quality in the state. These elements include an intensive, school-based residency and master's degree program delivered in a cohort model; a focus on inquiry and the use of data for continuous improvement of learning and teaching; implementation of instructional rounds for analyzing and sharing teaching expertise; careful and thoughtful preparation and support of mentor teachers; an induction program designed to retain and develop talented novice teachers; the development of a culture of shared learning and inquiry among novice and experienced teachers; promotion and support for National Board certification for experienced teachers; and the development and cultivation of "Teacher Preparing Schools" as a model for improved teacher preparation. All of these elements will be embedded and situated in an already deep and well-developed partnership between Montclair State and a select group of Newark Public Schools, and all are aimed ultimately at higher student achievement in an urban school district.

NJ Department of Education staff, as partners in this exciting project, will make regular visits to the NMSTRP as it is implemented. Department staff will take part in professional development sessions and lead some of the sessions as needed and appropriate. The high quality evaluation research design for this project will provide data on program outcomes which will inform teacher education policy in the state. Moreover, we will participate in periodic meetings with the evaluators and send staff to the annual NMSTRP conferences and to the national conferences to be held in Years 3 and 5 of the grant project.

The process of applying the research findings to policy development will be aided by the new State Program Approval Council in New Jersey. New Jersey regulations state that "the Council

www.nj.gov/education

New Jersey Is An Equal Opportunity Employer • Printed on Recycled and Recyclable Paper

shall advise the Commissioner on matters pertaining to higher education teacher, administrator, and educational service personnel quality Issues.” It is fortuitous that Dr. Ada Beth Cutler, dean of the College of Education and Human Services at Montclair State University, will be the inaugural chair of the New Jersey State Program Approval Council, beginning in September. We look forward to partnering with Montclair State University and the Newark Public Schools in this innovative, research-based teacher residency program, and we hope to see it funded with a grant from the Teacher Quality Partnership program.

Sincerely,

A handwritten signature in cursive script that reads "Lucille E. Davy". The signature is written in black ink and is positioned above the printed name and title.

Lucille E. Davy
Commissioner

LED/ws/m

July 15, 2009

Dr. Ada Beth Cutler
Dean, College of Education and Human Services
Montclair State University
Montclair, New Jersey 07043

Dear Dr. Cutler,

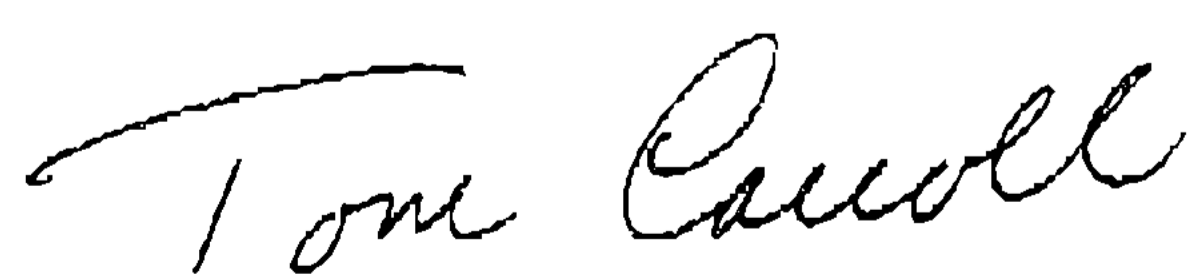
The National Commission on Teaching and America's Future (NCTAF) is pleased to offer our support of Montclair State University's Priority 2 Teacher Quality Partnership grant. Enhancing the preparation of all teachers through Teaching Residencies has been a long-standing priority for NCTAF, and we welcome this opportunity to contribute our expertise, assistance, and experience to this strong Residency initiative.

The proposed initiative is a clear demonstration of Montclair State University's commitment to excellence and continuous improvement in teacher preparation. We applaud the proposal's focus on extending the clinical experience of Masters' candidates and building the very specific content, tools, and experiences necessary to prepare teachers to meet the needs of 21st century teaching and learning.

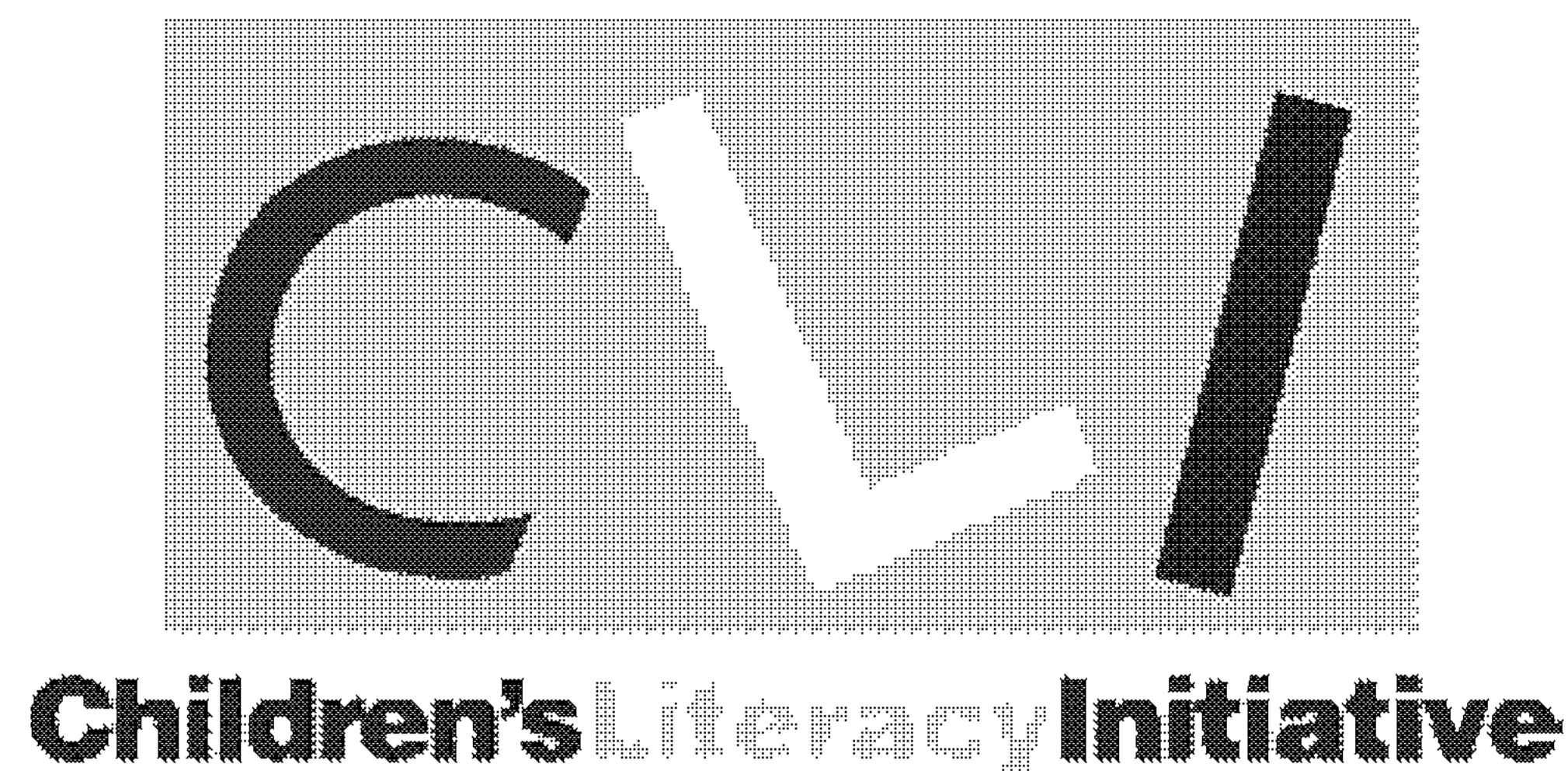
In support of Montclair State University's TQP proposal, NCTAF has invited Montclair State University (MSU) to join a select coalition of five "21st Century Teaching Residency" applicants brought together by NCTAF for collaborative knowledge building. NCTAF will connect MSU with these other TQP-funded institutions in the coalition and serve as a catalyst for cross-project learning to help all sites become stronger. In addition to facilitating this relationship and sharing, we will contribute NCTAF's experience and expertise in building a culture of collaboration in schools through cross-generational teaming and facilitated online communities, added resources that will contribute to the dynamic and evolving nature of the Residency initiative.

NCTAF and Montclair State University have enjoyed a positive and productive relationship focused on quality teaching for many years. We are pleased to continue to bring our voice to MSU's teaching quality work by offering our support of and participation in this proposal. As part of our continuing work with Montclair State University, we look forward to sustaining our collaboration on this initiative beyond the grant-funded period of time.

Sincerely,



Thomas Carroll
President



July 21, 2009

Dr. Jennifer Robinson
Executive Director, Center of Pedagogy
Montclair State University
Montclair, NJ 07043

Dear Jennifer,

Children's Literacy Initiative is pleased to hear that Montclair State University is applying for a Teacher Quality Partnership grant to create a teacher residency program to enhance teacher preparation. Your project will complement Children's Literacy Initiative's work with Newark Public Schools and Montclair student teachers.

We have received a grant from the Geraldine R. Dodge Foundation to develop four Model Classrooms in the Newark elementary schools in Montclair's PIE-Q project: Franklin, Maple, First Avenue, and McKinley. Montclair teaching residents who are placed in those schools will benefit from the professional development that we are providing, and have provided over the years, to teachers in those locations.

The teaching residents in the Model Classrooms will benefit from student teaching in exemplary classrooms where their cooperating teacher will have attended CLI's Coaching Camp in order to learn about working with new teachers. Those 4 student teachers will be invited to accompany the Model Classroom teachers to CLI's monthly Newark Model Classroom meetings (\$100 per person per meeting for 4 people at 7 meetings, along with materials).

Teaching residents placed with the colleagues of the Model Classroom teachers will also be exposed to the effective practices that CLI promotes in Newark, due to the fact that we have been a key literacy professional development provider in the district for the past 12 years. Each year, all 15 early childhood and elementary special education teaching residents will be invited to a one-day literacy seminar (\$250 per person). All residents will be involved with some of the coaching that the Model Classroom teachers receive (\$148 per hour, estimating that teaching residents will be involved in an average of 8 hours of coaching per person). All 15 residents will be able to go on visits to the Model Classrooms (\$75 per visit), at which time they will be exposed to effective reading and writing practices delivered by experts.

In 2009-10, the NMTRP teaching residents will receive \$30,712 worth of services from CLI (cost of services and associated administrative fees). We are hopeful that this project will be sustained, so the total value of what Montclair would receive (including a COLA adjustment) would be \$128,489 over four years, or **\$155,878** or over five years.

It is hard to put a price on the experience of a high quality student teacher placement, but we believe it is an extremely valuable opportunity.

Sincerely,

A handwritten signature in black ink that reads 'Linda Katz'.

Linda Katz
Executive Director



July 20, 2009

Jennifer Robinson, Executive Director
Montclair State University
Center of Pedagogy
University Hall, Suite 1180
Montclair, New Jersey 07043

Dear Dr. Robinson,

Founded in 1909, the Newark Museum is New Jersey's largest museum. The collections of art and natural sciences are drawn from all over the world. World-class collections of art reflect the cultures of America, Asia, Africa, and the ancient world. The Victorian era is presented dramatically in the Ballantine House - a National Historic Landmark. Additional features include a 1784 stone schoolhouse, a mini zoo, and a state-of-the-art planetarium. The Museum's art and science collections have the power to educate, inspire and transform individuals of all ages, and the local, regional, national and international communities that we serve. The Museum has a special commitment to serving schools, teachers, youth, and families.

This letter confirms the Newark Museum's commitment to and support for the Newark-Montclair Teaching Residency Program (NMTRP) being proposed by the Center of Pedagogy in the College of Education and Human Services at Montclair State University (MSU). The Teaching Residency model supports the efforts of the Museum to enable and empower teachers to utilize inquiry in their use of the museum's educational resources. The Newark Museum will provide an in-depth summer internship experience for several MSU teacher residents. The core of the internships will be the Museum's "Camp Junior Museum," a theme-based 6-week summer camp program serving nearly 100 P-12th grade children from Newark and the surrounding area.

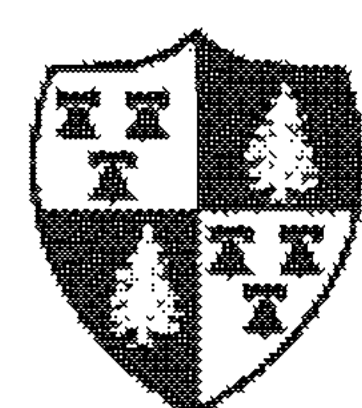
The MSU resident interns will study object-based learning theory and practice and will receive a basic introduction to museum education. Interns will work with groups of school-age children, assisting the Museum's educators in the implementation and evaluation of the activities. The internships will allow the MSU resident interns to observe and learn about school-age children as they engage in a community-based agency experience. In addition, MSU resident interns will gain valuable insight into using the Museum as an educational resource in teaching. The interns may also have an opportunity to participate in part of the Museum's "Summer Camp for Teachers" in which P-12th grade classroom teachers will learn about using the Museum's resources in their classroom instruction.

At the end of the 6-week internship, MSU/Newark Museum teaching resident interns will conduct a "Visual Thinking Strategies" lesson in the Museum's galleries as part of their final assessment. The entire internship experience will be evaluated jointly by MSU and Newark Museum personnel.

The Newark Museum values its professional partnership with MSU and looks forward to working with the Center of Pedagogy and the MSU faculty to provide a rewarding internship program for the Teacher Residency program. Thank you.

Sincerely,

Ted Lind
Deputy Director for Education
973-596-6612
tlind@newarkmuseum.org



July 16, 2009

Ellen W. Lambert, Esq.
Executive Director, Corporate Contributions
Merck Company Foundation
PO Box 100
Whitehouse Station, NJ 08889

Dear Ms. Lambert,

It was a pleasure visiting with you last week at Merck headquarters and talking about plans for partnership and collaboration between Montclair State University and the Merck Foundation. Your interest in providing funding for a Teaching Residency Program for career changers from the pharmaceutical industry is exciting and I look forward to working with you and the Merck Foundation on these plans.

As I told you when we met, we are submitting a grant proposal to the US Department of Education under the Teacher Quality Partnership Grants program. This proposal requests funding for the Newark-Montclair State Teaching Residency Program for five years and it requires a 100% match from non-federal funds. Some of this match will come from Montclair State and the Newark Public Schools. Given the timeline for the grant proposal (a deadline of July 23, 2009), I understand it is not possible for Merck to make a final decision on our request for funding before we submit the federal proposal. Nonetheless, I appreciate very much your permission to inform the US Department of Education that we are making good progress toward a multi-million dollar grant from Merck that could be used as a match for the federal grant.

We will indicate, in the proposal budget, that we are hopeful we will have a grant from the Merck Foundation during Years 3-5 of the federal grant. If we are able to finalize the Merck grant before a final decision on grant awards is made by the Teacher Quality Partnership Grants Program, we will notify the US Department of Education immediately.

Again, I can't thank you enough for your vision and confidence in Montclair State University. I look forward to our next meeting and to a fruitful and productive partnership in the future.

Sincerely,

Ada Beth Cutler
Dean

Subject: Award of Grant
From: lata.reddy@prudential.com
Date: Thu, 01 Mar 2007 17:37:23 -0500
To: cutlera@mail.montclair.edu
CC: shane.harris@prudential.com

Dear Ada Beth,

Please be advised that The Prudential Foundation has awarded Montclair State University a grant of \$1.6 million to be payable over three years. It's currently scheduled to be paid as follows: \$535,000 in 2007 and 2008; \$530,000 in 2009, however, this can be adjusted if necessary once we receive the final budget.

We look forward to working with you in the coming years.

Lata

Lata N. Reddy
Vice President
The Prudential Foundation
751 Broad Street
Newark, NJ 07102

APPENDIX D.7

CVs of Key Project Staff

Dr. Jennifer Robinson, Principal Investigator

Dr. Rosemary Steinbaum, Project Director

Dr. Cynthia Onore, MSU Faculty Liaison

Dr. Nancy Lauter, MSU Faculty Liaison

Dr. Mary Piontek, Evaluator

Dr. Susan Frankel, Evaluator

Ms. Wendy Graham, Evaluator

Jennifer J. Robinson, Ed.D.

EDUCATION:

COLUMBIA UNIVERSITY, Teachers College,
Doctor of Education, 1996

Master of Education, Curriculum and Teaching, 1990

Master of Arts, Curriculum and Teaching, 1989

NORTHWESTERN UNIVERSITY, School of Speech
Bachelor of Science, 1976.

PROFESSIONAL EXPERIENCE:

MONTCLAIR STATE UNIVERSITY, 1992 – present

Executive Director, Center of Pedagogy, 2004 -

Interim Executive Director, Center of Pedagogy, spring semester 2004

Associate Professor, Department of Curriculum and Teaching, 2000 -

Director, Teacher Education Advocacy Center, 1998-2004

Assistant Professor, Department of Curriculum and Teaching, 1992-1999.

TEACHERS COLLEGE, COLUMBIA UNIVERSITY

Assistant Director, Pre-service Program in Childhood Education, 1990-1992

Instructor, Dept. of Curriculum and Teaching, 1987-1992

CENTER FOR POLICY RESEARCH

New York, New York

Research Associate, 1985-88

KOHL EDUCATIONAL TEACHERS' CENTER

Wilmette, IL

Consultant and Workshop Leader, 1980 – 84

FAITH CHRISTIAN ACADEMY

Evanston, IL

Teacher, K – 2, 1980 – 83

Director, K – 8 Education Program, 1983 - 84

ALEXANDER GRAHAM BELL PUBLIC SCHOOL

Chicago, IL

Special Education Teacher, 1976-1980

PROFESSIONAL PUBLICATIONS

Robinson, J., A. Paccione, F. Rodriguez (2003). A Place where people care: A case study of recruitment and retention of minority-group teachers. *Excellence and Equity in Education*, 36, no. 3.

Lucas, T. & Robinson, J.J. (2003). Reaching them early: Identifying and supporting prospective teachers. *Journal of Education for Teaching*, 29, no.2.

Lucas, T. & Robinson, J.J. (2002). Promoting the retention of prospective teachers through a cohort for college freshmen. *The High School Journal*. 86, no. 1.

Paccione, A. V. with J. Robinson, F. Rodriguez, and C. Mantle-Bromley (2002), "A place where people care: A case study of recruitment and retention of minority-group teachers, in *Taking Diversity Seriously: Three Case Studies of Improvement Efforts within the National Network for Educational Renewal*. Institute for Educational Inquiry, Seattle, WA.

Robinson, J.J. & Jenkins, L. (1999). "Teacher education advocacy center: Recruiting and retaining students of color for careers in education." *Professional Education in an Increasingly Connected World*, Teacher Education Council of State Colleges and Universities, Monograph Series, Vol. IV, No. 1.

Robinson, J.J. (1997). "From the parents' perspective: parent involvement in an urban elementary school." *Community Education Research Digest*, FALL Vol. 12, No. 1

Robinson, J.J. (1997). "Parents as allies for alternative assessment." In A.L. Goodwin (ed.), *Assessment for equity and inclusion: Embracing all our children*, 297-303. NY: Routledge.

Robinson, J.J. (1996). From the parents' perspective: Parent involvement in an urban elementary school. Unpublished doctoral dissertation, Teachers College, Columbia University.

SELECTED PROFESSIONAL PRESENTATIONS:

"Attracting Students to the Profession." Presentation. Teacher Licensure: The Higher Education Perspective. Educational Testing Service, October 26 – 28, 2008

"Preparing Teachers for Urban Schools." Presentation, Great Teachers for Our City Schools, Preparing Quality Teachers for Urban Schools. Denver, CO, April, 2008.

"Preparing Teachers for Urban Schools." Teachers for a New Era Learning Network Strand. Presentation. February, 2008. AACTE 60th Annual Meeting, New Orleans, LA.

"Engaging the Arts and Sciences Disciplines in the NCATE Accreditation Process and Beyond." Presentation, AACTE/NCATE Spring Conference, March, 2007.

"Preparing Teachers Who are Culturally Responsive: Implications for the Preparation of Principals." Paper presentation at AERA Annual Meeting, March 19, 2007, Chicago, IL

"Recruiting and Retaining Educators of Color: A comprehensive and strategic approach. Paper presentation. February, 2007. AACTE 59th Annual Meeting, New York, NY.

"Retention precedes recruitment: Our moral commitment to preparing teachers of color." paper presented as part of symposium: The urban pipeline: Recruitment, retention, and, mentoring. Jan 31, 2006, AACTE 58th Annual Meeting, San Diego, CA.

"Understanding and equipping the hybrid educator." Presentation, "Education for Everyone: Engaging Schools, Higher Education, and Communities in Democratic Education," October 27-31, 2005, Annual NNER 2005 Annual Conference, Ocean Creek Resort, Myrtle Beach, SC.

"Retention precedes recruitment: A comprehensive strategy for reaching minority teacher education candidates." Paper presented as part of symposium: "The urban pipeline: Recruitment, retention, and mentoring," February 9, 2004, AACTE 56th Annual Meeting, Chicago, IL.

"A place where people care: case study of recruitment and retention of minority group teachers," paper presented as part of a symposium: "Collaborating for school-university renewal of diversity efforts," February 2004, AACTE 56th Annual Meeting, Chicago, IL.

“Architects and plumbers: Insuring the vision through teacher education in urban communities,” session organizer, the Annual Fall Conference of the Council of the Great City Schools, Oct. 23, 2003, Chicago, IL.

“Teacher education advocacy center: Overcoming barriers to recruiting and retaining racially and ethnically diverse teachers,” session organizer, April 1, 2003, 7th Biennial Tri-State Consortium Conference, Atlantic City, NJ.

“Architects and plumbers: The teacher education continuum in urban communities, paper presented, January 25, 2003, AACTE 55th Annual Meeting, New Orleans, LA.

“The freshman cohort: A new structure for identifying and supporting prospective teachers,” paper co-presented, as part of symposium: Successful Programs for Preparing Teachers, January 25, 2003, AACTE 55th Annual Meeting, New Orleans, LA.

“Teacher Recruitment and Training for Urban Schools of Tomorrow,” paper presented at January 26, 2003, AACTE 55th Annual Meeting, New Orleans, LA.

“Rising to the challenge: The urban pre-collegiate teaching academy,” paper presented, January 26, 2003, AACTE 55th Annual Meeting, New Orleans, LA.

“Supporting prospective teachers of color through a cohort for college freshmen,” critical conversation discussant and moderator during the October 26, 2002, 3rd Annual NNER Meeting, Parsippany, NJ.

“Reaching them early: Recruiting and retaining prospective teachers through a cohort for college freshmen,” paper co-presented as part of symposium: Responses to the Teacher Shortage. April 2002, AERA Annual Meeting, New Orleans, LA.

“A place where people care,” paper presented as part of symposium: Insider and Outsider Perspectives on the Validity and Value of Case Study Research on Recruiting and Preparing Teachers for Diversity. April 2002, AERA Annual Meeting, New Orleans, LA.

“Reaching them early: Identifying and supporting prospective teachers through a cohort for college freshmen,” paper co-presented, February 24, 2002, AACTE 54th Annual Meeting, NY, NY.

“Recruiting, preparing and retaining teachers of color,” paper presented as part of a symposium: Diversity in Teacher Education Initiative, Invitational Education Special Interest Group. April 12, 2001, AERA Annual Meeting, Seattle, WA.

“TRUST: Teacher Recruitment for Urban Schools of Tomorrow,” paper presented at March 2001, AACTE 53rd Annual Meeting, Dallas, TX.

“Developing Positive Social Values Through an Urban Field Experience,” paper presented as part of symposium: A Coherent Approach to Preparing Teacher Candidates to Develop Positive Social Values in Their Students. March 2001, AACTE 53rd Annual Meeting, Dallas, TX.

“Standards for Professional Development Schools,” presentation at the Annual Fall Conference of the Council of the Great City Schools, Oct. 2000, Los Angeles, CA.

“TRUST: Teacher Recruitment for Urban Schools of Tomorrow,” paper presented as part of symposium: Innovative Programs in Preservice Education. May 18, 2000, New Jersey Statewide Systemic Initiative Conference, Princeton, NJ.

“Increasing Diversity Among Prospective Teachers: Recruiting, Supporting, and Graduating Teachers of Color,” presented as part of symposium: Preparing Socially and Culturally Responsive Teachers: A Coherent Approach. April 2000, AERA Annual meeting, New Orleans, LA.

“Teacher Education Advocacy Center: A New Setting for the Recruitment and Retention of Non-white Students for Careers in Education,” paper presented at February 28, 2000, AACTE 52nd Annual Meeting, Chicago, IL.

“Recruiting, Preparing, and Supporting Minority Teacher Candidates,” National Education Association Teacher Education Initiative Annual Symposium, October 28-31, 1999, Morristown, NJ.

“Urban School Mathematics Education,” The Council of the Great City Schools, October 1999, Dayton, OH.

“Minority Teacher Recruitment and Retention: What Role Does Each Member Play?” In Praise of Education, June 18 - 21, 1999, Seattle, WA.

“Restructuring for Inclusion at a University Teacher Education Program,” National Association of School Psychologists Annual Convention and Exposition, April 1999, Las Vegas, Nevada.

“Access to Knowledge, Access to Power: Issues of Equity in Teacher Education,” Spring Conference of the National Council of Teachers of English, March 5, 1999, Cincinnati, Ohio.

“Minority Teacher Recruitment Through Future Educators of America Clubs Future Educators of America National Conference. Feb. 12-14, 1999.

“Minority Teacher Recruitment Through Future Educators of America Clubs,” Urban Partnerships Program, National Conference. Dec. 2-5, 1998.

“Creating a structured urban field experience for teacher education applicants,” paper presented as part of symposium: Toward the Simultaneous Renewal of the Schools and Teacher Education: New Forms of Scholarship and Inquiry. February 26, 1998, AACTE 50th Annual Meeting, New Orleans, LA.

OTHER PROFESSIONAL ACTIVITIES:

National Comprehensive Center for Teacher Quality, June 2008. Higher Education Council (HEC).

Institute for Educational Inquiry, Seattle, WA

Advisory Board, Developing Networks of Responsibility to Educate America’s Youths, Institute for Educational Inquiry, 2002-

Leadership Associate, August 1994-1996

Grants Administrator/Chief Worrier, Diversity in Teaching and Teacher Education at Montclair State University, 1998-2000.

Board Member, Montclair Fund for Educational Excellence, Montclair New Jersey, 2004 - 2006

Operations Committee Member, GEAR-UP Newark, representing Montclair State University in partnership with Essex County College, Newark, NJ 2001-2006.

University Representative, Human Resources Advisory Committee, Newark Alliance Education Working Group, 2001 - 2004.

External Reviewer.

Application for Promotion to Full Professor for Margie Maaka. 2008. University of Hawaii, Manoa, Oahu, HI. Application for Tenure and Promotion to Associate Professor for Val Middleton. 2002. School of Education, Colorado State University, Fort Collins, CO.

Member. NJ Statewide Systemic Initiative (NJSSI) Pre-service Advisory Council, 2000 - 2002.

Workshop Presenter. “The Hybrid Educator,” Leadership Associates Alumni Program, October 2005, The Agenda for Education in a Democracy, Montclair State University, Upper Montclair, NJ.

“The Center of Pedagogy and Self-renewal,” Leadership Associates Program, July 2004, The Agenda for Education in a Democracy, Montclair State University, Upper Montclair, NJ.

“Beyond Office Hours: Supporting Student Success,” Leadership Associates Program, July 1999, The Agenda for Education in a Democracy, Montclair State University, Upper Montclair, NJ.

Panelist and Workshop Presenter. “Building Effective Partnerships: Lessons Learned.” GEAR-UP Pre-application Workshop, April 1999, Boston, MA.

“**Chief Worrier,**” “Diversity in Teaching and Teacher Education,” Institute for Educational Inquiry, Seattle, WA, 1998-2001.

Workshop Presenter. “Developing a Community of Inquiry.” Facilitating the Future, Cooperative Educational Service Agency, Ashland, Wisconsin, June 1997.

Guest. “Forty Years After Brown vs. Topeka,” Community Spotlight, WAWZ - 99.1 F.M. with Deborah Moore, radio talk show host. Feb. 1997.

Workshop Facilitator. Thirteen/WNET 8th Annual TEEN LEADERSHIP DAY, 1996, 1997, 1998.

Leadership Associate, Cohort V. Institute for Educational Inquiry, Seattle Washington, 1996 - 97.

Committee Member. Diversity Committee, Division K (Teacher Education) AERA. 1996 - 97

Advisory Board Member, National Teacher Training Institute (NTTI) - WNET Channel 13, 1995-97.

Presenter. “Recruiting Teachers to Urban School Districts.” National Network for Educational Renewal Partner School Conference - November 1 - 2, 1995.

Consultant, Maritime Middle Magnet Curriculum Design Team, Cooperative Educational Services, Fairfield, CONN. October 1994 -1995.

Consultant, The Children’s Center: Banker’s Trust Harborside, Back-up Corporate Day Care, NY, NY, Sept.1994-1995.

EVALUATION RESEARCH

Robinson, J.J., 1993. 1991-92 Newark Scholars in Teaching Program at Montclair State Final Evaluation Report. New York: Institute for Urban and Minority Education, Teachers College, Columbia University.

Saxl, E.R., Kaplan, M., Robinson, J.J. & Springer, C.M. 1989. Project BASICS in the schools: There for the long haul. The Project BASICS Research and Evaluation Report 1987-88. New York: Center for Policy Research.

Saxl, E.R. & Robinson, J.J. 1988. Ripples in the system. The Project BASICS Research and Evaluation Report 1986-87 New York: Center for Policy Research.

Miles, M.B., Saxl, E.R. & Robinson, J.J. 1987. 1987 New York City Teachers Centers Consortium Final Evaluation Report. New York: Center for Policy Research.

Miles, M.B., Saxl, E.R., Lieberman, A., & James, J.A. 1986. 1986 New York City Teachers Centers Consortium Final Evaluation Report. NY: Center for Policy Research and Teachers College, Columbia University.

PROFESSIONAL ORGANIZATIONS/AFFILIATIONS

ASCD - Association for Supervision & Curriculum Development
 AERA - American Educational Research Association
 PKP - The Honor Society of Phi Kappa Phi
 AACTE - American Association of Colleges for Teacher Education
 NJACTE - New Jersey Association of Colleges of Teacher Educators
 PDK - Phi Delta Kappa

GRANTS AND FUNDED PROJECTS

Classroom Inquiry, July 2008. A Victoria Foundation grant to: 1. create communities of inquiry within and among intermediate (3rd – 5th grades) grade school teachers in the Newark Public Schools; 2. enhance the ability of intermediate grade teachers to practice inquiry-based teaching and critical thinking with their students within academic content areas and in their personal lives; 3. support MSU pre-service teacher education candidates by including them in monthly learning community meetings and helping them to implement teaching that engenders multidimensional thinking; 4. increase the professional competence and career satisfaction of prospective and continuing urban 3rd – 5th grade teachers to influence their positive retention in the profession and the school district. Award amount, \$48,000.

Prudential Teaching Scholars, July 2007 – July 2010. A Prudential Foundation grant to recruit, educate, and mentor and support 15 new high quality middle and high school mathematics and science teachers for the Newark Public Schools. Award amount, \$1.6 million.

Improving Teacher Quality Partnership Grant, September, 2006 – August 2009. A State of New Jersey Title II NCLB Professional Development grant to improve student academic achievement by providing research-based professional development and follow-up support in the core academic subjects to coaches, mentors, administrators, teachers, and student teachers for the East Orange School District in order to ensure that there are highly qualified teachers in all middle grades classrooms. Award amount \$772,476.

NCTAF - MetLife Foundation Urban Teaching Academy Award, March, 2006. An award to support the continuing work to improve the preparation and transition of new teachers into urban schools. Grant amount, \$50,000.

Strengthening and Sustaining Teachers (SST), November, 2005. An SST National school/university/teachers union Network sub-contract to plan teacher development continua. Grant amount \$14,000.

Wachovia/Children's Literacy Initiative Teachers and Teaching Initiative, June 2005. A grant to improve early childhood literacy in urban school districts. Grant amount \$30,000.

Partnership for Instructional Excellence for Quality Education (PIE-Q). A New Jersey State Department of Education P-12 Higher Education /Public School Partnership Grant Program Project, January 2005. Grant amount \$95,000.

Montclair State University Pipeline Project. New Jersey State Commission on Higher Education, July 2002. Grant amount \$750,000.

Career Development Grant. "Utilizing the Principles of Understanding by Design to Improve for Teaching and Learning," Montclair State University, FY 2002.

Montclair State University/Paterson Public School Partnership for Excellence in Teaching and Learning. A Lucent Foundation K-16 grant. October, 1999. Grant amount, \$448,000.

TRUST (Teachers for Urban Schools of Tomorrow) Partnership Project. A Title II grant from the U.S. Dept. of Education. July, 1999, Grant amount, \$555,000.

Montclair State University Pre-collegiate Teaching Academy. A Paterson Public School Innovative Academies Planning grant. March, 1999. Grant amount, \$5,000.

Diversity in Teacher Education Initiative. A W.K. Kellogg Foundation grant. July, 1998. Grant amount, \$25,000.

Teacher Study Group: “Investigating effective practices for inclusion of children with special learning needs in regular education classes.” A grant from the New Jersey Network for Educational Renewal. Spring 1997. Grant amount, \$500.

AWARDS and SPECIAL DESIGNATIONS

AED Scholar, A national designation reserved for those who make continuing contributions to the Agenda for Education in a Democracy, 2009.

Community Service Award, The Islanders Cultural Organization of New Jersey, 2005.

Teacher Education in a Democracy Award, College of Education and Human Services, Montclair State University, 2003.

Best Practice Award in Support of Diversity (author), the American Association of Colleges for Teacher Education (AACTE), 2002.

MSU Black Achievers Award, African American Studies and African American Caucus, Montclair State University, 2002.

Phi Kappa Phi, for Academic Excellence, Montclair State University, 1999.

UNIVERSITY SERVICE/COMMITTEE ACTIVITIES

Teacher Education Policy Committee, 2002 –
Chair, 2004 -

CEHS Assessment Committee 2004 -

NCATE Steering Committee 2004 -

Center of Pedagogy Leadership Team, 1998-
Chair, 2004-

MAT Advisor, Montclair State University 1996-2004

Director, Newark Scholars in Teaching at Montclair State University. 1996-2004

Director, Future Educators of America at Montclair State University. 1995-2004

Faculty Think Tank on Student Enrollment, 2003-04

Search Committee, Dean of the College of Education and Human Services, 2001-04

Early Childhood, Elementary Education Department, Acting Chairperson for Personnel, Oct. – Dec. 2001.

Undergraduate Teacher Admissions Committee, 1992-2003

Center of Pedagogy Diversity Task Force, 1999-2001

Presidential Task Force on Student Achievement, 1999 - 2000

Multicultural Mentor Program, 1994-2001

African-American Studies Advisory Committee, 1993-2001

Search Committee, English Educator, Dept. of English at MSU, 1999.

Search Committee Chair, Director of Enrollment Management for the Graduate School, 1998.

Undergraduate Curriculum Committee -College of Education and Human Services, 1992 -1997.
Search Committee, Assistant Dean of the College of Education and Human Services, 1996.
Chair, Task Force on Recruitment of Underrepresented Groups into Teaching, Center of Pedagogy, 1996-1997
Inclusive Education Committee, Co-Chairperson, 1993-1996
Middle States Self-Study, Public Service Committee, 1995-96.
Dept. of Curriculum and Teaching, Summer Chair, 1994; 1995
NCATE Accreditation Institutional Report Committee, 1994-95; 1998-99.

COMMUNITY SERVICE AND OTHER AFFILIATIONS

Executive Board Member, Franklin-St. John's UMC Credit Union, 1996 -
Christian Education Director, Franklin-St. John's UMC Sunday School, 1996 - 2004
Pastoral Steward, Franklin-St. John's UMC, 1994 – 2004
Co-Chair, Conference Commission on Higher Education & Campus Ministry, NNJC, 1986-93.

Contact information:

279 Richmond Ave.
South Orange, NJ 07079
(973) 378-3583 (home)
(973) 655-4226 (work)
robinsonj@mail.montclair.edu (work)
robinsonj1@yahoo.com (home)

Rosemary Steinbaum, Ed.D.

Montclair State University

2007- present

Director, Prudential Teaching Scholars Program

Responsible for all aspects of coordinating and executing the project's recruitment, admission, preparation, and ongoing support of strong new math and science teachers for the Newark Public Schools. Responsible for organizing university and school-based faculty teams to support the new teachers throughout their pre-service and during their induction years. Oversee collaboration with the outside program evaluators, to gather data, and to utilize formative evaluation recommendations vis a vis the evaluation of the project.

Rutgers-Newark

Department of Urban Education

Director of Teacher Education

2004-2007

Instructor of Secondary Education and Social Foundations of Education

2002-2007

Responsible for all aspects of the undergraduate Teacher Education Program of Rutgers-Newark (R-N).

This program, a key component of R-N's Department of Urban Education, is the state's sole program whose mission is exclusively urban education. Annual enrollment approximated 100 students.

Responsibilities included student-centered activities: admissions, mentoring and advising students, supervising student teachers, and teaching core courses. Administrative duties included program planning and budgeting, meeting state and federal reporting requirements, improving program design, and establishing partnerships with other institutions and the community that serve R-N students as well as the students, parents and educators of Newark. Worked in close cooperation with the New Jersey State Department of Education.

A major responsibility was endeavoring to secure TEAC accreditation. This effort involved collaboration with the Assistant Provost, the Office of the Dean of Arts and Sciences, the Chair of the Department of Urban Education, and departmental and other faculty to clarify desired outcomes, identify and document program strengths and weaknesses, establish improvements, and advance monitoring systems to track progress.

Worked with NJIT, the Newark Museum, and the Newark Public Schools to design and secure a Noyce scholarship program, funded by the National Science Foundation to develop teachers in the STEM disciplines for high needs districts.

Current Service

Member, Higher Education Taskforce, Office of the Commissioner, N.J. State Department of Education. Commission to design and recommend changes in teacher education program licensure in New Jersey.

Member, Board of Trustees, Teach for America, N.J. Chapter.

Post Graduate Education and Certification

Doctor of Education, Teachers College, Columbia University. Dissertation: *Theorizing Abbott: An inquiry into secondary school curriculum to enact a "thorough and efficient" education as envisioned in the Abbott v. Burke supreme court decisions in New Jersey* 2003

State of New Jersey Supervisory Certification

1999

MA Educational Administration, Rutgers University Graduate School of Education **1997**

MA and ABD in English Literature, Bryn Mawr College **1976**

Professional Papers

Accreditation and panopticism: Whose gaze? whose power? Third Congress of Qualitative Inquiry, May, 2006.

The Paradox of Compliance: Building upon the research without constructing a panopticon. AACTE, February, 2006.

Previous Work in Education Reform

Montclair High School, Montclair NJ **1999-2001**

Director, Montclair High School Design for the 21st Century

In collaboration with other professionals, wrote and secured two grants from the U.S. Department of Education for implementing a “small schools” structure at Montclair High School. Facilitated teacher learning and curriculum development for six theme-based units within the school.

Newark Public Schools **1996-1998**

Researcher, Principal’s Leadership Institute

Researcher on grant-funded professional development project for Newark principals. Planned monthly programs for principals, including visits to innovative urban schools in other states; visited the Newark schools, observed classes, wrote, and presented reports.

New Jersey State Department of Education **1995-1996 and summer, 1997**

Committee member, Core Curriculum Content Standards for social studies

Member and working committee chair, social studies curriculum framework taskforce

In collaboration with professional colleagues from throughout New Jersey, researched, developed, and wrote the social studies standards that became part of CEIFA, The Comprehensive Education Improvement and Finance Act. Chaired a sub-committee that wrote curriculum to accompany the Standards. Authored three of the adopted curriculum frameworks.

Teaching Experience

Secondary School Teacher, Independent Schools **1978-1988**

The Master’s School, Dobbs Ferry, NY; Gill-St. Bernard’s School, Bernardsville, NJ; Montclair Kimberley Academy, Montclair, NJ.

Other Education

BA Lafayette College, 1974, major, English.

CYNTHIA S. ONORE

(b)(6)

Montclair State University
Montclair, NJ 07043
onorec@mail.montclair.edu

May 2009

EDUCATION

Ph.D. English Education, New York University, 1984

Dissertation: Students' Revisions and Teachers' Comments: Toward a Transactional Theory of the Composing Process

Doctoral

Candidacy Paper: How to do things with texts: A Speech Act Theory of Written Discourse

M.A. English Literature, New York University, 1979

B.A. English Literature, New York University, 1972

AWARDS

Richard Meade Award for Research in English Education, *Learning Change*, National Council of Teachers of English, 1991.

New York State English Council: Teacher of Excellence, 1988.

New York University: Alumni Key Pin and Scroll for Excellence in English, 1984.

PUBLICATIONS

Books:

Everything Is What It Is (and not another thing): A Professional Memoir
(in preparation)

Negotiating the Curriculum: Educating for the 21st Century. (Co-editor) London: The Falmer Press, 1992.

Learning Change: One School District Meets Language Across the Curriculum. Portsmouth, N.H.: Boynton/Cook Heinemann, 1990 (with Nancy Lester).

Chapters in Books:

- “Teaching in Urban Schools: Rewriting the Curriculum.” In *Urban Education: An Encyclopedia*. Westport, CN: Greenwood Press, 2006.
- “The Teaching Scholars Consortium: Collaboration on an Accelerated Path to Teaching Certification.” In *Informing Policy: A case book for discussion of ways to inform policy making related to the simultaneous renewal of schools and the education of educators*. Seattle, WA: National Network for Educational Renewal, 2003.
- “Why We Learn is What and How We Learn: Curriculum as Possibility.” In G. Boomer, N. Lester, C. Onore, and J. Cook (Eds.). *Negotiating the Curriculum: Educating for the 21st Century*. London: The Falmer Press, 1992.
- “Negotiation, Inquiry and Language: Building Knowledge Collaboratively in the Classroom.” In S. Hynds and D. Rubin (Eds.). *Perspectives on Talk and Learning*. Urbana, IL: National Council of Teachers of English, 1990.
- “The Teacher, the Student, and the Text: Negotiating Meaning through Response and Revision.” In C. Anson (Ed.). *Writing and Response: Theory, Practice and Research*. Urbana, IL: National Council of Teachers of English, 1989.
- “Suggestions for Teachers.” In *Writers Writing*, Brannon, Knight, and Neverow-Turk, Montclair, NJ: Boynton/Cook Publishers, 1982.

Articles:

- “Teacher Leadership: Amplifying Teachers’ Voices,” *Academic Exchange Quarterly*, Summer 2009.
- “Case Method Teaching as Democratic Practice,” *Kappa Delta Pi Record*, Fall 2004 (with Tina Jacobowitz).
- “That’s a Nice Profession for a Girl,” *English Education*, November 1999.
- “Whole Language, Whole School, Whole Community: Truths and Consequences,” *English Education*, January, 1999.
- “Democracy and Literacy Education: Rashamon Meets the CEE,” *English Education*, February 1993.
- “From Teacher-Teacher to Teacher-Learner: Making the Grade,” *Language Arts*, November 1986 (with Nancy Lester).
- “Learning about Practice and Practicing Learning,” *Conference of Secondary School English Department Chairpersons Quarterly*, October 1986 (with Nancy Lester).

“The Transaction between Teachers’ Comments and Students’ Revisions: Catalysts and Obstacles.” ERIC, (ED 258 174) November 1985.

“Immersion and Distancing: The In’s and Out’s of Inservice Education.” English Education, February 1985. (with Nancy Lester).

“Report of the NYSEC Committee on the Review of Writing Programs.” First Quarter 1984, The English Record.

“You Can Write to Learn in English Too.” The English Record (with Nancy Lester) Third Quarter 1983.

“In Their Own ‘Write’: A Portrait of the Peer Tutor as a Young Professional.” The Writing Center Journal, Fall/Winter 1982.

Reviews:

“A Review of Developing More Curious Minds.” National Network for Educational Renewal News, Seattle, Oct., 2003.

“A Review of the Stanford Writing Assessment Program.” Journal of Reading, February 1986.

“Helium Hopes or the Trouble with Tests.” New York State English Council News, May 1985.

Videotape:

“Reading, Writing, and Reasoning Across the Curriculum: A Demonstration Lesson in an 8th Grade English Class.” TRICA Consultants, Inc., 1985.

Guest Editor:

English Education, January 1999.

ADMINISTRATION

Montclair State University
Upper Montclair, NJ

Director, Ed.D. in Pedagogy
Developed curriculum
Developed all standards and policies

September 1998 – June 2006

Montclair State University
Upper Montclair, NJ

September 1998 – Dec 2003

Executive Director, Center of Pedagogy

Served as University Certification Officer

Oversaw teacher education, admissions and retention

Lead NCATE accreditation effort

Reviewed and revised teacher education curriculum

Chaired Teacher Education Policy Committee

Coordinated work of Teacher Education Advocacy Center,

Office of Teacher Education Admissions, MSU Network for Educational
Renewal

Managed data collection and analysis on Teacher Education Program

Oversaw grant funded projects

Managed staff of seven

Designed new professional sequence for initial certification

New School for Social Research

August 1992 - August 1996

The New School

New York, NY

Founding Director of Teacher Education

Designed new graduate program

Developed curriculum

Recruited students

Generated funding

Managed budget

Conducted professional development for faculty

Recruited staff and faculty

Served as New York City Licensing and New York State Certification Officer

The City College of New York

June 1990 - July 1992

New York, NY

Chairperson, Department of Secondary Education

Supervised and coordinated all secondary education programs.

Initiated and evaluated curriculum.

Appointed new staff

Member, Policy and Budget Committee

Program Director, English Education

September 1985 - July 1992

Created and administer graduate program in Language and Literacy.

Created and administer Certificate of Advanced Study in Language and Literacy,
Hudson River Regional Teacher Center, Peekskill, NY.

Advised undergraduate and graduate teacher preparation programs for secondary
school English teachers

Assistant Chairperson, Department of Secondary Education Sept 1986 - May 1990

Syracuse University September 1983 - June 1985
Syracuse, NY

Director, English Education

Designed curriculum and recruited students for undergraduate and graduate programs in English Education and teaching certification.

Advised undergraduate, masters, and doctoral students.

Designed writing competency examination for doctoral students

Director, The Writing Center

Created, developed, and administered The School of Education Writing Center.

Supervised staff of 10 graduate assistant and faculty tutors working with undergraduate and graduate students.

New York University September 1980 - June 1982
New York, NY

Expository Writing Program

Assistant to the Director, The Writing Center, 1981 - 1982

Peer Tutoring Supervisor

Trained and supervised peer tutors, raised funds, arranged schedules, kept statistical records, organized publicity campaign.

Member, Expository Writing Program Advisory Group, 1980 - 1981

Developed writing program course curricula, interviewed applicants for teaching positions, designed procedures for student evaluation, administered and evaluated Writing Proficiency Examination, designed staff guidebook.

Independence High School June 1975 - February 1977
Newark, NJ

Member, Executive Committee, June 1975 - January 1977

Supervised staff, chaired staff meetings, hired and fired faculty, disciplined students, allocated funds, wrote grant proposals, acted as liaison with funding agencies, made policy decision.

Chairperson, English Dept., February 1976 - February 1977

Observed and evaluated faculty, selected and developed materials, designed curricula, chaired department meetings, established the Skills Center and supervised its running, trained teachers and tutors.

Fashion Institute of Technology September 1973 - June 1974
New York, NY

Supervisor of Tutors

Coordinated student-tutor appointments, acted as faculty liaison, conducted workshops on reading and study skills.

FUNDED PROJECTS

Principal Investigator and Project Director October 2002 – December 2003
Transition to Teaching

New Jersey Consortium for Urban Educators

A five-year grant to create and implement an alternative route program for certifying teachers in special education, math and science. (\$2,500,000)

Co-Principal Investigator July 2001 – December 2003

New Jersey Commission on Higher Education

MGM-Step

A three-year grant to recruit, prepare and mentor preservice math and science teachers for urban schools. Provide professional development for middle school math and science teachers in Newark and Paterson. (\$2.2 million over three years)

Principal Investigator July 2001 – July 2004

New Jersey Commission on Higher Education

Urban Teaching Academy

Create strand in teacher education program to prepare P-12 teachers for urban schools. Collaborate with Newark and Paterson schools and Essex and Passaic County colleges. (\$749,000 for three years).

Project Director September 1995 - August 1996

Multicultural Awareness Pilot Project

New School University Diversity Initiative

Develop and conduct workshops and seminars for students and faculty on diversity issues.

Reform Master of Science in Teaching curriculum to reflect findings of pilot study. (\$16,900)

Project Director September 1995 - August 1996

Minority Recruitment

Philip Morris Companies, Inc.

Minority recruitment of preservice teachers for urban teaching (\$50,000)

Principal Investigator September 1994 - August 1995

Beginning Teacher Network

Philip Morris Companies, Inc.

Develop and pilot a combination computer and face to face network to support

Master of Science in Teaching graduates in their early, critical years of teaching

(\$50,000)

Principal Investigator September 1994 - August 1995

Continued Program Development

Charles A. Dana Foundation

Scholarships to support career change adults' entrance into the Master of Science in Teaching program and development of a model collaborative (\$100,000).

Project Director Program Development and Evaluation Grant Charles A. Dana Foundation Development funds to support the creation of the Master of Science in Teaching and for formative program evaluation (\$80, 000).	January 1993 - July 1994
Project Director Program Development New Street Foundation Program Development for the Master of Science in Teaching (\$50,000).	1992-1993
Coordinator Senior Institute Collaborative Aaron Diamond Foundation Create and oversee coursework for Central Park East Secondary School students at City College (\$16,000)	1989 – 1992
Principal Investigator School-Centered Teacher Education Aaron Diamond Foundation Planned undergraduate and graduate courses for faculty and staff at George Washington and Theodore Roosevelt High Schools designed to support school improvement (\$100,000).	August 1988 -June 1991
Staff Development Director City College Model Stay in School Partnership Program The New York State Department of Education Conducted staff development workshops for teachers of at-risk high school students (\$50,000).	September 1986 - June 1988
Co-Principal Investigator School-Centered Teacher Education: A Different Approach to Teacher Education and School Development The Metropolitan Life Foundation United school improvement with staff development at George Washington High School by offering collaboratively developed courses on-site for teachers (\$55,000).	February 1987 - June 1988
TEACHING EXPERIENCE	
Montclair State University Upper Montclair, NJ Professor, Curriculum and Teaching (tenured 2000) Effective Teaching/Productive Learning	September 1998 – present January 2004 - present

Seminar in Professional Education
Student Teaching Mentor
Reading Theory and Process
Reading in the Content Areas
Education in the Inner City
Teacher Leadership for Educational Impact, Policy and Change

Member, Doctoral Faculty
Organizational Change, Policy and Leadership
Implications of Race & Ethnicity in US Schools

Teachers College, Columbia University
New York, NY
September 1996 – August 1998

Associate Professor of English Education
Doctoral Seminar in Language and Learning
Classroom-based Action Research
Growing into Leading: Action Research for Experienced Teachers
Teaching English in Diverse Social and Political Contexts
Supervised Student Teaching Seminar
Teaching Reading

Teacher Education at the New School
New York, NY
September 1992 - August 1996

Teacher Education, Faculty
School Design
Autobiographical Expedition
Inquiry Institute
Seminar in Curriculum Studies
Learning to Teach/Teaching to Learn: Student Teaching
Teachers as Transformative Intellectuals
Special Projects in Education
Beginning Teacher Network

Bayard Rustin High School for the Humanities
New York, NY
September 1991 – January 1992

Visiting Teacher of English, grades 10 - 12
Peer Coaching in Reading and Writing

City College
The City University of New York
New York, NY

September 1985 - July 1992

Associate Professor of English Education - Tenured and Promoted, 1990

Theories and Models of Literacy
Assessing Literacy Development
Teaching Writing in the Secondary School
Reading and Writing in the Secondary Schools
Methods of Teaching Secondary School English
Language and Learning
Literature for Adolescents
Individual Study in Educational Research
Supervision of Student Teachers in Secondary Schools

New York University
New York, NY

Summer 1985

Visiting Professor of English Education
Evaluating Learning in English: Writing

Syracuse University
Syracuse, NY

September 1983 - June 1985

Assistant Professor, English Education

The Composing Process: Theory and Research
Methods and Curriculum in English Education
Seminar in Teaching
Problems and Investigations in the Teaching of English: The Composing
Process
Adolescent Literature

New York University
New York, NY

September 1979 - June 1982

Instructor, Expository Writing Program

Peer Tutoring in Writing
Writing Workshop I, Developmental Level
Writing Workshop II, Regular Level
Writing Workshop II, Natural Science
Writing Tutorial Workshop

Empire State College
Metropolitan Learning Center
New York, NY

February 1979 - June 1979

Instructor
Writing Workshop
Individualized Instruction

LaGuardia Community College
The City University of New York
New York, NY

March 1977 - June 1979

Instructor, English Department
Fundamentals of Writing
Basic Composition
Instructor, Division of Continuing Education
Urban Arts

Instructor, Outreach Program: District Council 37, Municipal Employees Union of the City of New York
Basic Composition

Jersey City State College
Jersey City, NJ

September 1977 - June 1978

Instructor, English Department
Fundamentals of Communication, Intensive
Basic Composition

Independence High School
Newark, NJ

September 1974 - January 1977

(I.H.S. is a federally and state-funded alternative high school for public school dropouts).

Teacher, English Department
Advanced Literature and Composition
Remedial Reading
Basic Writing
The College Course

LaGuardia Community College
The City University of New York

February 1974 - June 1975

Tutor, The Writing Center

Fashion Institute of Technology
New York, NY

September 1973 - June 1974

Tutor, Liberal Arts Program

New Prospect School
Brooklyn, NY
(a private alternative high school.)

January 1973 - June 1974

Teacher, English Department
Survey of English Literature

PROFESSIONAL ACTIVITIES

Member,
PIE-Q Coordinating Council, an MSU-Newark Public
Schools Partnership

2005 - present

Reviewer

1991 – present

Journal of Teacher Education
English Education
The English Journal
Teachers College Press
National Council of Teachers of English Editorial Board
American Educational Research Association, Divisions A & K

Chair, Research Committee

2004- 2006

National Network for Educational Renewal

Member, Advisory Board

January 2001 – 2006

Long Island University, Center for Urban Education

Member, Advisory Board

January 2002 –2003

Raritan Valley Community College

Member, Advisory Board

January 2002 – 2003

Montclair State University Pre-Collegiate Teaching
Academy, Paterson

Member

January 1999 – June 2001

Montclair High School Restructuring Advisory Board

Panelist

November 2000

Bergen County Association of School Administrators
“Efforts to Address the Teacher Shortage”

Guest

September 2000

Caucus New Jersey, WNET
“Making the Grade: Charter Schools”

Panelist	September 2000
Teacher Education of State Colleges and Universities Teleconference "Teacher Education as an All-Campus Responsibility"	
Member	September 1998 – January 2000
Professional Development Advisory Panel National Council of Teachers of English	
Education Consultant	September 1996 - September 1997
Fox News	
Advisor	September 1996 - September 1997
Teacher Education Redesign Project Marymount Manhattan College	
Evaluator	1994 - June 1996
Advisory Board, Genesis Apartments On-going assessment of the REACH Community School, an alternative elementary and intermediate school for formerly homeless children.	
Member	1992 – 1998
Editorial Board Conference on English Education, Monograph Series	
Appointed Member	1986 - 1998
Standing Committee on Language Across the Curriculum National Council of Teachers of English	
Member	December 1995
Interview Panel for Finalists, New Visions II Schools Fund for New York City Public Education	
Strand Leader	July 1995
"The Transformation of Teacher Education" International Federation for the Teaching of English	
Member	March 1995
Rockefeller Brothers Foundation Minority Fellows Selection Committee	
Speaker	May 1994
Bayard Rustin High School for the Humanities New York, NY "The Pros and Cons of Tracking in the Public Schools"	

Testimony to New York State Education Department Response to the Proposed Amendment to the Regulation of the Commission of Education on university-based teacher preparation programs	October 1994
Chair National Council of Teachers of English Standing Committee, Language and Learning across the Curriculum	1992 - 1995
Member Advisory Board, Teach for America	1990 - 1992
Member Teacher Education Consortium Stanford University Teacher Assessment Project	1988 - 1990
Pilot Investigator Stanford University Teacher Assessment Project Researched the Stanford model of portfolio development as an alternative to the National Teacher Examination with CCNY teacher candidates.	1988 - 1990
Appointed Member CUNY Task Force on the Education and Credentialing of Literacy Practitioners	1988 - 1989
Panel Member New York State Education Department Validation Study English Language and Literature Content Area Examination	October 1984
Principal Investigator Writing Across the Curriculum Highland Park Schools Conducted research on the effects of a writing across the curriculum project on CAT and statewide writing assessment scores.	1983 - 1984
Member Committee on the Review of Writing Programs New York State English Council	1982 - 1983
Principal Investigator Research on Revision Dean's Research Fund, New York University Conducted a case study of five freshman writers to explore the relationship between teachers' comments and students' revision.	1980 - 1981
Guest Sunrise Semester, "Writing: The Teacher's Role."	January 1980

CONSULTANT

New Visions for Public Schools, New York, NY Literacy across the Curriculum Professional Development	2008 – 2009
New Visions for Public Schools, New York, NY College-Going and New Century High School Graduates, Program Evaluation	March 2006 – June 2006
New Visions for Public School, New York, NY Math Leadership Project Evaluation	2003- 2005
Public School Repertory Company, New York, NY	1996-1997
Penn Rivers Writing Project, Clarion, PA	June 1993
Manhattan Area Women in Social Work Education, New York, NY	October 1992
New Orleans Unified School District, New Orleans, LA	March 1991
Croton Harmon Schools, Croton-on-Hudson, NY	1985 - 1990
Theodore Roosevelt High School, Bronx, NY	1988 -1989
George Washington High School, New York, NY	1987 - 1990
A. Philip Randolph High School, New York, NY	Fall 1985
Jordan-Elbridge High School, Elbridge, NY	Fall 1984
St. Lawrence-Lewis BOCES, Ogdensburg, NY	October 1984
Highland Park Public Schools, Highland Park, NJ	July 1982 - 1987
Lancaster Public Schools, McCaskey H. S., Lancaster, PA	Fall 1982
Huntington Free School District, Huntington, NY	September 1981 - June 1983
LaGuardia Community College, English Department, New York, NY	February 1981

CONFERENCE PARTICIPATION

Presenter, The Memory of This Moment: Preservice Urban Teachers Develop Knowledge-in-Practice, National Network for Educational Renewal Annual Meeting, Seattle, WA, October 2009.

Presenter, Together Again for the Very First Time: Sharing Responsibility through a Complex Partnership, National Network for Educational Renewal Annual Meeting, Seattle, WA, October 2009.

Presenter, What Preservice Urban Teachers Can Learn from Community-Based Organizations, Great Teachers for Our City Schools, Denver, Co, April 2009.

Presenter, Ready, Set and Nowhere to Go: Partnering to Place Urban Teaching Candidates in High Need Schools, National Network for Educational Renewal Annual Meeting, Charleston, WV, October 2007.

Keynote Speaker, Council of Urban Boards of Education, New York, New York, June 2007.

Featured Speaker, Hope and Urban Teacher Preparation, The New Educator Conference, New York, October 2006.

Presenter, Preparing Teachers for the Inner City: How do we do it? Why do we do it? American Educational Research Association, San Francisco, April 2006

Presenter, Case Method Teaching in Teacher Education: Strengthening the Link between Democratic Pedagogy and the Ideals of the NNER, Myrtle Beach, October 2005.

Presenter, What Matters Most in Teacher Preparation for Urban Schools, National Network for Educational Renewal, St. Louis, October 2004.

Presenter, Empowerment Evaluation as Ethnography, American Educational Research Association, San Diego, April 2004

Presenter, Case Method Teaching as a Nurturing and Democratic Pedagogy, National Network for Educational Renewal, St. Louis, October 2004.

Presenter, Empowerment Evaluation: When the Evaluator and the Evaluatee Collaborate, National Network for Educational Renewal, Salt Lake City, October 2003.

Presenter, The Evolution of a Leadership Associates Program: Developing a Pedagogy for Leaders, National Network for Educational Renewal, Salt Lake City, October 2003.

Presenter, Urban Teaching Academy at Montclair State University, Holmes Partnership Meeting, San Antonio, January 2002.

Presenter, Confronting the Tensions Between the Real and the Ideal, National Network for Educational Renewal, Denver, October 2001.

Featured Speaker, "Creating Anti-Racist Language Arts and Literacy Classrooms," Colorado Language Arts Association, Colorado Springs, March 2000

Presenter, "The Center of Pedagogy: Linking the College of Education, the Arts and Sciences, and School Districts in Educating Culturally Responsive Teachers," AERA, New Orleans, April 2000.

Presenter, "Toward a Counter-Active Progressive Pedagogy: Preparing and Re-Preparing Teachers for a World of Standards and High-Stakes Testing," National Council of Teachers of English, New York, March 2000.

Presenter, "The Portrait of a Teacher: Developing a Morally Grounded Teacher Education Program," AACTE, Chicago, February 2000.

Presenter, "A Case of a High School Professional School Partnership: Negotiating Two Cultures," AACTE Annual Meeting, Chicago, February 2000.

Presenter, "The English Teacher's Vision of Teacher Identity and Innovative Curriculum for the New Millennium," National Council of Teachers of English, Denver, November 1999.

Presenter, "Toward a Counter-Active Progressive Pedagogy: Preparing and Re-Preparing Teachers for the World of Standards and High-Stakes Testing," National Council of Teachers of English, New York, March 2000.

Presenter, "Service Learning: A Pedagogy for Democratic Citizenship," In Praise of Education, Seattle, June 1999.

Presenter, "Developing and Sustaining Leadership for Simultaneous Renewal," In Praise of Education, Seattle, June 1999.

Discussant, "Case Method Instruction Using Multiple Text Types in a Literacy Methods Class," American Educational Research Association, Montreal, April 1999

Chair, "Teaching Between, Among, and Across the School Subjects: A Transactional Perspective on Interdisciplinary Studies," National Council of Teachers of English, Cincinnati, March 1999.

Presenter, "Preparing Teachers for Urban Schools." National Council of Teachers of English, Nashville, November 1998

Keynote Address, "The Issues That Bind Us." New York University, Annual Alumni Conference, New York, June 1988

Presenter, "The End of Progressive Teacher Education." National Council of Teachers of English, Albuquerque, March 1998.

Presenter, "What Ever Happened to Language and Learning Across the Curriculum?" National Council of Teachers of English, Detroit, November 1997.

Presenter, "Roundtables: Seeing Ourselves and Seeing Ourselves as Others See Us." National Council of Teachers of English, Albuquerque, June 1996.

Presenter, "Alternative Approaches to Preparing and Sustaining Teachers in Urban Schools." National Council of Teachers of English, Boston, March 1996

Chair, "Reinventing Progressive Teacher Education." National Council of Teachers of English, International Conference, New York, July, 1995.

Co-Chair, "Build a Shared Responsibility for Education Pre-Service Teachers." Meeting of the Coalition of Essential Schools, American Educational Research Association, San Francisco, April 1995.

Chair, "Language and Learning Across the Curriculum: The Political Milieu Orlando." National Council of Teachers of English, Orlando, November 1994.

Keynote Address, "Learning Change." Conference on English Leadership, National Council of Teachers of English, Louisville, November 1992.

Symposium, "Changing Schools by Acting As If." American Educational Research Association, San Francisco, April 1992.

Keynote Address, "Negotiating the Curriculum: Teaching and Learning in the Radical Middle." Teachers College, Columbia, Conference on Whole Learning, June 1991.

Invited Address, "Improving Teacher Education through Inquiry and Reflection." New Directions in Teacher Education for the 1990's, New York State Education Department Conference, New York, April 1991.

Chair & Group Leader, "Democracy and Literacy Education." A two-day post-convention workshop, National Council of Teachers of English, Atlanta, November 1990.

Co-leader, "Democratic Staff Development for Democratic Schooling." Institute for Democracy and Education, Athens, OH, June 1990.

"The Portfolio and the Teacher as Reflective Practitioner." American Educational Research Association, Boston, April 1990.

“Thinking and Teaching: Lessons from Education.” Conference on College Composition and Communication, Chicago, March 1990.

Workshop Leader, “Integrating Writing, Reading, and Oral Language Across the Curriculum.” A three-day National Curriculum Study Institute, Association of Supervisors and Curriculum Developers, Atlantic City, June 1989.

“Negotiating as Transaction.” National Council of Teachers of English, Charleston, April 1989.

Team Leader, “Investigating Student Writing in the Content Areas.” Pre-Convention Workshop, Conference on College Composition and Communication, Seattle, March 1989.

Chair, “Writing as a Cooperative Venture.” Hudson River Regional Teacher Center, November 1988.

Discussion Leader, “Language and Learning Across the Curriculum.” National Council of Teachers of English, St. Louis, November 1988.

Keynote Address, “Language, Inquiry, and Negotiation: A Classroom Case.” Fairchester Institute on Talking and Writing. Westport, CT, October 1988.

“Teaching to Learn -- Reflection in Action.” National Council of Teachers of English, Boston, March 1988.

“Learning: Reading, Writing and Talking Across the Curriculum.” National Council of Teachers of English, Los Angeles, November 1987.

“Research is not a Spectator Sport: Inquiry into Writing in our Own Classrooms.” The New York State Department of Education, Bureau of English and Reading, Annual Conference on Writing, May 1987.

Chair, Seminar in Research on Language. New York State English Council, October 1985, 1986, 1987.

“You Can Learn from Your Students While They Learn from You.” National Council of Teachers of English, Phoenix, March 1986.

Co-Chair, L. Ramon Veal Seminar on Research in Language. National Council of Teachers of English, March 1986.

“Why We Must Find Paths Out of the Wasteland Or Hurry Up Please It’s Time.” National Council of Teachers of English, Detroit, November 1984.

Co-Chair, Seminar on Research in Language. New York State English Council, Buffalo, October, 1984.

“Writing to Learn about Writing.” Associate Chair, post-convention workshop, National Council of Teachers of English, Denver, November 1983.

“Teaching Revision Strategies.” Panel Respondent, Conference on College Composition and Communication, Detroit, March 1983.

“The Huntington Writing Program: From Research to Reality.” Conference for Secondary School English Department Chairpersons, National Council of Teachers of English, Washington, D.C., November 1982.

“Analyzing Verbal Protocols.” New York State English Council Annual Convention, Syracuse, October 1982.

“Strategies for Individualizing Writing Instruction through Peer Tutoring.” The Fifth Annual Summer Conference in English Education, New York, July 1982.

“Revision, Learning, and the Myth of Improvement.” Conference on College Composition and Communication, San Francisco, March 1982.

“Revision and Regression: Contraries or Complementaries?” Eastern Educational Research Association, West Palm Beach, February 1982.

“Focusing and Directing Research Assignments Toward a Sense of Audience and Purpose.” Conference on Research Papers, LaGuardia Community College, November 1981.

“An Individualized Conference Model for Teaching Writing.” The Fourth Annual Summer Conference in English Education, New York, July 1981.

“The Effects of Peer Annotation on the Annotator.” Convention of the New York College English Association, March 1980.

“‘Twas Brillig: Linguistics Can Help Basic Writers.” Basic Skills Workshops, LaGuardia Community College, May 1978.

ELECTED OFFICES

University Undergraduate Curriculum Committee Montclair State University	2006-2007
Graduate Council Montclair State University	1999 - 2001
Member at Large, Faculty Executive Committee Teachers College, Columbia University	1997 - 1998

Member, Nominating Committee 1992
College Section, National Council of Teachers of English

Member, Executive Committee 1988- 1991
Conference on English Education, National Council of Teachers of English

Member, Nominating Committee 1986
Conference on English Education, National Council of Teachers of English

Vice-President for English Education 1985
New York State English Council

REFERENCES

Dr. Elizabeth Dickey, President of Bank Street College of Education
edickey@bankstreet.edu
(212) 875-4595

Dr. Peter Cookson, Former Dean of the College of Education, Lewis & Clark University
peter.cookson@yale.edu
(413) 429-6629

Dr. Roberta Trachtman, Director, Teaching and Learning, New Visions for Public Schools
rtrachtman@newvisions.org
(646) 486-8152

NANCY LAUTER, Ed.D.

(b)(6)

(b)(6)

Work: (973) 655 4243

lautern@mail.montclair.edu

EDUCATION

BOSTON UNIVERSITY, School of Education
Doctor of Education, 1983

COLUMBIA UNIVERSITY, Teachers College
Masters Degree in Early Childhood Education,
1971

CONNECTICUT COLLEGE
Bachelor of Arts Degree, 1970

**PROFESSIONAL
EXPERIENCE**

MONTCLAIR STATE UNIVERSITY, 1994 - present
Department of Early Childhood, Elementary, and Literacy Ed.
Professor
Founding Chair of Department, 1997 - 2008

Chair, University Chairs' Council
Graduate Council
Center of Pedagogy Leadership Team
Co-chair, Professional Development School Executive Board
Coordinator, NCATE Draft PDS Standards Project
Co-Chair, Professional Development Schools Task Force
Co-Chair, Early Childhood/Elementary Task Force
Team Leader, UNITE, Holmes Partnership

UNIVERSITY OF CANTERBURY, NEW ZEALAND
Visiting Scholar, January - May, 2008

**NATIONAL CENTER FOR RESTRUCTURING
EDUCATION, SCHOOLS, AND TEACHING (NCREST)**
Teachers College, Columbia University
Deputy Director
1994 - 1997

Co-Director, NCREST National Professional Development
Schools Network

Coordinator, Creating a Network of Leading Edge

Professional Development Schools; Development and Documentation Study

Co-Director, Teachers College-District 3-United Federation of Teachers Professional Development Schools Partnership

WHEELOCK COLLEGE AND GRADUATE SCHOOL
Boston, Massachusetts
Associate Professor, tenured 1989
1981 - 1994

Associate Dean for Curriculum Development
Graduate School, 1991 - 1994

- Directed curriculum transformation of all graduate school programs.
- Academic Council.
- Chair, Care and Education Department.
- Chair, Combined Degree Program Task Force.
- Chair, Education Search Committee.
- Coordinator, Infant and Toddler Studies.

Acting Chair, Professional Studies Department, 1990.

- Developed and implemented transformed curriculum in undergraduate division.
- Facilitated development of Urban Studies Program.

Director, Wheelock-Boston Public Schools Kindergarten Curriculum and Mentor Project, 1986 - 1991.

Chair, Faculty Research and Development Committee, 1987 - 1989.

Developed and coordinated Child Care Specialist Program, 1987 - 1993.

MASSACHUSETTS BAY COMMUNITY COLLEGE
1973 - 1980
Wellesley, Massachusetts
Assistant Professor, Early Childhood Education

Coordinator, Title IA Higher Education Grant
Developed training programs for Family Day
Care Providers, 1978-1980.

HEAD START PROGRAM

1972 - 1974

Boston, Massachusetts

Child Specialist Field Supervisor

WEST SIDE MONTESSORI SCHOOL

1971 - 1972

New York City, New York

Teacher-Director, Child Care Program

PROFESSIONAL PUBLICATIONS

- Lauter, N. and Rice, C. (2008). Scaling up quality early childhood programs: New Jersey's story. *The New Educator*, v. 1, 64-82. (peer reviewed).
- Lauter, N. and Rotolo, J. (2001). Beginning teacher portfolios: A key to professional development. *Journal of the Professional Development Center for Early Care and Education*. Spring/Summer. (peer reviewed).
- Lauter, N. (Ed.) (1999). Confronting realities: Professional Development Schools. NY: NCREST, Teacher College.
- Lauter-Klatell, N. (Ed.). (1990). Readings in Child Development. Mountain View, CA: Mayfield Publishers.
- Lauter-Klatell, N. (1990). How do I say "Let's play?" In N. Lauter-Klatell (Ed.), Readings in Child Development. Mountain View, CA: Mayfield Publishers.
- Lauter-Klatell, N. (1986). Social interactions between toddlers. In D. Wolf, (Ed.), Connecting: Friendship in the Lives of Young Children. Cambridge, MA: Beginnings Press.
- Lauter-Klatell, N. and Cress, V. (1977). Dramatic play: Setting the stage for and discovery. In Confronting Basic Issues in Kindergarten Programs. Cambridge, MA: Lesley College.

COMMUNITY PUBLICATIONS

- Lauter-Klatell, N. (1991, May). Back in the U.S.S.R.: Reflections on a trip to the Soviet Union. Wheelock Magazine, pps. 9 - 13.
- Lauter-Klatell, N. (1989). New places, new faces: How to cope. Warmlines Connections. Newton, MA: Warmlines.
- Lauter-Klatell, N. (1988). Caring for Infants and Toddlers: Reflections of the Past, Directions for the Future. Boston, MA: Wheelock College.
- Lauter-Klatell, N. and Reed, S. (1988). Building Teaching Teams. Unpublished manuscript.
- Lauter-Klatell, N. (1987, November-December). Fostering independent thinking. Teaching Voices. Bridgewater, MA: Institute for Teaching and Learning.
- Lauter-Klatell, N. and Klein, A. (1987, May). School and Family: An Essential Partnership. Community Connections: A newsletter for Early Childhood Professionals. Brookline, MA: Brookline Public Schools.
- Lauter-Klatell, N. (1987, January 13). Teaching kids to think. Boston Herald, 23.

PROFESSIONAL PRESENTATIONS and CONSULTATION

- 2008
 College of Education Lectures
 "School Reform Efforts in the USA"
 "Building a Network of School/University Partnerships"
 University of Canterbury, NZ
- 2007
 National Network for Educational Renewal
 School Leaders Conference, Invited participant
 Seattle, Washington
- 2006
 Symposium: "Urban Pipeline: Recruitment, Preparation, and Retention"
 Symposium Chair
 Presentation: "Arts Back Packs in Urban Schools"
 Presentation: "Challenging Perceptions of Urban Education"
 AACTE Annual Conference, San Diego

- 2005 Presentation: “Learning through the Arts: Urban Children See Themselves”
Presentation: “Challenging Perceptions of Urban Education”
National Network for Education Renewal Annual Conference,
South Carolina
- 2004 Symposium: “The Urban Pipeline”
Symposium Chair
Presentation: Action Research in Teacher Education and Ed Policy
AACTE Annual Conference, Chicago
- 2003 Presentation: “Architects and Plumbers: Making the Vision Work”
AACTE Annual Conference, New Orleans
- 2001 Institute Leader/Facilitator, Early Childhood Higher Education
Faculty Institute. Wheelock College Consortium
Funded by the National Head Start Bureau.
- Key Associate, Kenan Alliance for Partnerships in Education,
Center for Creative Leadership, Greensboro, North Carolina.
- 1975 – 1994 Boston, Massachusetts
Over 100 presentations to local, state, and community groups and
public and private schools.

SCHOLARLY ACTIVITIES AND AWARDS

- 2005 – present Member of the Board of Trustees
Association for Children of New Jersey (ACNJ)
Newark, NJ
- 2003 – present NJBUILD Project Member
Association for Children of New Jersey
Newark, NJ
- 2006 Review of book manuscript
Emergent Literacy in Early Childhood Education
Prentice Hall Publishers
- 2006 “Thinking, Learning, and Brain Research” Workshop
MAR/MAT P-3 Cumberland County Teacher Candidates
Montclair State University

2001 - 2005	State-wide Coalition for Early Care and Education Association for Children of New Jersey Newark, NJ
2000 - 2002	National Network for Educational Renewal Arts Initiative Associative Institute for Educational Inquiry Wheelock Head Start Faculty Forum
1998	Leadership Associates Montclair State University
1992 - 1993	Education Policy Fellow Institute for Educational Leadership Washington, D.C.
January 1991	Center for Educational Renewal Seattle, WA Wheelock Representative, Center of Pedagogy
May 1990	Leader, Early Childhood Educators Tour of the Soviet Union Organization for American Soviet Exchanges
January 1988	NAEYC Colloquium on Teacher Education Wheelock Representative
April 1988	Centennial Project Award, Wheelock College To develop a slide presentation highlighting the dimensions of a developmentally appropriate program
February 1987	Centennial Manuscript Award, Wheelock College "Caring for Infants and Toddlers"
Fall 1986	Scholarly Activities Grant, Wheelock College To pursue research on the social development of infants and toddlers in child care settings
1987-1988	Wheelock College Research Group Discussion and Peer Critique of Faculty Research Activities
1985-1988	Boston Institute for the Development of Infants and Parents

Annual Conference and Monthly Seminars

May 1986 Harvard Medical School Invitational Conference
"Ain't Misbehavin': Managing the Ups and Downs of Early
Childhood"

GRANTS

2004 Early Childhood Educator Professional Development Program
Montclair State University/Newark Preschool Collaborative
Project Director
U.S. Department of Education \$4,165,587 (not funded)

2002 Early Childhood Educator Professional Development Program
Newark Early Childhood Partnership for Professional
Development
U.S. Department of Education, \$4,626,861 (not funded)

2001 - 2003 Leadership Institute for Early Childhood Education
in Urban Settings
Schumann Fund for New Jersey
\$115,000

1997 Arthur Vining Davis Foundation
Interdisciplinary Curriculum Development in a
PDS High School
NYC High School District/District 3/Teachers
College PDS Partnership
\$125,000

1992 United States Department of Education
FIRST Programs
Development, Implementation, and Assessment of
Clinical Master's Program
\$466,295 (not funded)

1989-1991 Boston Public School Kindergarten Curriculum Project
Curriculum Implementation and Staff Training
Training for Mentor Teachers
\$60,000.00

1988-1989 Boston Public School Kindergarten Curriculum
Pilot Project
Chapter 188, School Reform Act

	Curriculum Implementation Pilot Program \$41,000.00
1987-1988	Boston Public Schools Kindergarten Curriculum Project Chapter 188, School Reform Act Staff Development and Draft Revisions \$43,463.52
1987	Day Care Affordability Study Office for Children (with Gwen Morgan and Technical Development Corporation) \$65,800.00 (not funded)
1986-1987	Revision of Boston Public School Kindergarten Curriculum Chapter 188, School Reform Act \$18,500.00
1978-1979	Family Day Care Training Program Title IA Higher Education Grant \$32,942.00

PROFESSIONAL AFFILIATIONS

American Educational Research Association
 Co-chair, Program Development, Professional Development Schools
 Research Special Interest Group, 1995-96
 American Association of Colleges of Teacher Education
 Association for Supervision and Curriculum Development
 New Jersey Association of Early Childhood Teacher Educators
 National Association of Early Childhood Teacher Educators
 National Network for Educational Renewal
 Institute for Educational Leadership
 National Association for the Education of Young Children

Mary E. Piontek

Mailman School of Public Health
Columbia University
722 West 168th Street, Room 1402
New York NY 10032
Office: 212-305-9504; (b)(6)
e-mail: mp2800@columbia.edu
website: <http://mailman.columbia.edu>

Areas of Expertise

Program evaluation and evaluation design
Educational research (design, methods, and analysis)
Curriculum development and evaluation
Qualitative research (design, methods, and analysis)
Communicating/reporting evaluation information
Review and evaluation of grant processes

Education

Ph.D. in Measurement, Research, and Evaluation,
Western Michigan University, Kalamazoo, Michigan, 1994.
M.A. in English, Western Michigan University, Kalamazoo, Michigan,
1988.
B.A. in English, University of Michigan, Ann Arbor, Michigan, 1986.

Professional History

2008-Present	Director of Educational Initiatives, Mailman School of Public Health, Columbia University, New York, New York
2000-2008	Assistant Research Scientist/Evaluation Researcher, Center for Research on Learning and Teaching, University of Michigan, Ann Arbor, Michigan.
1997-2000	Senior Research Associate, RMC Research Corporation, Portsmouth, New Hampshire.
1994-1997	Research Associate, RMC Research Corporation, Portsmouth, New Hampshire.
1993-1994	Research Associate, Science and Mathematics Program Improvement, Western Michigan University, Kalamazoo, Michigan.

Professional History (continued)

- 1994 Evaluation Consultant, Wayland Union Schools, Wayland, Michigan.
- 1994 Evaluation Consultant, Allegan County Intermediate School District, Allegan, Michigan.
- 1992-1994 Evaluation Consultant, Allegan Public Schools, Allegan, Michigan.
- 1992-1993 Research Assistant/Intern, Dr. Jim Sanders, Evaluation Center, Western Michigan University, Kalamazoo, Michigan. Project: Joint Committee for Standards on Educational Materials, Projects, and Programs.
- 1992-1993 Evaluation Consultant, Comstock Public Schools, Comstock, Michigan.
- 1991-1992 Graduate Assistant, Dr. Rosalie T. Torres, Department of Educational Leadership, Western Michigan University, Kalamazoo, Michigan.
- 1988-1993 Instructor, Department of Industrial Engineering, Western Michigan University, Kalamazoo, Michigan. Course: IE 102 Technical Communications.
- 1988-1989 Grader, Dr. Audrey Davidson-Department of Music/General Studies, Western Michigan University, Kalamazoo, Michigan. Course: Direct Encounters with the Arts.
- 1986 Admissions Representative, Nazareth College, Kalamazoo, Michigan.
- 1986 Assistant Coordinator, Kalamazoo Valley Community College, Placement Services Office, Kalamazoo Michigan.

Professional Experience

Research, evaluation, and assessment

Research and evaluation experience includes needs assessments and program development, cluster evaluation, program evaluation, case study research, naturalistic inquiry, survey research, survey and questionnaire development, focus group interviewing, and qualitative and quantitative data analysis. This includes designing and implementing research instruments, conducting data collection and data management, interviewing and observation, data analysis and synthesis, communicating and reporting evaluation findings, and making recommendations and formative design suggestions, where appropriate.

As Director of Educational Initiatives works with departments, committees, individual faculty, and graduate student instructors on curricular reform, instructional design, strategic planning, and educational evaluation. Provide technical assistance and training on educational pedagogy, assessment, and classroom management.

At CRLT, provided assistance and expertise to help faculty conceptualize, develop, and carry out evaluations of educational innovations. Consulted on pre-proposal evaluation design, assisted in planning and implementing data collection and analysis for formative and summative purposes, and provided support for communicating evaluation findings and using evaluation information for decisions about improvements. Provided assistance to administrators and faculty engaged in program and curricular review by gathering empirical information from faculty and students about their experiences to inform the review of current curricula, the development of new curricular offerings, and the design for evaluating the results of curricular changes. Served as evaluator on a variety of external grants from private foundations and other funding sources such as the National Institutes of Health (NIH), Department of Health and Human Services (HHS), National Science Foundation (NSF), and the Fund for the Improvement of Higher Education (FIPSE) of the U.S. Department of Education.

At RMC, conducted research, program evaluation training, and development for various foundations and educational programs. Provided technical assistance and professional development in the areas of assessment, standards, evaluation, program development, school reform, and needs assessment. Also provided training on professional portfolio development and action/applied research for various educational programs. Previous clients included New Hampshire Learn and Serve Higher Education Project (AmeriCorps), the New Hampshire State of Education School-to-Work Program, The Longitudinal Evaluation of School Changes and Performance (U.S. Department of Education), and the League of Professional Schools (University of Georgia). Worked with the W.K. Kellogg Foundation and the Northeast and Islands Regional Educational Laboratory at Brown University on cluster, initiative, and project-level evaluations.

As evaluation consultant, Wayland Union Schools, conducted evaluation of Year 02 of Extend School Year Program serving 1500+ students, Summer 1994. Designed and implemented survey, interview, and observational data collection techniques. Prepared multiple reports for district and state audiences. Program was funded by State of Michigan competitive grant.

As evaluation consultant, Allegan Public Schools, conducted evaluation of new curriculum/materials within Science/Mathematics programs K-12, Systemic Change Agenda, Section 98 Grant, and foundation grant programs. Developed survey and questionnaires for district use. Served on Core Management Team and District School Reform committee. Assisted district curriculum teams in redesigning mathematics, science, social studies, and language arts curriculum. Developed materials and trained district personnel in evaluation techniques, systemic change and personal mastery, and professional development. Assisted district in preparing grant proposals to private foundations and State of Michigan grant programs.

Designed evaluation plan for Section 98 Professional Development Grant Program - *Allegan County Cadre for Authentic Education*. Program consisted of two-week interactive professional development workshop for teachers and students in constructivist teaching in science. Assisted in design of program and selection of consultants and supporting materials.

As research assistant/intern, Western Michigan University, Kalamazoo, MI, contributed to Joint Committee for Standards on Educational Materials, Projects, and Programs development of new standards. Assisted in Review Panel, Field Test, National Hearings, and Annual Meeting Activities. Analyzed data and prepared reports on field test and national hearings for presentation at committee's annual meeting.

As evaluation consultant, Comstock Public Schools, Comstock, MI, planned and conducted evaluation plan for Reading Recovery Program/Whole Group Language Arts and related teacher training sessions. Wrote evaluation reports to State of Michigan and related audiences.

Technical assistance and training

At Mailman, and previously at CRLT, provide technical assistance and training to faculty and graduate students in the areas of evaluation improvement, program improvement, curriculum and instruction, and assessment. Also develop reports, research papers, and other supporting materials for professional development in the areas of assessment, standards, evaluation, program development, and needs assessment.

Served on Northeast Regional Educational Laboratory at Brown University Team. Conducted research and provided technical assistance in the areas of evaluation improvement, program improvement, curriculum and instruction, and assessment. Developed reports and other supporting materials for RMC teams and constituents. Also provided technical assistance and professional development in the areas of assessment, standards, evaluation, school reform, program development, and needs assessment.

As Project Manager, Michigan Statewide Systemic Initiative (MSSI) and Vermont Institute of Mathematics, Science, & Technology (VISMT) developed technical assistance materials, including Program Logic Models, strategic planning materials, school district evaluation plans, and reflective questions for program planning.

Project direction/management/administration

Management experience includes initiating, implementing, and managing research and evaluation projects and educational programs. Much of the work has focused on educational reform and systemic change initiatives.

At CRLT, oversaw the evaluation program of the CRLT Theatre Team and related evaluation designs for CRLT managed events. Acted as CRLT Grants Coordinator and oversee the implementation of seven educational grants programs that distribute over \$330,000.00 annually.

Project Manager, Evaluation of the W.K. Kellogg Foundation's Managing Information with Rural America Initiative. Oversaw the daily management of project activities and related evaluation data collection, analysis, and reporting to the Foundation on the implementation and impact of the initiative on rural communities, organizations, and policy.

Project Manager, Indicators of Capacity for School Reform Project, Northeast and Islands Regional Educational Laboratory at Brown University/RMC Research Corporation. Oversaw daily management of project activities and related research/product development for project on the study of school reform and capacities for initiating and sustaining reform. Studies included high poverty, urban elementary schools engaged in school reform; secondary schools implementing structural change; and literacy best practices in elementary early grades.

Project Manager, Evaluation of the League of Professional Schools. Oversaw external evaluation contract for the League of Professional Schools, University of Georgia related to impact of membership in the League on individuals, teams, and schools engaging in school reform.

Project Manager, miscellaneous contracts as part of RMC Research Corporation, Small Contracts Team. Oversaw daily management of two contracts with the Lowell Massachusetts Public Schools concerning review of twenty-eight Unified School Improvement Plans and the development of a Request for Proposals document for the evaluation of the Transitional Bilingual Education Program.

Project Manager, Michigan Statewide Systemic Initiative (MSSI) - Oversaw daily management of evaluation program for MSSI in Science and Mathematics Program Improvement (SAMPI) Team, Western Michigan University. Conducted research for this sponsored science and mathematics education project, serving 30 urban, suburban, and rural school districts. Assumed responsibility for major aspects of research, including research design, data collection, data management, analysis, interpretation, and reporting. Assisted in preparing proposals for continued funds and for research funded by new sponsors. Developed technical assistance materials, including Program Logic Models, Strategic Planning, and School District Evaluation Plans. Supervised colleagues and support staff within program activities.

Project Manager, Vermont Institute of Mathematics, Science, & Technology (VISMT) - Oversaw daily management of evaluation program for VISMT in Science and Mathematics Program Improvement (SAMPI) Team, Western Michigan University. Developed and negotiated original evaluation plan, including evaluation questions and

data collection strategies. Conducted two site visits and prepared two reports for VISMT staff and Board of Directors. Served as main contact for VISMT staff with SAMPI. Provided technical assistance materials, including Program Logic Models, reflective questions for program planning, and qualitative data analysis. Supervised colleagues and support staff within program activities.

Admissions Representative, Nazareth College, Kalamazoo, Michigan. Responsible for visiting High Schools and Colleges in North-, Mid-, and South-Western Michigan. Served as main contact for prospective students within territory. Evaluated student essays and applications. Developed Admission's Newsletter for students. Conducted College tours. Participated in College orientation and visitor day programs.

Assistant Coordinator, Kalamazoo Valley Community College, Placement Services Office. Screened and recommended Graduate Job Referrals. Developed Cooperative Education Evaluations. Designed Placement Services Manual. Acted as Coordinator of Student Placement 40% of time and as Placement Coordinator during vacations. Created and negotiated Departmental Proposals.

Instruction

At Mailman, and previously at CRLT, provide workshops to administrators, faculty, staff, and graduate students in the areas of evaluation design and improvement, curriculum and instruction, and assessment.

Taught undergraduate course at Western Michigan University, Department of Industrial Engineering with a focus on objective presentation of factual material relating to students' fields of study. The primary aim of the course was clear, concise writing, covering the basic mechanics of English, logical organization of ideas, summarizing, ethical practices, information gathering techniques, and the writing process. Taught three sections per semester at 25+ students per section for five years.

Assisted in preparation of course materials, publications, research, bibliographies, and miscellaneous educational materials at Western Michigan University, Department of Educational Leadership. Conducted survey research on communicating and reporting activities of American Evaluation Association members. Developed bibliographies and professional papers on evaluation use, internal evaluation, and evaluation communication/reporting.

At Western Michigan University was responsible for grading/evaluating student essays concerning encounters with multi-media arts: plays, musicals, dance-ballet/modern, painting, orchestration, and literature. Average number of students per course: 65. Served as course grader for two semesters.

Organizational development

Served on Core Management Team and District School Reform committee, Allegan Public Schools, Allegan, MI. Developed materials and trained district personnel in evaluation techniques, systemic change and personal mastery, and professional development.

Selected Publications, Presentations, & Papers

Piontek, M.E. (2008, November). *Developing and evaluating an innovative clinical education simulation curriculum for a nursing program*. Paper presented at the annual meeting of the American Evaluation Association, Denver, Colorado.

Piontek, M.E. (2007, May). Key note address: *Evaluation communicating and reporting: Maximizing "in the box" and exploring "out of the box" strategies*; workshop: *Developing a communicating and reporting plan*. Presented at the Ohio Program Evaluators Group (OPEG) Spring 2007 conference, Columbus Ohio.

Piontek, M.E. (2007, May). *Designing and managing group work to maximize learning*. Workshop presented for the Department of Health Behavior and Health Education's Faculty Retreat, University of Michigan, Ann Arbor.

Piontek, M.E. (2005, October). *When roles blend: How external becomes internal evaluation in a higher education setting*. Paper presented at the 2005 Joint Canadian Evaluation Society/American Evaluation Association Conference, Toronto.

Piontek, M.E. (2003, October; 2004, May; 2005, March; 2007, February, June). *Advice on writing better tests; improving assessment: constructing multiple-choice, essay and other item formats*. Workshop presented at the CRLT Seminar Series Fall 2003, Winter 2005, Winter 2007; Enriching Scholarship Integrating Teaching, Information, and Technology Conference Spring 2004; University of Michigan Health System MLearning Educational Program Spring 2007, University of Michigan, Ann Arbor.

Piontek, M.E. (2003, June). *Seeing the body otherwise: Promoting evaluation in the University of Michigan's Program in Culture, Health and Medicine*. Paper presented at the annual meeting of the Canadian Evaluation Society, Vancouver, B. C.

Piontek, M.E. (2002, December; 2004, January). *Focus group interviews: How to design and implement focus groups for research and evaluation*. Workshop presented to Instructional Technology Collaborative Programs, University of Michigan, Ann Arbor.

Piontek, M.E. (2002, May). *Communicating and reporting evaluation information*. Workshop presented at the Michigan Association for Evaluation Conference, Lansing.

Piontek, M.E. (2001, November). *Using evaluation to promote a culture of learning and innovation in higher education*. Paper presented at the annual meeting of the American Evaluation Association, St. Louis.

Piontek, M.E. (2001, October). *An introduction to assessment and evaluation*. Workshop presented to the University of Michigan Library Instructor College, Ann Arbor.

Piontek, M.E. (2001, September). *Improving assessment: Advice on constructing multiple-choice, essay, and other item formats*. Workshop presented to the College of Pharmacy, University of Michigan, Ann Arbor.

Piontek, M.E. (2001, July; 2002, July; 2004, February). *An introduction to assessment and evaluation*. Workshop presented for the CHSPE Chinese Visiting Scholars Program, University of Michigan, Ann Arbor.

Selected Publications, Presentations, & Papers (continued)

Piontek, M.E. (2001, May). *The use of data in assessment*. Workshop for the College of Engineering Service Units, University of Michigan, Ann Arbor.

Piontek, M.E. (2000, May). *What it takes: Ten capacities for initiating and sustaining school improvement*. Presentation at the Massachusetts Title I Dissemination Project Annual Conference, Hyannis.

Piontek, M.E. (1994, November). *Sentient evaluators: Communication, ethics, and relationships in the evaluation process*. Paper presented at the annual meeting of the American Evaluation Association, Boston.

Piontek, M.E. (1994, October). *Evaluation as a partner in reform*. Paper presented at the Midwestern Educational Research Symposium, Chicago.

Piontek, M.E. (1994, April). *Advocate evaluators: Relationships, communications, and ethical dilemmas*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

Piontek, M.E. (1994, March). *Formative evaluation: Facilitating the work of Michigan Statewide Systemic Initiative Focus Districts*. Poster Presentation at the Western Michigan University College of Education Research Colloquium, Kalamazoo MI.

Piontek, M.E. (1994, March). *Role of Evaluation presentation in Learners Leading in a Learning Organization*. Assembly at annual conference and exhibit show Association for Supervision and Curriculum Development, Chicago.

Piontek, M.E. (1992, November). *Synthesized approaches: Expanding the perspectives and impact of qualitative and quantitative evaluation*. Paper presented at the annual meeting of the American Evaluation Association, Seattle.

Piontek, M.E., Beesley, A., & Arens, S. (2007, November). *When clients collect evaluation data: Promises and pitfalls*. Think Tank presented at the annual meeting of the American Evaluation Association, Baltimore, MD.

Piontek, M.E. & Dwyer, M.C. (1998, April). *Capacity for Reform: Lessons from High Poverty Urban Elementary Schools in the Northeast*. Paper presented at the annual meeting of the American Educational Research Association, San Diego.

Piontek, M.E., Dwyer, M.C., Seager, A., & Orsburn, C. (2000). *What it takes: Ten capacities for initiating and sustaining school improvement*. Providence: Northeast and Islands Regional Educational Laboratory/Brown University.

Piontek, M.E., & Frankel, S. (1998, November). *Collaboration: Interviews on its conceptualization, operationalization, and influence on evaluation findings*. Paper presented at the annual meeting of the American Evaluation Association, Chicago.

Selected Publications, Presentations, & Papers (continued)

Piontek, M.E., & Jenlink, P. (1993, November). *Creating a self-renewing system through self-directed evaluation*. Paper presented at the annual meeting of the American Evaluation Association, Dallas.

Piontek, M.E., & Murabito, J. (2004, February). *Measuring ABET Objectives in the Engineering Classroom*. Workshop presented at the CRLT Engineering Programs Winter 2003 Workshops, University of Michigan, Ann Arbor.

Piontek, M.E., & Orsburn, C. (1998, November). *Conceptualizing cluster evaluation: Using teleconferences and focus papers to evaluate a community-based leadership cluster*. Paper presented at the annual meeting of the American Evaluation Association, Chicago.

Piontek, M.E., & Torres, R.T. (2005, October). *Creative, Interactive Strategies for Communicating and Reporting*. Workshop presented at the 2005 Joint Canadian Evaluation Society/American Evaluation Association Conference, Toronto.

Piontek, M.E., & Zhu, E. (2003, May). *Designing and evaluating technology projects for teaching and learning*. Workshop presented at the Enriching Scholarship Integrating Teaching, Information, and Technology Conference, University of Michigan, Ann Arbor.

Piontek, M.E., & Zhu, E. (2001, May). *Teaching with technology: Evaluating the effects on teaching and learning*. Workshop presented at the Enriching Scholarship Integrating Teaching, Information, and Technology Conference, University of Michigan, Ann Arbor.

Barley, Z., Baird-Wilkerson, S., Thomas, P.M., Florian, J.E., & Piontek, M.E. (1999, November). *Collaborative approaches to evaluating collaborations*. Panel presentation at the annual meeting of the American Evaluation Association, Orlando.

Barley, Z., Arens, S., Englert, K., & Piontek, M.E. (2003, June). *Between a rock and a hard place: Shaping evaluation in a scientifically based environment*. Panel presentation at the annual meeting of the Canadian Evaluation Society, Vancouver, B.C.

Cook, C.E., Davis, C., & Piontek, M.E. (2001, May). *Funding our new frontiers: Funding opportunities for the improvement of teaching and learning*. Panel presentation at the Frontiers in Education and Research, College of Engineering, University of Michigan, Ann Arbor.

Finelli, C. J., Gottfried, A. C., Kaplan, M. L., Mesa, V. M., O'Neal, C. M., & Piontek, M. E. (2006, June). *Evaluating methods to improve teaching in engineering*. Proceedings of the ASEE Annual Conference and Exposition, Chicago, IL.

Roubidoux, M.A., Chapman, C.M., & Piontek, M.E. (2002). *Development and evaluation of an interactive web-based breast imaging game for medical students*. *Academic Radiology*, 9, 1169-1178.

Torres, R.T., & Piontek, M.E. (1991, October). *What do we know about the differences: Use for internal and external evaluation*. Paper presented at the annual meeting of the American Evaluation Association, Chicago.

Selected Publications, Presentations, & Papers (continued)

Torres, R.T., & Preskill, H.S., & Piontek, M.E. (1997). *Communicating and Reporting: Practices and concerns of internal and external evaluators*. *Evaluation Practice*, 18(2), 105-125.

Torres, R.T., Preskill, H., & Piontek, M.E. (2005). *Evaluation strategies for communicating and reporting: Enhancing learning in organizations, 2nd edition*. Thousand Oaks, CA: Sage.

Torres, R.T., Preskill, H., & Piontek, M.E. (1996). *Evaluation strategies for communicating and reporting: Enhancing learning in organizations*. Thousand Oaks, CA: Sage.

Torres, R.T., Preskill, H., & Piontek, M.E. (1996, April). *Perspectives on communication and collaboration in evaluation: Communication and collaboration in evaluation, an interactive approach to research for education in a democratic society*. Paper presented at the annual meeting of the American Educational Research Association, New York.

Torres, R.T., Preskill, H., & Piontek, M.E. (1992, November). *Lessons from the field on communicating and reporting evaluation findings*. Paper presented at the annual meeting of the American Evaluation Association, Seattle.

Torres, R.T., Preskill, H., & Piontek, M.E. (1992, April). *Investigation of evaluators' practices and concerns about communicating and reporting evaluation findings*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

Professional Associations

American Educational Research Association: Special Interest Groups: Research on Women and Education, Qualitative Research, and Research on Evaluation.

American Evaluation Association: Topical Interest Groups: Evaluation Use; Qualitative Methods; Cluster Evaluation, Multi-site, and Multi-level Evaluation; Collaborative, Participatory, and Empowerment Evaluation; and Feminist Issues.

Canadian Evaluation Society.

Areas of expertise

- Applied Research
- Program Design and Evaluation
- Policy Analysis
- Community and Family Services
- Quantitative Analysis and Interpretation

Education

Ph.D. Sociology, University of New Hampshire, Durham, New Hampshire, 1988.

M.A., Sociology, University of New Hampshire, Durham, New Hampshire, 1982.

B.A., Psychology, University of Cincinnati, Cincinnati, Ohio, 1973.

Professional history

- | | |
|--------------|---|
| 1997-Present | Senior Research Associate, RMC Research Corporation, Portsmouth, New Hampshire. |
| 1994-1997 | Research Associate, RMC Research Corporation, Portsmouth, New Hampshire. |
| 1993-1995 | Assistant Professor, Department of Health Management and Policy, University of New Hampshire, Durham, New Hampshire. |
| 1993-1994 | Director, Center for Health Promotion and Research, University of New Hampshire, Durham, New Hampshire. |
| 1989-1993 | Director, Social Data Center, Institute for Policy and Social Science Research, University of New Hampshire, Durham, New Hampshire. |
| 1991-1993 | Lecturer, Department of Sociology, University of New Hampshire, Durham, New Hampshire. |

Professional experience

Project direction/management/administration

Project Director for evaluation of PlusTime NH's Out-of-School Matters! NH initiative, funded by the Nellie Mae Education Foundation. The five year initiative supports the start-up and expansion of school-based afterschool programs for middle school students. Responsibilities include development of statewide data collection system for state-funded afterschool programs (including 21st Century Community Learning Centers); design of instruments to measure program quality, student academic behaviors and program satisfaction, and parent perspectives; data collection and analysis of program and participation data; and report writing.

Project Director for evaluation of LEAD International's two year leadership training program. The program engages professionals from different sectors and different countries in intensive training to enhance leadership skills and knowledge related to environment and development. Responsibilities included designing a plan to gather information from a sample of current participants during their LEAD training phase and from a sample of program graduates, instrument development, training interviewers to collect data, data analysis, and report writing. Multiple methods were used to gather information, including interviews, written journals, and questionnaires.

Project Co-Director of a statewide baseline study of child care providers, child care data collection, and reporting processes for the New Hampshire Department of Health and Human Services. Designed and implemented a statewide survey, analyzed and reported findings, facilitated stakeholder meetings, and supervised data collection, data entry and support staff.

Project director of multi-site three year state-wide impact evaluation of eighteen school-based family resource centers, including consultation with local sites in evaluation design and conducting cross-site analyses of processes and program impacts.

Managed a needs assessment study of child care settings and education for preschool children in three urban areas. Developed the design and methods for implementation, supervised data collection, and reported and presented results.

As Director of the Center for Health Promotion and Research at the University of New Hampshire, supported and encouraged research activities of faculty members in the School of Health and Human Services. Major activities included identification of appropriate funding resources, and assistance with research design and statistical analyses.

Research, evaluation, and assessment

Internal evaluator for Picturing Writing/Image Making Integrated Curriculum Model, a four-year Department of Education Arts in Education Model Development and Dissemination Grant. Developed a quasi-experimental matched comparison design to examine the effectiveness of an art-based literacy program on student reading and writing in Grades 1-4.

Local evaluator for Even Start Family Literacy programs in two communities in Maine. Work collaboratively with staff to design program logic model; and design and develop tools and systems for data collection. Collect data and report on participant learning outcomes and program progress in annual reports to clients and Maine State Department of Adult Education.

Part of several research and action research studies for the LAB at Brown University: facilitation of school-parent-community teams in the design and evaluation of community engagement strategies in both high poverty and rural areas; synthesis of practices employed by low performing schools that led to substantive improvements; and analysis of leadership practices associated with development of solutions to educational problems in complex environments. In New York, consulted on the evaluation design of the statewide network strategy and assisted in delivery of ongoing professional development for all New York State Education Department's funded networks and relevant state department staff who provide services to low-performing schools.

Conducted evaluation for the MacDowell Colony, Peterborough, New Hampshire. Designed and conducted focus group discussions with local school staff and Colony residents with focus on strengthening the *MacDowell in the Schools* arts program. Synthesized information and worked collaboratively with staff to develop recommendations.

Part of a team to collect on-site data from school administrators, school staff, students, and parents of recognized Blue Ribbon Schools. Findings are reported as case studies on successful schools and documented on the U.S. Department of Education's website.

Part of a team that designed and implemented formative evaluation and outcome evaluations of the Managing Information with Rural America (MIRA) initiative supported by the W. K. Kellogg Foundation to build community development and technology capacity of rural communities. Developed logic model for the overall project, five national policy projects, and approximately 30 community-based organizations as well as synthesis of a wide variety of information from interviews and document reviews.

Conducted feasibility study for the Pew Charitable Trusts to determine ways to extend state-level policy innovations to other states and fields of culture. Project involved collecting information from a wide variety of stakeholders, including representatives from the fields of folk life, humanities, arts, and historical preservation, and resulted in publication of *Policy*

Partners.

Conducted feasibility exploration for the Ford and Rockefeller Foundations about creative practice in the 21st century in the performing arts and media with focus on those producers and artists who represent new voices and collaborations. Project engaged producers and artists in synthesizing a wide variety of information to inform grant programs at both foundations.

Co-designed, analyzed, and reported on findings from a survey of donors about the Foundation's services for the New Hampshire Charitable Foundation.

Participated as part of a team designing and implementing a process and impact evaluation of eighteen Family Resource Center programs; developed interview protocols and surveys; interviewed and observed staff and programs at the centers; conducted focus groups; analyzed data from multiple sources; and wrote reports summarizing and interpreting data.

Designed protocol to identify national, regional, and state sources of arts and culture. Gathered information from sources about the types of data collected, scope of implementation, and current uses of arts and culture data for a report on the use of these data for the development of community arts and culture indicators.

Developed planning survey and protocols for telephone interviews and focus groups discussion to collect planning information for the Seacoast Women's Health Consortium for future program development. Analyzed survey findings and results from focus groups, facilitated collaborative interpretation of findings from multiple data sources, and wrote final report.

Designed instruments and analyzed results from a survey, interviews, and focus groups for the purpose of assessing current child care capacity, unmet need for child care and early education, and quality of child care settings for preschool children in three cities in Connecticut.

Responsible for evaluation design and statistical analysis of two successful education project funded by the Department of Education's National Diffusion Network: FISH BANKS, LTD and Image-Making Within the Writing Process.

Technical assistance and training

Provided technical assistance to New York State Department of Education in the implementation of a support system for districts and schools identified by federal and state accountability standards as low performing

Co-author of *Revised Guide to Local Evaluations of Even Start Family Literacy Programs* (US Department of Education, 2004). Developed and conducted workshops on using the Guide, including developing evaluation questions, using participation data, reporting

outcomes data, and developing program improvement recommendations.

Develop numerous evaluation workshops for family literacy and migrant family literacy programs across the country. Provided training in developing program indicators and data collection systems. Most recently worked extensively with the state of Maine in development of state reporting system for family literacy programs and conducted trainings for using program data for improving delivery of services.

Developed and conducted workshop for education and community partnership programs to develop strategies for asking appropriate evaluation questions, to design methods for collecting the right information, and to interpret and communicate findings for effective planning.

Provide consultation on quantitative methods, analysis, and interpretation for television evaluations.

Provide educational measurement and program evaluation assistance to nationally recognized educational programs seeking program validation through the National Diffusion Networks Program Effectiveness Panel, United States Department of Education. Consult with candidate and PEP-validated projects on the PEP *Making the Case* criteria and revalidation guidelines. Review draft submittals in preparation for the PEP validation or revalidation.

Selected publications, reports and papers

Adler, R., Frankel, S., & Harvell, C. (2000). *It won't happen unless you try*. Providence, RI: The Northeast Regional Educational Laboratory at Brown University.

Adler, R., Frankel, S., & Harvell, C. (2001). *Keep talking: The family on your school's agenda*. Providence, RI: The Northeast Regional Educational Laboratory at Brown University.

Appel, E., Dwyer, M.C., Frankel, S., & Russel, M. (2005). *Guide to local evaluations of Even Start Programs (Draft)*. Washington, DC: U.S. Department of Education.

Dwyer, M.C., & Frankel, S. (2002). *Policy partners: Making the case for state investments in culture*. Philadelphia, PA: Pew Charitable Trusts.

Dwyer, M.C., & Frankel, S. (1997). *Reference guide to arts and culture indicators*. Portsmouth, NH: RMC Research Corporation.

Dwyer, M.C., Frankel, S., & Goldman, E. (2004). *Creative practice in the 21st century: Perspectives of producers and artists*. Portsmouth, NH: RMC Research Corporation.

- Frankel, S. (1996). Connecticut's family resource centers. *The Evaluation Exchange, II(2)*. Harvard Family Research Project.
- Frankel, S. (2002). *Guide to quality: Migrant education Even Start Programs*. Portsmouth, NH: RMC Research Corporation.
- Frankel, S., & Harris, L. (2002). *Evaluation of LEAD international training program. Final report*. Portsmouth, NH. RMC Research Corporation.
- Frankel, S., Harvell, C., & Wauchope, B. (1997). *Outside evaluation of Connecticut's Family Resource Centers. Final report to Connecticut State Department of Education*. Portsmouth, NH. RMC Research Corporation.
- Frankel, S., Streitburger, K., & Goldman, L. (2005). *Afterschool learning: A study of academically focused afterschool programs in New Hampshire*. Quincy, MA: The Nellie Mae Education Foundation.
- Frankel, S., & Wauchope, B. (1996). *Connecticut preschool planning grant. Part I: Needs assessment. Final report*. Portsmouth, NH: RMC Research Corporation.
- Frankel, S., Wauchope, B., & Dwyer, C. (1999). *Caring for New Hampshire's children: A report on New Hampshire child care providers*. Concord, NH. New Hampshire Department of Health and Human Services, Child Development Bureau.
- Wauchope, B., & Frankel, S. (1996). *Connecticut preschool planning grant. Part II: Evaluation of collaborative process. Final report*. Portsmouth, NH: RMC Research Corporation.
- Wauchope, B., Streitburger, K., Frankel, S., & Apley, A. (2003) *Comprehensive evaluation of home visiting New Hampshire. Year 1 report to the New Hampshire Office of Community and Public Health*. Portsmouth, NH. RMC Research Corporation

Areas of expertise

- Program evaluation
- Teaching and learning
- Media research and consultation
- Title 1 technical assistance and training

Education

C.A.G.S., Supervision and Administration; University of New Hampshire, Durham, New Hampshire, 1988.

M.S., Reading; University of Southern Maine, Gorham, Maine, 1978.

B.S., Elementary Education; Keuka College, Keuka Park, New York, 1971.

Professional history

- 1994-Present Senior Research Associate, RMC Research Corporation, Portsmouth, New Hampshire.
- 1985-1994 Research Associate, RMC Research Corporation, Portsmouth, New Hampshire.
- 1983-1985 Chapter 1 Director, SAU #50 (Rye and Greenland, New Hampshire).
- 1980-1985 Reading Coordinator, Rye School District, Rye, New Hampshire.
- 1980-1983 Chapter 1 Director, Rye School District, Rye, New Hampshire.
- 1973-1980 Teacher, grades 4-6, Seabrook, New Hampshire.
- 1971-1972 Teacher, grades 6 & 7, Seabrook, New Hampshire.

Professional experience

Project direction/management/administration

Assistant Director of the New York State Mathematics Resource Center (MRC) that is developing a state system of support for the districts and schools in mathematics education.

Currently directing and conducting two New Hampshire local Even Start evaluations. Directed and conducted the evaluation of the New Hampshire Even Start Peer Mentoring pilot program.

Project director for VSA arts of New Hampshire program evaluation that provides data on the needs of stakeholders as they look at the role of the arts in schools, specifically as they move toward the implementation of full interdisciplinary and inclusionary practice.

Project director of the New Hampshire Best School Leadership Initiative (BSLI) program evaluation. This evaluation is designed to document and analyze the success and challenges of the teams that participate in BSLI for the New Hampshire Department of Education. Through a variety of methods and the development of evaluation tools to collect meaningful data, the NHDOE has refined BSLI and has applied the model as a vehicle for educational change.

Project director for the program evaluation of the New Hampshire Department of Education's Comprehensive School Reform Demonstration (CSRSD) schools. The program evaluation documented the progress of the first six CSRSD schools to receive funding to implement school reform models.

Project director of New Hampshire Education Improvement and Assessment program for schools and districts to use data to make decisions about identifying and using effective practices.

Project director for the evaluation of The Weather Notebook radio program produced by the Mount Washington Observatory in North Conway, New Hampshire. Formative and summative evaluations were conducted to inform the producers and host of strategies to improve the content and appeal of the program, as well as to increase the carriage to other radio stations.

Primary liaison for ten years to New Hampshire and Vermont for the Chapter 1 Technical Assistance Center. Responsible for the provision of technical assistance to state and local Chapter 1 personnel in the evaluation and improvement of reading, mathematics, language arts, assessment and parent involvement.

Project Director for a three-year evaluation of A Science Odyssey for WGBH. This five part, ten hour series was developed to expand the public's understanding of the nature of science over the last century. The multi-faceted evaluation included formative and summative data collection for potential viewers and users including middle and high school level teachers, informal educators working with 11-14 year olds, and the general viewing audience.

Directed a multi-year The Puzzle Place pre-school television evaluation for Lancit Media in New York City, and KCET in Los Angeles. This PBS daily series concentrates on diversity themes for preschoolers. Evaluation activities include formative evaluation of the series pilot and selected episodes with children and adults; consultation during script development; and evaluation of the efforts of 10 PBS stations to pilot an extensive community outreach campaign with childcare providers.

Co-directed evaluation of a 12-part English as a second language series being developed by WGBH, Boston. Constructed an evaluation plan that will allow hard to reach audiences (ESL adults) to have a significant impact on the development of the series through review of a pilot tape and draft print materials.

Directed formative evaluations for public television stations WGBH and WNED for a series of instructional videos and print materials designed to enhance classroom teachers' ability to incorporate "hands on learning" in science and mathematics modeling current instructional strategies.

Directed the national evaluation of the Family Literacy Alliance, a joint effort of three producing public television stations (WGBH, WQED, GPN/NETV) to enhance literacy

outreach programs for underserved populations. The study involved using three literature based public television programs, Reading Rainbow, Long Ago and Far Away, and WonderWorks to provide outreach activities to at-risk families. Evaluation activities were conducted at hospitals, housing projects, homeless shelters, Indian Wellness Clinic, Cambodian community center, women's correctional institution, county extension agency, and Even Start program.

Managed three evaluation contracts funded by the Foundation for Seacoast Health, to inform the Foundation and community stakeholders about the York Hospital's school-based chemical dependency program, the New Heights Teen Program operated by the Seacoast Mental Health Center and the Adolescent Coalition.

Managed over 10 years a range of evaluation activities for the literature-based series Reading Rainbow. This series is designed to encourage children to read the books featured on the television program. Evaluation studies have included librarian surveys to determine the increased circulation of Reading Rainbow titles, children's engagement in the content and their interest in following up program topics.

As Chapter 1 project manager, responsible for hiring, supervising, evaluating Chapter 1 teachers and tutor in four school districts. Other responsibilities included preparing and conducting training, developing instructional materials and activities, purchasing educational materials and equipment, scheduling, supervising selection of Chapter 1 students, providing information to parents and the public, developing and implementing recordkeeping system, planning and maintaining fiscal management, preparing annual Chapter 1 application and evaluation, developing annual needs assessment and long-range planning strategies.

Directed Young Authors program that involved children in grades 1-6 writing and publishing their own books.

Directed Schoolwide Home Please Reading Program, responsible for planning, fund-raising and organization of teachers, students and parent volunteers.

As Chapter 1 Technical Assistance Center staff member, conducted workshops in evaluation and program improvement for local district and state department personnel, including test selection, functional level testing, sustained effects, comprehensive program planning, teacher expectations, improving student performance through study skills, measuring thinking skills in the classroom, reading, comprehension, professional time management, parent involvement, effective instructional strategies, program management, supervision and evaluation, program coordination and evaluation, assessment, parent involvement, and family literacy.

Coordinated school district reading programs (K-6). Responsibilities included hiring and supervision of classroom teachers; member of school administrative team; student placement and parent contact; and oversight of reading budget and materials procurement.

Technical assistance and training

Provided intensive technical assistance (over a two year period) to improve Dover, New Hampshire's Chapter 1 elementary and secondary program. Activities included presenting information on principles of effective school change to the program improvement team, as well as, working with the team to implement these strategies.

Facilitated Franklin, New Hampshire's school restructuring effort over two years. Used a program needs assessment approach to identify strengths and weaknesses. Worked with the entire school staff to develop a strategic plan, identify resources, and select an appropriate instructional model to improve children's educational outcomes.

Assisted numerous LEAs in New Hampshire, Vermont, and Maine through a series of specifically designed presentations to address the process of change as it applied to the Chapter 1 program improvement guidelines.

Intensive assistance was provided to the Manchester, New Hampshire, Beech Street School over a two-year period to help them implement a Chapter 1 schoolwide project. This school has the highest concentration of poverty in the largest city in New Hampshire. Activities included meeting facilitation, on-site consultation, and staff development training in instruction and assessment.

Facilitated meetings and acted as a consultant to New Hampshire's five regional Chapter 1 Project Managers' group in all aspects of implementing the Chapter 1 program.

Trained in the Junior Great Books program to provide teachers in grades 1-5 techniques of shared inquiry. This form of questioning supports higher order thinking skills for teachers to use with classic children's literature in their classrooms.

As a member of the parent specialty option, provided technical assistance and training to the TAC and RTAC staff from around the country at a series of seminars to orient them to the key concepts of parent involvement.

Non-Media Evaluations

Hub Leader for the multi-year Reading First Impact Study sponsored by the U.S. Department of Education. This study compares Reading First Schools to non Reading First Schools to collect data about the impact of Reading First on instruction and student achievement.

Conducted interviews and focus groups to collect data about the format and content of written materials designed specifically for fathers to use with their children to build their literacy skills.

Participated as a team member to collect data from stakeholders of recognized Blue Ribbon Schools. The findings were reported in case studies and put on the U.S. Department of Education's website to document what makes these schools successful.

Research, evaluation, and assessment (continued)

Primary evaluator for the New Hampshire VSAarts program that promotes the arts as a means to include learners who have special needs. The evaluation provides data about the use of the Integrated Instructional Model (IIM) in pilot sites to refine practices and structures that can be replicated in other schools, districts, and states.

Evaluated the implementation of the New Hampshire of Education School-to-Work proposed in year one of the state plan. Data was collected from the state, regional and local partnerships in order to identify the key accomplishments of year one implementation, as well as identify benchmarks to assess if they have been attained. The data analysis and final report was designed to promote reflection and discussion by the New Hampshire Department of

Education staff and School-to-Work team members about the future implementation processes and policies.

Participated in the first year of the five year Title 1 Longitudinal Evaluation of School Change and Performance to look at the effects of Title 1. Designed a classroom observation form to be used by data collectors in 80 schools. Conducted interviews and focus group discussions with administrators, teachers and parents. Observed teaching and learning in third and fourth grade reading and mathematics classes.

Designed and conducted three-year descriptive evaluation of the New Zealand Literacy model implemented in a small, rural Vermont K-8 school. This whole school improvement effort focused on instructional reform to improve the educational outcomes of disadvantaged students.

Conducted interviews and observations for the National Chapter 1 Targeting Study to provide qualitative and quantitative data describing school and student selection procedures; district school, and student characteristics; and rationales for their procedures. In-depth case studies were written to provide a synthesis of findings, across five major research questions.

Participated in a Chapter 1 technical study to identify successful programs for low-achieving students. Interviewed and collected data to provide information for background information, case study description of the project and analysis of the data.

Designed instruments and conducted an evaluation of the York Hospital's school-based chemical dependency program. Evaluation activities included review and development of two student questionnaires, one school staff questionnaire, in-depth analysis of two years of data to provide written reports including recommendations for program refinement.

Responsible for designing, conducting, and reporting formative evaluation activities for an extracurricular academic enrichment program (grades 5-10) for the Academy of Applied Science, Inc., the New Hampshire State Department of Education; Office of Gifted Education and the Concord New Hampshire School District.

Designed and conducted a survey of New Hampshire public educators for their perceptions of the characteristics of effective schools.

Co-facilitated, with Vermont Chapter 1 SEA staff, a task force of early childhood educators interested in developing local longitudinal studies to look at the effects of early compensatory education programs.

Responsible for district wide evaluation and placement of students in reading for grades 1-6, including requested diagnostic testing.

Assessed students informally and formally as part of my teaching responsibilities in grades 4-7.

Participated as a member of the Chapter 1 Parent Specialty Option in the research and review of the literature to the synthesize the existing research as a means to develop a long range plan for technical assistance and product development.

Conducted formative evaluation of six Massachusetts Migrant Education summer programs through an in-depth study. The evaluation was organized around the 13 attributes of effective compensatory education programs as defined by the United States Department of Education.

Designed and conducted a nationwide survey for the PBS Reading Rainbow series as it completed its 100th episode. A written survey was developed and mailed to 1,065 children's librarians selected randomly and stratified by four geographic regions. Information was collected and analyzed across four major topics: familiarity with and general reactions to the series; librarians' responses to Reading Rainbow related activities and series.

Media-related Evaluations

Research and evaluation experience in conducting numerous formative and summative television/media evaluations that builds on a sound knowledge of human development. Evaluation methods typically entail observations of viewer attention and behavior; interviewing children and adults; nationwide pilot testing to ensure careful sampling across selected populations and geographic locations; and adherence to very fast deadlines to meet tight production and broadcast schedules. Below represents the range and variety of programs and topics for the media evaluations.

Our most recent evaluations are in informal education and I have conducted all aspects of front-end, formative and summative evaluation of numerous educational media projects. Evaluation of these largely National Science Foundation-funded projects focuses on issues related to the communication of the educational content. All of these projects employ a mixed-methods approach, combining survey data with focus group and/or individual interviews. Recent projects include the Summative Evaluation of *DragonflyTV* (children's science television series) for Twin Cities Public Television involving a study of the collaboration between science museums and television production staff; formative and summative evaluation of *Dinosaurs Alive!* (large format film on paleontology) for the Maryland Science Center, and formative evaluation of *The Last Speakers* (documentary film on language loss and revitalization) for Ironbound Films, Inc.

The Arts

Evaluation of *Behind the Scenes*, a PBS series on the arts for children. Participant in evaluation design, data collection, analysis, and report writing on issues related to both the series and its auxiliary print materials. Consulted with program producers on changes to rough cuts and on series design and format.

Developmental study on issues related to viewership of *Backstage: Live at Lincoln Center*, a companion program to PBS series of Lincoln Center concerts. Issues included the use of the series in communities by arts organizations, social agencies, and schools for two purposes: to increase viewership of the concerts and to promote the arts (and arts experiences) in communities.

Science

Formative and summative evaluations the *Human Body* and *Lost Worlds*, and the ancillary materials that accompanied these large format films.

Formative evaluations of a young children's television series (*Wee Wonders*) which was designed to acquaint young children with developmentally appropriate science concepts.

A series of studies (host candidate searches, pilot effectiveness) for the series *Backyard Safari*, a science-based weekly program for preschoolers scheduled to air on PBS. Evaluations

focused on appeal, host role, and clarity, appropriateness, and understanding of science concepts for preschoolers. Provided script review and consultation on episodes in various stages of development (treatment, levels of script drafts).

Evaluation of the use of science-related episodes of Reading Rainbow, including interviews with teachers and librarians, synthesis of findings, report-writing. Collaborated on script review of future episodes of the program and related evaluations/studies, such as analysis of potential host replacements. Collected data for studies on several episodes of the series, interviewing children and teachers, administering questionnaires, and observing viewer behavior.

Evaluation of videos produced by WNED (in partnership with the Buffalo Science Museum) which documented the science training provided by museum staff to assist mentor teachers in implementing a "hands on approach" to teaching science in their classrooms.

Mathematics

Evaluation of WGBH videos developed to assist teachers to implement the NCTM standards in grades K-4. This series demonstrated the NCTM standards through a documentary approach with real classroom teachers in a variety of educational settings. Evaluation activities primarily gathered information from educator focus group discussions to ascertain if the standards were clearly demonstrated and replicable in their own situations.

Multicultural

Evaluation for a video series created by Family Communications, Inc. on racism for children in first through third grades. The three sample episodes were designed to inform young children about behaviors and attitudes which lead to discrimination.

National television studies for The Puzzle Place series which focuses on issues of ethnic and cultural diversity for children ages 2-6. Provided script consultation, identified appropriate messages for young children, and tested prototype programs and print materials for parents and care providers related to working with young children around the issues of diversity.

National pilot evaluation for Amigos, a Spanish language introduction for primary school children. The evaluation looked at the language instruction used, children's level of enjoyment and acceptance of character age and level appropriateness of the program and teacher usage of associated print materials.

Nutrition

Development of questionnaires and instruments to assess utilization of programs and nutrition videos produced by WNED/WNEQ-TV (New York) for the instructional television programs which are viewed by teachers, students and community members.

Instruction

Teacher of reading for students in grades K-8, working with children academically at-risk, ESL students, and advanced students.

Elementary school teacher responsible for instruction in Language Arts, Social Studies, Science, and Mathematics.

Adult Basic Education teacher for two years.

Guest lecturer for Franklin Pierce College Lifelong Learning Center to prepare students for résumé writing and interviewing for prospective employment.

Program and product development

A team member of the best practices in Reading First who documented and produced *Alabama: How Reading First helps a State Make the Grade*.

Co-authored *Resetting the Stage* booklet about successful Title 1 schoolwide programs involved in school reform funded by the United States Department of Education.

Participated in the development of a workshop, website and potential CD-ROM entitled *Inquiry in School Improvement*. These were designed to help school leaders become more familiar with and practice inquiry skills to help them negotiate "moments that matter" in continuous school improvement.

Participated in the development of a workshop, website and potential CD-ROM entitled *Inquiry in School Improvement*. These were designed to help school leaders become more familiar with and practice inquiry skills to help them negotiate "moments that matter" in continuous school improvement.

Participated in the development of five workshops and focus papers in parent involvement as a member of the USED-funded Parent Specialty Option.

Co-authored three workshops and participant materials for "Professional Time Management", "Improving Student Performance -- Study Skills" and "Measuring and Maximizing Instructional Time," for the Chapter 1 Technical Assistance Center, RMC Research Corporation.

Developed social studies unit and chapter test questions for Gin textbook.

Formulated accountability criteria for fourth grade mathematics used to assess competency (SAU #21, Hampton, NH).

Formulated fourth grade curriculum and guide for New Hampshire History used by classroom teachers (SAU #21, Hampton, NH).

Participated in the development of a sequenced curriculum of skills for grades 4-6 in reading, language, and mathematics.

Budget Narrative

Budget Narrative Attachment Form

Attachment 1:

Title: **Budget Narrative** Pages: **8** Uploaded File: **Budget Narrative.pdf**

**Teacher Quality Partnership Proposal
The Newark-Montclair Teaching Residency Program (NMTRP)**

Budget Justification – Grant Funds

Personnel

Project Director – Rosemary Steinbaum

Full-time yearly salary at \$80,000 with 3% cost of living increase, partially funded in year one by a grant from the Prudential Foundation, for a total of \$360,404.

Program Assistant

Full-time yearly salary \$37,500 with 3% cost of living increase, for a total of \$177,093.

MSU Faculty in Residence

Cindy Onore/Nancy Lauter

Grant will fund 37.5% of yearly salary for the two faculty members who will be in residence in the host NMTRP schools, teaching courses, advising and mentoring the residents, functioning as liaisons with the host school faculty and administration, and problem-solving on site (Dr. Onore \$45,000 and Dr. Lauter \$47,250) with 3% standard of living increase for each academic year. Grant will also fund Dr. Onore and Dr. Lauter for one summer month salary each (\$12,000 and \$12,600 respectively) with 3% standard of living increase. Dr. Onore is the primary education faculty member for the high school math and science cohorts and Dr. Lauter is the primary education faculty member for the elementary/special education cohorts. The five-year total for their time is \$625,808.

MSU Faculty

The grant will support two credits of time for 12 faculty members for the length of the grant at the rate for seven faculty members at \$2,500 and five faculty members at \$2,600 with a \$100 increase per year. These faculty members will work with inquiry groups, provide support for residents, mentor mentors, and attend collaborative meetings with mentors and residents. The total over five years is \$164,500.

TOTAL PERSONNEL: \$1,327,804

Fringe

Full time fringe rate of 30% is charged to the grant for the Project Director and Program Assistant only for a total of \$161,249 over five years.

Travel

Mileage is charged for car travel back and forth from MSU to Newark Public Schools (NPS) based on one round trip per week of 30 miles per 20 faculty members and staff for 30 weeks at GSA rate of \$.55/mile for a total of \$50,000 over five years. It also covers the cost of two trips to Washington, D.C. a year for TQP meetings, for two project staff members at the rate of \$1,000 per person per trip for a total of \$20,000. The total amount over five years is \$70,000.

Supplies

Two laptop computers are requested for the Project Director and Program Assistant at \$1,000 per computer in the first year of the grant. An additional \$5,000 per year is requested for phone,

materials and supplies and copying costs associated with the grant. The total amount over five years is \$27,000.

Contractual

Evaluation

RMC Research Corporation will be the partner responsible for the evaluation component of the project. RMC personnel costs total \$223,320, fringe benefits (at 57%) total \$127,292, travel costs total \$21,380, and supplies total \$5,368. With an indirect cost rate of 6% total direct costs, the evaluation costs for year one total \$100,000, \$75,000 in year two, \$50,000 in years three and four, and \$125,000 in year five. The evaluation costs for year one and year five are greater because of the increased personnel costs of developing the instruments and data collection in year one and for final report production in year five. Evaluation costs are \$400,000 for the total project.

Other

Tuition and Fees

Tuition and fee costs are calculated on elementary and secondary cohorts.

Cohort	Year 1	Year 2	Year 3	Year 4	Year 5
Elementary	21 credits / 15 students	22/15			
Secondary	10 credits / 10 students	24/10			
Elementary		21/15	22/15		
Secondary		10/10	24/10		
Elementary			21/15	22/15	
Secondary			10/10	24/10	
Elementary				21/15	22/15
Secondary				10/10	24/10

Year one tuition and fees \$567 per credit with a 3% yearly increase. Total tuition costs are reduced by TEACH grants at \$6,000 per elementary/special education resident and \$4000 per secondary math and science resident. Tuition is further reduced by MSU waiver of fees and 20% tuition discount (see match budget) in years three through five, Prudential match in year one and probable Merck match in years three through five. Total tuition and fees for 100 students will be \$2,321,175 and the grant will cover \$1,045,525 of that total.

Doctoral Fellowship

A doctoral fellow will provide 20 hours a week of coaching for Take One and full National Board certification applicants during years two through five. The grant will pay tuition costs of \$24,762 in year one and tuition with 3% increases per year in years three through five, as well as a \$15,000 doctoral fellow stipend per year in years two through five. Total cost over the life of the grant is \$163,596.

Mentor Stipends

Mentors for residents are paid a stipend of \$1,000 per year. Fifteen mentors for a half year in year one and 25 full-year and 15 half-year mentors in years two through five. In years three

through five of the grant, mentors for first and second year teachers will be paid \$2,000 a year, with 25 needed in year 3 and 50 needed in years 4 and 5. Total cost for mentor stipends for the life of the grant is \$387,500.

Fall Mentor Teacher Institute-Year One

In fall of year one, fifteen mentors for the first cohort will have an abbreviated mentor teacher institute. This pays the mentors for three hours after school for three days at \$300/person plus two instructors at \$1,125 per instructor per day. Total cost \$15,750.

Summer Mentor Teacher Institute

Each summer, the NMTRP will hold a four-day Mentor Teacher Institute to provide professional preparation for the role of mentor to residents and novice teachers. Twenty-five mentors for four days at \$600/day stipend and two instructors at \$750/day for four days. The total cost over the life of the grant will be \$231,000.

Substitute Costs

Substitute costs for mentors at NPS at \$100/day. Fifteen substitutes for eight half-days in year one, and forty substitutes for 22 half-days in years two through five. This will provide classroom coverage for mentor teachers when they are released for half-day seminars with residents. The total cost of substitutes over the life of the grant will be \$100,000.

National Board Certification

The grant will pay \$1,000 per person of the cost for National Board certification for 25 participants a year in years two through five of grant. The total cost will be \$100,000.

NCTAF

The grant is charged \$35,000 in year one and \$25,000 in years two through five by NCTAF for the cost of creating and sustaining a NCTAF Residency Coalition, for technical assistance as experts on teaching residency programs and guidance on developing an AmeriCorps application. Total cost is \$135,000.

TOTAL OTHER: 2,178,371

Indirect Costs

The grant is charged 8% of direct total costs (excluding stipends) for indirect costs, which is less than our federally approved rate of 58% of salaries and wages. Total indirect costs are \$333,154.

Training Stipends

Stipends for participants are \$30,000 per year and \$15,000 for a half year. Stipends are calculated for 15 participants for a half-year in year one and twenty-five full-year participants and fifteen half-year participants in years two through five. Newark Public Schools will match half the costs per year (see match budget justification). The total cost to the grant will be \$1,950,000 over five years.

TOTAL PROJECT REQUEST: 6,447,578

Teacher Quality Partnership Proposal

The Newark-Montclair Teaching Residency Program (NMTRP)

Budget Justification – Match Funds

Personnel

Project Director

(b)(4) of year one salary supported by matched funds covered by the Prudential grant.

Program Assistant

(b)(4) of year one salary supported by matched funds covered by the Prudential grant.

Staff Advisors and Support

Dr. Jennifer Robinson – 10% time as match with 3% cost of living increase per year. Dr. Robinson will be the PI for this grant and the fiscal agent. Her time will be spent on the budget, leading the Advisory and Operations Committees, and attending PIE-Q meetings and various project meetings throughout the life of the grant. This MSU in-kind contribution totals (b)(4) over five years.

Gregg Festa – 10% time as match with 3% cost of living increase per year. Mr. Festa is the Director of the ADP Center for Teacher Preparation and Learning Technologies at MSU and he will set up and oversee the ning digital network and the NCTAF digital network for NMTRP. He will work with project faculty to enable them to work with residents and mentors electronically on the use of data to improve teaching and learning. This MSU in-kind contribution totals (b)(4) over five years.

Joe Russo – 10% time as match with 3% cost of living increase per year. Mr. Russo is the Coordinator of the ADP Center's Curriculum Resource Collection. In that role, he will work with project faculty and resident/students to enable them to find and use curriculum materials for their lessons and units, including digital materials. This MSU in-kind contribution totals (b)(4) over five years.

Cheryl Hopper – 10% time as match with 3% cost of living increase per year. Ms. Hopper is Director of the MSU Network for Educational Renewal and in that role she oversees, leads the planning of, and implements, all of the professional development activities that the MSUNER pays for and provides. She will work with NMTRP on the action research groups, mini-courses, summer conference, teacher study groups, and the Mentor Teacher Institutes. This MSU in-kind contribution totals (b)(4) over five years.

Jan Johnson – 10% time as match with 3% cost of living increase per year. Ms. Johnson is the Program Assistant for the Center of Pedagogy's Teacher Education Advocacy Center and the TEACH grant administrator for MSU. She will work with the NMTRP residents on their TEACH grant applications and contracts and she will work with them on the contracts and administration of their stipends. This MSU in-kind contribution totals (b)(4) over five years.

April Serfass - 30% time with 3% cost of living increase per year as match for budget management and support of project. Ms. Serfass is the Post-Award Grants Facilitator for all grants in the Center of Pedagogy and she will work closely with Dr. Robinson, PI and Director of the Center of Pedagogy on budget management and support. This MSU in-kind contribution totals (b)(4) over five years.

MSUNER District Coordinator - (b)(4) per year as match. This stipend is paid to a teacher or supervisor in the PIE-Q partnership, from the MSUNER budget, to coordinate MSUNER activities in the district. Since the NMTRP will be the focus of the MSUNER activities in NPS, the stipend is a match. This MSU in-kind contribution totals (b)(4) over five years.

TOTAL PERSONNEL: (b)(4)

Fringe

Full time fringe rate of (b)(4) s matched for the Project Director and Assistant (Prudential grant) for year one. The University is funding the fringe for the in-kind portion of employees' time and the part time fringe of 9% for MSU Faculty overload and the MSUNER District Coordinator. The total cost for fringe that the University is providing over the life of the grant is (b)(4)

Other

Graduate Assistants

Dr. Robinson's graduate assistant will spend her time (20 hours per week) assisting the project and Dr. Onore and Dr. Lauter's graduate assistants will spend half their time (10 hours per week) assisting the project. Master level graduate assistants receive a (b)(4) yearly stipend. Tuition is \$19,352 with a 3% yearly increase. The total match of graduate assistants from the University will be (b)(4) over the five years of the grant.

MSU Tuition Discount and Fee Waiver

Montclair State University will discount the tuition charges in years three through five at 20%. Total tuition match from this discount: (b)(4) Montclair State University will also waive a portion of fees on the tuition charges for years three through five. Total fee match: \$131,191. The total contribution totals (b)(4)

National Urban Teaching Residency Conference

MSU will host a National Conference on Urban Teaching Residencies in year three of the grant. This conference will bring together university and school personnel from Urban Teaching Residencies across the country to share research data, program features, the expanding knowledge base on teacher preparation, and problems to be solved collaboratively. Charges associated with conference include registration revenue (\$300/person for estimated 150 people). Expenses covered by the registration fees include conference space; catering charges; keynote speakers; brochures and advertising; postage; parking fees and conference proceedings. Total matched revenue and expense: (b)(4)

Professional Development Activities- MSUNER

The MSUNER will cover costs associated with the following: Teacher Study Groups in years two through five of grant at (b)(4) Mini Courses at (b)(4) in year

one and (b)(4) each in years two through five for a total of (b)(4) and all costs relating to the NMTRP Annual Conference as part of the MSUNER Summer Conference (facility space; catering charges; keynote speakers; brochures and advertising; postage; parking fees) at (b)(4) in years two through five for a total of (b)(4). The MSUNER will also fund follow-up workshops for the mentors, during the school year, paying for two instructor/facilitators for each of four sessions in years two through five at the cost of (b)(4) over four years. The MSUNER will also fund the annual mentor institute's food and parking costs for a total of (b)(4) over the five years of the grant. In the last year of the grant, the MSUNER will fund one-half of the cost of the Mentor Teacher Institute for (b)(4). This includes stipends for the mentors, instructors, food, and materials. The total amount for professional development from the MSUNER over the five years of the grant is (b)(4).

Prudential Foundation Grant

The Prudential Foundation grant for the Prudential Teaching Scholars Program will cover (b)(4) for the Project Director's salary (Rosemary Steinbaum) and (b)(4) plus fringe for the Administrative Assistant (see personnel section above). FY10 will be the third year of the (b)(4). We anticipate carrying over funds from the grant into FY11, but have not made that part of the match as it is still unknown how much will carry over. The total contribution from Prudential is (b)(4). Regarding other grant cost contributions, Prudential will cover tuition costs for 10 participants for year one of the grant, for a total of (b)(4).

Merck Foundation grant

We are in the process of applying for a major, multi-million dollar grant from the Merck Foundation that should provide (b)(4) for career changers from the pharmaceutical industry in NJ to become teachers through an Urban Teaching Residency Program in Newark. (Please see Appendix D.6 for a letter regarding this potential grant.) In the budget, we show a total contribution from Merck for the match of (b)(4) years three through five for partial tuition costs. If the Merck Foundation board does not approve the grant as we hope, we will seek other non-federal funds to cover the (b)(4) in years three through five. Given that we will have two years in which to secure this funding if we do not get the grant from Merck, we are confident we will be able to do so.

Dodge Foundation grant

The MSUNER had a series of grants for eight years from the Geraldine R. Dodge Foundation that funded action research groups in our partner schools, with money for professional development, substitute costs for retreat days, funds for data collection and other materials, and stipends for completing action research reports. We have (b)(4) from these grants and we are allocating (b)(4) a year for years two through five to fund the action research inquiry groups of residents, mentors, and novice teachers. The total contribution from Dodge carryover funds is (b)(4).

The Newark Museum

Building upon a long-standing relationship with Montclair State's teacher preparation program, the Museum will provide an in-depth internship experience for several NMTRP residents to work with P-12 students in their "Camp Junior Museum," a theme-based six-week summer

program. Following the 6-week summer camp for children, residency interns will have an opportunity to participate in the Museum's "Summer Camp for Teachers," learning how to integrate the Museum's resources into their classroom curriculum. The cost of the NMTR internship program, including percent of personnel time, supplies and materials, facilities, and savings on intern salaries is (b)(4) of the grant program.

Pearson Teacher Link

As part of our participation in the NCTAF Teaching Residency Coalition, Pearson is providing an in-kind match of (b)(4) year in years one and two of the grant for their development and support of TLINC, an online teacher support network that will be part of the NMTRP networking plan. The total Pearson contribution is (b)(4)

NBPTS Take One

Take One enables teachers to undertake one component of National Board Certification as a no-risk introduction to the full process of National Board Certification. The National Board for Professional Teaching Standards will cover (b) of the costs associated with 25 teachers participating in Take One a year for a total match of (b)(4) over the life of the grant.

Newark Teachers Union

Each year during the Annual NMTRP conference, the NTU will pay (b)(4) for a celebratory dinner for all mentors, Advisory and Operations Committee members, and PIE-Q Leadership Team members. This match contribution will be (b)(4) over the life of the grant.

Children's Literacy Initiative

CLI has a grant from the Geraldine R. Dodge Foundation to create, support and sustain model literacy classrooms in the elementary schools that are part of the NMTRP. The grant also provides professional development and coaching on literacy strategies for mentor teachers, MSU student teachers, and NMTRP residents in the PIE-Q schools. The portion of the grant that is allocated to support for NMTRP participants and schools is (b)(4) over five years. See Appendix D.6 for a letter of partnership and support.

Newark Public Schools

As one of the major partners in the NMTRP, the Newark Public Schools (NPS) will contribute (b)(4) NPS will match the following expenses:

- (b)(4) contribution of salary per resident mentor. This contribution is (b) of their time (the average salary for experienced teachers in NPS is \$85,000 per year) in half day increments, which will be spent out of the classroom in meetings and seminars with the residents. The total in-kind contribution over the five years of the grant is (b)(4) for mentors for 100 residents.
- (b) for 25 participants in year one through five for a portion of the cost of Take One (b)(4) of the costs of full board certification for 25 participants in years two through five of the grant ((b)(4) The total NPS board certification contribution over five years is (b)(4)

- The costs associated with facility maintenance and security, as an in-kind contribution, for workshops and master's degree classes held after-hours at NPS. (b)(4) per year or (b)(4) for the life of the grant.

Indirect Costs

Montclair State University is contributing, as a match, the difference between our federally approved indirect rate of 58% and the lesser rate of 8% we must accept on this grant. Over the life of the grant this amounts to (b)(4)

TOTAL OTHER: (b)(4)

Training Stipends

Newark Public Schools will cover half the costs associated with participant stipends. In year 1 and 2, NPS will use ARRA funds to provide match for stipends (therefore not included in match amount) and will cover half the stipend costs in years three through five for all participants. The match in years three through five will be (b)(4)

TOTAL MATCHING FUNDS: (b)(4)