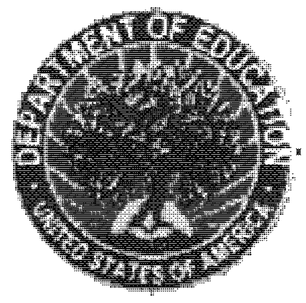
U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

TEACHER QUALITY PARTNERSHIP GRANTS PROGRAM
CFDA # 84.405A
PR/Award # U405A090042

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

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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
[ ] Preapplication
[X] Application
[ ] Changed/Corrected Application

* 2. Type of Application:
[X] New
[ ] Continuation
[ ] Revision

* If Revision, select appropriate letter(s):

* Other (Specify)

* 3. Date Received:
7/23/2009

4. Applicant Identifier:

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: National-Louis University

* b. Employer/Taxpayer Identification Number (EIN/TIN):
362167804

* c. Organizational DUNS:
021165118

d. Address:

* Street1: 122 S. Michigan Ave.
Street2:
* City: Chicago
County: Cook
State: IL
Province:
* Country: USA
* Zip / Postal Code: 60603

e. Organizational Unit:

Department Name:
Institutional Advancement

Division Name:

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

Prefix: Ms.
* First Name: Karen
Middle Name:

* Last Name:	Mendoza		
Suffix:			
Title:	Director of Corporate, Foundation & Goverment Grants		
Organizational Affiliation:			
* Telephone Number:	(312)261-3955	Fax Number:	(312)261-3955
* Email:	KAREN.MENDOZA@NL.EDU		

Application for Federal Assistance SF-424 Version 02

9. Type of Applicant 1: Select Applicant Type:

O: Private Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

501(c)(3)

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:**

84.405A

Title:

NLU/AUSL Residency Program Project (RPP)

13. Competition Identification Number:

N/A

Title:

N/A

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

Chicago, Cook County, Illinois

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

National-Louis University and Academy for Urban Schools Leadership Residency Program Project (RPP)

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: IL-007 * b. Program/Project: IL-007

Attach an additional list of Program/Project Congressional Districts if needed.
Attachment:
Title :
File :

17. Proposed Project:
* a. Start Date: 10/1/2009 * b. End Date: 9/30/2014

18. Estimated Funding ($):

a. Federal	**$ 16605793**
b. Applicant	**$ 20991490**
c. State	**$ 0**
d. Local	**$ 700594**
e. Other	**$ 0**
f. Program Income	**$ 0**
g. TOTAL	**$ 38297877**

*** 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.
[X] c. Program is not covered by E.O. 12372.

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

[ ] Yes [X] 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)**

[X] ** 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:	Karen
Middle Name:			
* Last Name:	Mendoza		
Suffix:			

Title: Director of Corporate, Foundation & Government Grants

* Telephone Number:	(312)261-3955	Fax Number:	(312)261-3955

* Email: KAREN.MENDOZA@NL.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.

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
National-Louis 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	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
2. Fringe Benefits	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
3. Travel	$ 9,000	$ 20,000	$ 20,000	$ 20,000	$ 20,000	$ 89,000
4. Equipment	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
5. Supplies	$ 65,380	$ 10,000	$ 10,000	$ 10,000	$ 10,000	$ 105,380
6. Contractual	$ 2,167,231	$ 2,607,663	$ 2,131,490	$ 2,347,621	$ 2,529,256	$ 11,783,261
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 170,000	$ 40,000	$ 27,500	$ 30,000	$ 30,000	$ 297,500
9. Total Direct Costs (lines 1-8)	$ 2,411,611	$ 2,677,663	$ 2,188,990	$ 2,407,621	$ 2,589,256	$ 12,275,141
10. Indirect Costs*	$ 0	$ 111,146	$ 175,119	$ 192,610	$ 207,140	$ 686,015
11. Training Stipends	$ 541,847	$ 947,443	$ 685,071	$ 721,371	$ 748,905	$ 3,644,637
12. Total Costs (lines 9-11)	$ 2,953,458	$ 3,736,252	$ 3,049,180	$ 3,321,602	$ 3,545,301	$ 16,605,793

***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 [X] No
(2) If yes, please provide the following information:
Period Covered by the Indirect Cost Rate Agreement: From: __/__/____ To: __/__/____ (mm/dd/yyyy)
Approving Federal agency: [ ] ED [ ] Other (please specify): _____ The Indirect Cost Rate is 0%
(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%

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS	OMB Control Number: 1894-0008 Expiration Date: 02/28/2011
Name of Institution/Organization: National-Louis 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	(b)(4)
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)	

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: Karen Mendoza
Title: Director; Corp., Fndn., & Gov. Grants
Date Submitted: 07/21/2009

Approved by OMB 0348-0046 Exp.

Disclosure of Lobbying Activities

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

1. Type of Federal Action: [ ] Contract [ ] Grant [ ] Cooperative Agreement [ ] Loan [ ] Loan Guarantee [ ] Loan Insurance	**2. Status of Federal Action:** [ ] Bid/Offer/Application [ ] Initial Award [ ] Post-Award	**3. Report Type:** [ ] Initial Filing [ ] Material Change **For Material Change only:** Year: 0Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: [ ] Prime [ ] Subawardee Tier, if known: 0 Name: Address: City: State: Zip Code + 4: - **Congressional District, if known:**	**5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:** Name: Address: City: State: Zip Code + 4: - **Congressional District,** if known:	
6. Federal Department/Agency:	**7. Federal Program Name/Description:** CFDA Number, if applicable:	
8. Federal Action Number, if known:	**9. Award Amount,** if known: $0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -	**b. Individuals Performing Services** (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
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.	Name: Karen Mendoza Title: Director; Corp., Fndn, & Gov. Grants Applicant: National-Louis University Date: 07/21/2009	
Federal Use Only:		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

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
National-Louis University

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: First Name: Karen Middle Name:

Last Name: Mendoza Suffix:

Title: Director; Corp., Fndn., & Gov. Grnats

Signature: _____ Date: 07/01/2009

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 : Equitable Access and Participation: Compliance with Section 427 of the General Education Provisions Act

File : I:\2003-Present GRANTS\Gov Grants and Contracts\US Dept of Ed\TQP\AUSL\DOCUMENTS FOR UPLOAD\GEPA 427\GEPA Statement.doc

Equitable Access and Participation: Compliance with Section 427 of the General Education Provisions Act (GEPA): Ensuring Equitable Access to the Program

Non-Discrimination Policy for Project Employees and Participants

National-Louis University administers all employment policies without discrimination based on race, color, age, gender, religion, ancestry, national origin, veteran status, marital status, sexual orientation, the presence of a medical condition or limitation that is not job related or any other legally protected status. We value the contributions that the diversity of our applicants may bring to the University.

AUSL is committed to equal employment opportunity and to the value of diversity. In order to provide equal employment and advancement opportunities to all individuals, employment decisions at AUSL will be based on merit, qualifications, abilities, and eligibility to work in the United States. AUSL's employees are treated without regard for race, color, religion, sex, sexual orientation, national origin, age, physical and mental disability, marital status, veteran status, or any other characteristic protected by applicable state, local, and federal laws. This employment philosophy applies to all aspects of employment with AUSL including recruiting, hiring, training, transfer, promotion or demotion, job assignments, benefits, compensation, discipline, suspension, dismissal or layoff, and social and recreational activities.

It is the policy of Chicago Public Schools that employment-related decisions, including but not limited to decisions relating to recruitment, hiring, promotion, transfers, benefits and any other terms and conditions of employment, will be made without regard to the employee's or applicant's race, color, national origin, sex, gender, sexual orientation, age, religion or disability. Similarly, all education-related programs and activities, including but not limited to admissions, financial aid, academic programs and extracurricular activities, will be administered without regard to the student's or applicant's race, color, national origin, sex gender, sexual orientation, age, religion or disability.

Quality Plan for Recruiting and Selecting Diverse Teacher Participants

Because children in AUSL schools are over 90% minority, it is a priority for AUSL to recruit minority candidates. Targeted advertising and participation in carefully selected job fairs have helped maintain strong diversity in the residency program.

The diversity of AUSL graduates is one of the key achievements of the program. The CPS turnaround schools managed by AUSL are typically over 90% African American. The goal is for the residency program to reflect the diversity of the communities served, while maintaining a high quality resident cohort.

The class of 2010 includes residents who are pursuing endorsements in special education, bilingual education, math and science (both primary and secondary). The graduating class of 2009 (68 graduates) has 19 high-need subject teachers, including 12 math, four science, and three special education. The incoming class of 2010 includes one bilingual education, two Spanish, three special education, four math and 10 science for a total of 23% high-needs subject teachers.

Access to Facilities

All AUSL facilities are ADA compliant or are in the process of becoming ADA compliant.

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Dr.	Shauti		Knauth	

Address:

* Street1: 1000 Capitol Dr.

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2. Applicant Experience

Novice Applicant [ ] Yes [X] No [ ] Not applicable

3. Human Subjects Research

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

[X] Yes [ ] No

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

[X] Yes Provide Exemption(s) #: 1

[ ] No Provide Assurance #, if available:

Please attach an explanation Narrative:

Attachment:
Title : Human Subjects Explanation Narrative
File : I:\2003-Present GRANTS\Gov Grants and Contracts\US Dept of

Ed\TQP\AUSL\DOCUMENTS FOR UPLOAD\Human Subjects Research\Human Subjects Explanation Narrative.doc

HUMAN SUBJECTS RESEARCH
EXPLANATION NARRATIVE

The research to be conducted is explicitly for evaluation of the program, and will be conducted in the established educational settings of university classrooms or school buildings. All research activities will involve the normal education processes involved in teacher preparation.

Project Narrative

ED Abstract Narrative Form

Attachment 1:
Title: **1 page abstract NLU/AUSL** Pages: **0** Uploaded File: **C:\Documents and Settings\karen.mendoza\Desktop\2009_jUL23_DOCUMENTS FOR UPLOAD\FINAL TQP UPLOAD\2009_Jul22 TQP Abstract_BR.pdf**

PROJECT ABSTRACT

National-Louis University's (NLU) Institute for Urban Education, in partnership with the Academy for Urban School Leadership (AUSL) and Chicago Public Schools (CPS), respectfully requests $16.6 Million over five years through the *Teacher Quality Partnership (TQP) Grant Program* under Absolute Priority 2 to expand and improve one of the first and most successful urban teacher residency programs in the country. This investment will dramatically improve student achievement in the most challenging public schools in Chicago and establish a model that holds the potential to change how universities, school districts, and school management organizations work together to improve outcomes in the teaching profession. The foundation of the AUSL, NLU, and CPS partnership is derived from an unequivocal commitment to shared responsibility and accountability for improving the quality of education for the students we serve.

This partnership has identified the following five goals imperative to producing the greatest results in student achievement: 1) Expand urban teacher residency to provide more well-trained teacher for highest-need schools in CPS (addressing Absolute Priority #2); 2) More disciplined and consistent use of student achievement data to improve teacher preparation (addressing Competitive Preference Priority #1); 3) Initiate new, structured programs for formal development of principals and teacher leaders (addressing Competitive Preference Priority #2); 4) Expand recruiting to enroll more highly-qualified and diverse residency candidates in high-need subject areas (addressing Competitive Preference Priority #3); and 5) Increase participation with existing partners and expand network of potential partners to provide high quality school-based services to CPS students, assist targeted recruiting efforts, and facilitate collaboration among other residency programs (addressing Competitive Preference Priority #4).

Project Narrative

Project Narrative Attachment Form

Attachment 1:
Title: **Project Narrative AUSL/NLU** Pages: **0** Uploaded File: **C:\Documents and Settings\karen.mendoza\Desktop\2009_jUL23_DOCUMENTS FOR UPLOAD\FINAL TQP UPLOAD\2009_JUL23_NARRATIVE_FINAL.pdf**

INTRODUCTION

National-Louis University's (NLU) Institute for Urban Education, in partnership with the Academy for Urban School Leadership (AUSL) and Chicago Public Schools (CPS), respectfully requests $16.6 million over five years through the *Teacher Quality Partnership (TQP) Grant Program* to expand and improve their proven urban teacher residency program. This investment will dramatically boost student achievement in the most challenging public schools in Chicago, and provide a model that holds the potential to change how universities, school districts and school management organizations work together to improve outcomes in the teaching profession.

This strong partnership (henceforth referred to as AUSL/NLU) will accomplish these goals through innovations in the recruitment, preparation, and retention of highly-qualified pre-service and in-service candidates, with an emphasis on introducing underrepresented groups and career professionals into the teaching force. To achieve these innovations, AUSL/NLU is responding to each of the following TQP priorities:

- ***Absolute Priority 2****: Partnership Grants for the Establishment of Effective Teaching Residency Programs.*
- ***Competitive Preference Priority 1****: Student Achievement and Continuous Program Improvement.*
- ***Competitive Preference Priority 2****: Partnership Grants for the Development of Leadership Programs.*
- ***Competitive Preference Priority 3****: Rigorous Selection Process.*
- ***Competitive Preference Priority 4****: Broad-based Partners.*

AUSL/NLU is an exceptional urban teacher residency model because it is: based on sound research and practices; a rigorous model that has demonstrably yielded highly-qualified

teachers and improved practices among pre-service candidates; rooted in solid collaborations that span nine years and has graduated 278 Master's degree teachers); and designed to be both sustainable and nationally replicable. Above all, AUSL/NLU is a model designed to improve the academic achievement of CPS' most vulnerable students.

Through this grant, AUSL/NLU will further improve student achievement in Chicago by expanding the number of well-qualified and diverse teachers this program can provide to CPS, and by improving the residency program to better prepare teachers for their challenging work in chronically-failing schools. Thus, this project has five key goals tied to TQP priorities:

Goal 1: Expand number of AUSL/MAT graduates to serve CPS.

Goal 2: More disciplined and consistent use of student achievement data to improve teacher preparation.

Goal 3: Develop and implement a career ladder for graduates to become school leaders.

Goal 4: Expand recruiting to enroll more highly-qualified and diverse residency candidates in high-need subject areas.

Goal 5: Expand network of potential partners to provide high quality school-based services to CPS students.

SIGNIFICANCE

NEEDS ASSESSMENT

1. Needs for Chicago Public Schools

CPS urgently needs more well-prepared teachers to close the achievement gap that persists in high-poverty schools. CPS is the third largest school district in the U.S. with 407,955 students, 23,727 teachers and over 650 schools (2008-09). According to the 2007 U.S. Census (17), Chicago has a 26.9% poverty rate for school-aged children, higher than New York (26.6%) and

Los Angeles (23.1%) and much higher than the Illinois state average of 15.1%. The schools to be supported by AUSL/NLU are over 95% African-American and 95% receive a free or reduced lunch.

Although CPS has made progress over the last few years, many of its schools remain low-performing, particularly in high-poverty areas. According to CPS (3), in 2009, 248 schools were on probation (less than 50% of students meet state proficiency standards) with 90% of these schools serving predominantly low-income students. While there are numerous socio-economic factors at play, the fact remains that CPS students are not receiving adequate preparation, a problem that can be traced back to two important factors: 1) teachers are not sufficiently prepared to meet the unique challenges of urban education, and 2) new teachers do not receive the support necessary to keep them in the teaching profession.

Many traditional teacher training programs and alternative certification programs do not provide the practical foundations specific to teaching in high-poverty, urban schools. Most of these programs have as little as 4-12 weeks of student teaching, often with a cooperating teacher who is not trained to effectively mentor a new student teacher. According to Linda Darling-Hammond (8) of Stanford University, "the teacher residency model holds particular promise for addressing the problems of teacher preparation, recruitment, and retention for high-need districts--and may constitute one of the most important reforms of teacher education." AUSL/NLU created the first teacher residency program in the country and, through additional funding, is poised to greatly expand and improve upon its model.

Teacher attrition and the too-high percentage of under-qualified teachers teaching in high-need schools are two problems that continue to hinder the progress of CPS. According to Allensworth et. Al (2), over 25% of CPS teachers in high-poverty schools leave <u>every</u> year. A

study from the Massachusetts Teachers Association (12) shows teachers leave the profession because they do not feel prepared for the challenges nor supported by the administration. According to CPS (3), 4% of its teachers are teaching out of field or on waivers of State certification. This is well over the 1.5% standard to be considered a high percentage of teachers with emergency, provisional or temporary certification. These challenges are even greater in high-poverty, low-performing schools and, as a result, many Chicago public schools are not giving their students the education they deserve.

2. Needs for AUSL/NLU

The partnership needs to improve the overall effectiveness of its urban teacher residency to ensure success as the program grows. While much of the success of the current AUSL/NLU program is attributed to the careful alignment and strong working partnership (including great support from CPS), extensive work is needed to strengthen the causal relationship between teacher preparation and student achievement. Specifically, we need to address: 1) the traditional disconnect between student achievement, teacher effectiveness and university preparation; 2) the informal, subjective selection of future school leaders; and 3) the dearth of highly qualified, effective teachers who look like the students they teach.

Information Sharing. The AUSL system of quantitative and qualitative feedback on teacher effectiveness is still in the early stages of launch, but is beginning to be utilized by mentor teachers, induction coaches, and curriculum coaches. Such feedback will provide teachers an opportunity to reflect on their teaching, to confirm successes and make adjustments to less successful lessons and methods. While we are making progress in this area, we have nevertheless found this initiative to be inadequately aligned with the candidate assessment system that is used by NLU professors to inform the design and teaching of the courses. Through additional funding,

AUSL/NLU seeks to close this gap by linking the feedback loop directly to student achievement and teacher effectiveness measures, to provide a better articulated approach across the partnership to the residents' teacher preparation coursework. This work shows promise for the development of a student achievement-based assessment system that will inform teacher preparation more broadly.

Consistency of Methodology. AUSL/NLU recognizes that university coursework, clinical experience during the residency year, and post-graduate induction services cannot exist independently. Through additional funding, AUSL/NLU seeks to strengthen the organizational integrity of its residency program through a shared framework and common language to better link coursework with clinical experience and induction. Substantial collaborations between NLU faculty and AUSL mentor resident coaches and induction coaches are keys to achieving complete integration. The project team will use the research-proven Danielson Framework (4) as the primary link to tie all aspects of the residency program (Project Design).

Leadership Career Ladder. Currently many of our graduates possess the necessary leadership skills to impact whole-school change, yet there is no clearly-defined leadership track to become teacher leaders or school principals. Through funding, AUSL/NLU seeks to improve the rigor of this process and create a cohort-based career ladder to transition teachers into mentor teachers, induction coaches, mentor resident coaches, and school principals. Currently, 14 AUSL/NLU graduates are mentor teachers, and five more are principals or assistant principals. With funding, AUSL/NLU expects to increase the number of its graduates who become principals and teacher leaders to help CPS transform failing schools.

Recruitment of Highly Qualified Candidates from Underrepresented Populations. According to a report published by the Education Commission of the States entitled *Recruiting*

Teachers of Color: A Program Overview (5), the most significant rationale for a more diverse teacher workforce for urban high-need districts is the need for "cultural brokers." According to the report, cultural brokers are found in teachers representative of the student body in terms of ethnic, cultural or linguistic background who help not only students navigate the system, but their families as well. The document also states that higher rates of absenteeism among students from predominately non-white schools are observed when there is a lack of teachers of color, along with a higher rate of students placed in special education.

Since 2003, AUSL/NLU has maintained a graduating class of 52% non-white residents, but only 47% in the last 2 years. Since over 98% of the students in high-need CPS schools are African American or Latino, AUSL/NLU seeks to increase the percentage of non-white residents. Additionally, AUSL struggles to find enough qualified math and science candidates, particularly at the secondary level. With funding, AUSL/NLU will strengthen our recruitment and admissions processes to improve our pool of high quality, diverse candidates, particularly in high-need subject areas.

PRODUCING HIGH-QUALITY TEACHERS FOR HIGH-NEED SCHOOLS

Because AUSL/NLU is an *established* residency program, our current approach and capacity to train teachers is summarized here and detailed in the project design narrative.

The Residency Model. AUSL was founded in 2001 to create the first urban teacher residency (UTR) with NLU, modeled after the medical residency, which pairs theory and practice in an intense learning environment. Residents complete the bulk of their university coursework full-time in the summer plus one day per week during the academic year. During the school year, residents are paired with a mentor teacher (like an attending doctor) at one of 7 training sites – each of which is a high-needs CPS school. For 4 days of the week they observe (and later teach

in) a real CPS classroom with a specially-trained and selected mentor teacher. When residents graduate, they have completed a full year of student teaching, earned a Master's, and teaching certification.

Capacity to Provide High Quality Teachers. CPS has been a partner and champion of the AUSL/NLU residency program since its inception: 278 AUSL/NLU graduates have taught in CPS schools and over 87% were still in CPS after three years. Since 2001, the residency has grown to a network of 6 teaching academies (with a new school about to launch). AUSL/NLU currently has the capacity to train 50-60 residents each year with the ability to scale up to 90 per year with funding.

Partnering with CPS to Maximize Return on Residency Investment. We have learned that the strategic placement of residency graduates is a critical element of the program's success. For the first several years of the program, AUSL/NLU graduates were placed in a wide variety of CPS schools based on hiring openings. As a result, many early graduates were in schools where the administrative team's philosophy did not align with that of the AUSL/NLU preparation program, and our induction coaching efforts were usually separate from the priorities of the new teacher's school team.

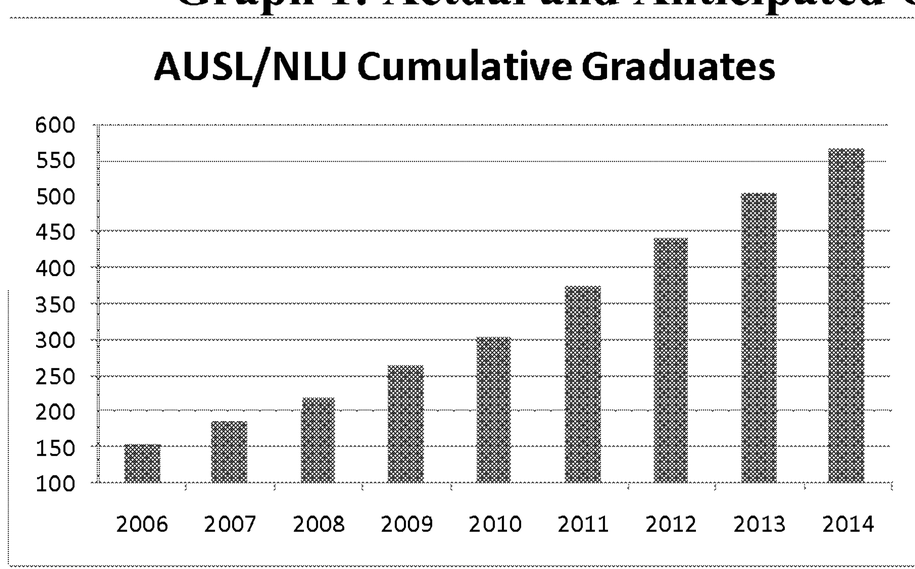
Beginning in 2006, AUSL partnered with CPS to identify and take over management of "turnaround schools" – schools that warranted reconstitution under "No Child Left Behind" due to years (in some cases decades) of poor performance. In these cases, CPS initiates a whole-school transformation that starts with dismissing the entire school staff, and then turning the school over to AUSL to manage. This provides an opportunity for AUSL to place a significant portion of the turnaround school staff all at once, which fits with the strategy of placing a cohort of 7-15 (depending on school size) AUSL/NLU residency graduates for continued group learning,

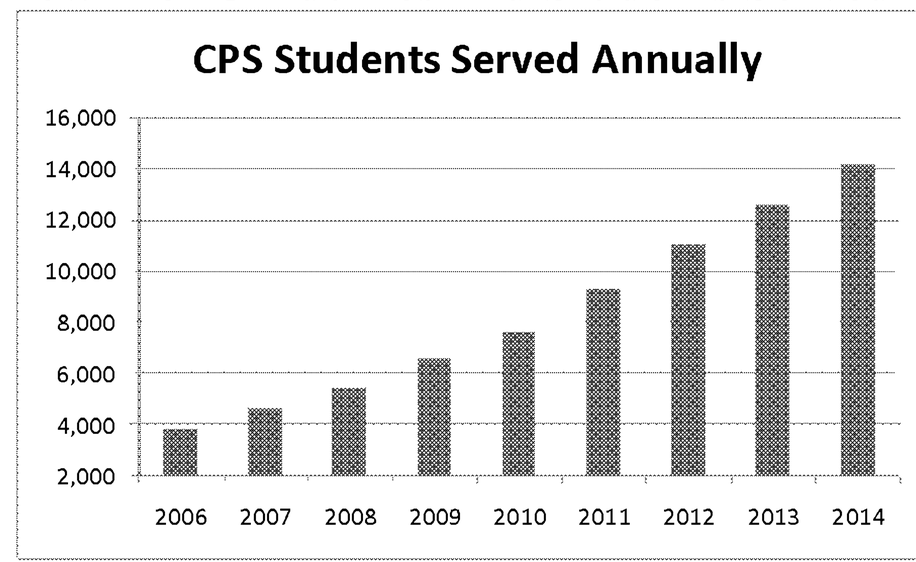
coaching, and support. Further, this ensures the residency investment is focused on the highest-needs students since only the lowest-performing schools warrant turnaround. Finally, the opportunity to hire AUSL/NLU graduates into an AUSL-managed school increases the likelihood of the residency graduates' long-term success (See Project Design).

ANTICIPATED OUTCOMES

With over 250 AUSL/NLU graduates now in CPS schools, the program has made a meaningful difference in the district. But the need for better-trained teachers is still high. If funded, by Year 5, AUSL/NLU will have graduated 416 new teachers (over 600 cumulative) serving over 14,000 students annually in the most troubled neighborhoods in Chicago.

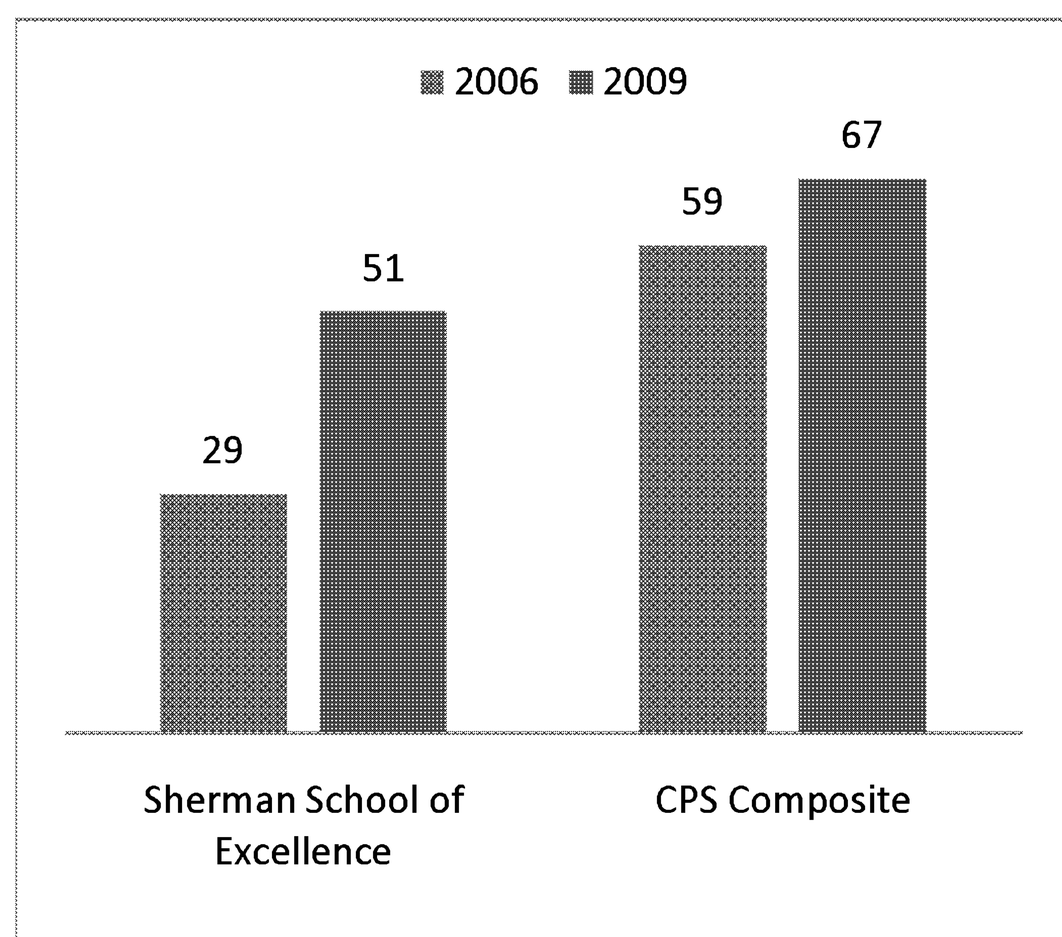
Graph 1: Actual and Anticipated Growth of Graduates and Students Served





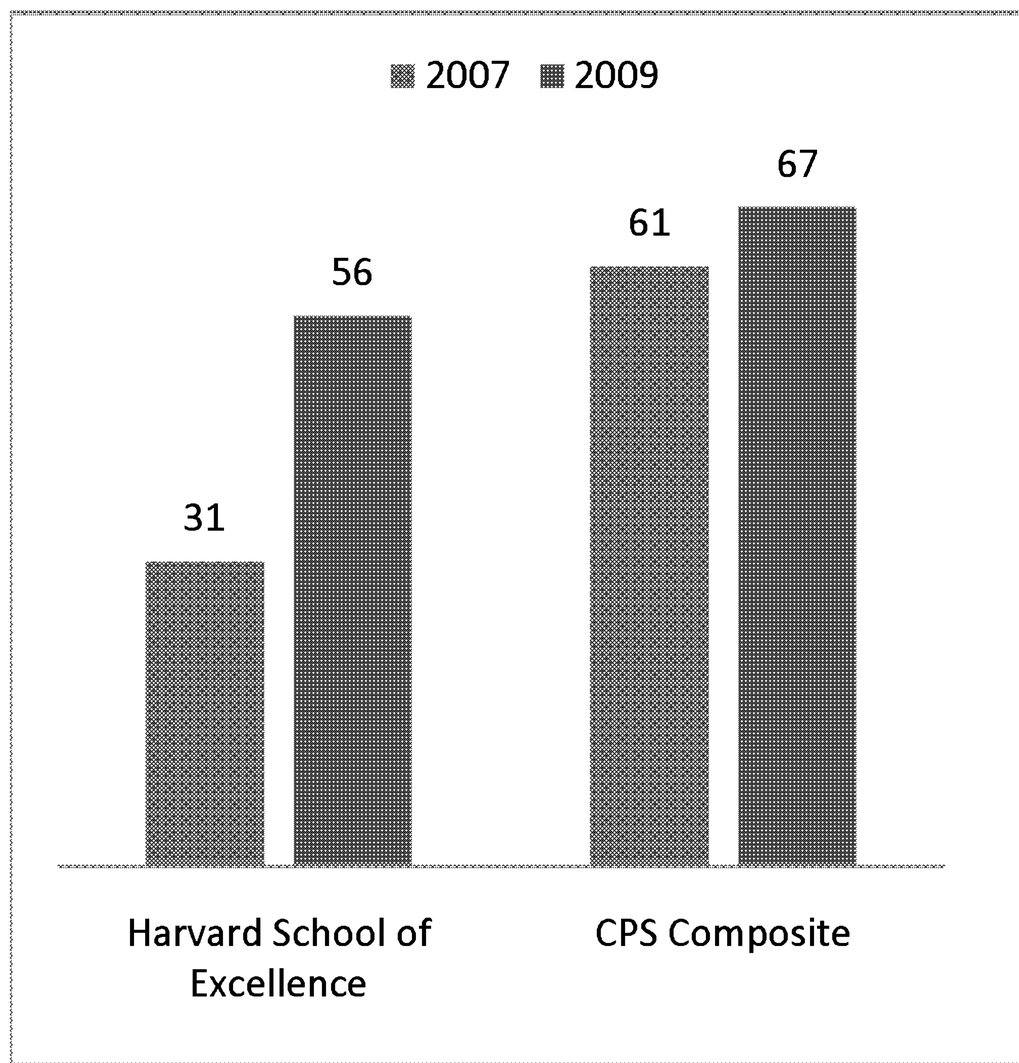
We do not yet have the detailed, teacher-by-teacher analysis of residency graduate effectiveness (to be addressed with funding from TQP grant). However, early results achieved at our first turnaround schools point to the effectiveness of the model. In 2006, CPS turned over

Graph 2: ISAT Scores by Percentage of Students Meeting Expectations



the management of one of its highest need schools to AUSL, The Sherman School of Excellence. Sherman is a high mobility, high poverty (94%) elementary school in the Englewood neighborhood on Chicago's south side. In the spring of 2006, just prior to when AUSL took over management of Sherman, only 28.9 % of students met the state standard on the Illinois Student Achievement Test (ISAT). As the chart demonstrates, Sherman experienced a 22 point increase in ISAT scores compared to an eight point increase in CPS ISAT scores. Almost 55% of new classroom teachers placed in Sherman were AUSL graduates.

Graph 3: ISAT Scores by Percentage of Students Meeting Expectations



CPS turned over the Harvard School of Excellence to AUSL as the second turnaround school in CPS. AUSL selected for Harvard's principal a graduate of AUSL/NLU's first class of residents in 2003. Since the turnaround, almost 70% of classroom teachers placed in Harvard are AUSL/NLU graduates. During the three-year span, Harvard experienced a 25 point increase in students meeting/exceeding state standards on the Illinois Standard Achievement Test (ISAT) compared to a 6 point increase in ISAT scores for CPS overall. Since then, AUSL has received approval from CPS to manage 5 other elementary schools and 1 high school, each of which has a strong cohort of residency graduates.

Other Current Teacher Preparation and Professional Development (PD) Activities. Both AUSL and NLU maintain teacher preparation and professional development with strong support from government and private funding that support the work of the residency.

Table 1: Other AUSL/NLU Teacher Preparation and Professional Development Programs

Programs	Public / Private Funding Source*
Beginning Teacher Induction Pilot Program *Support for teachers in years 1 and 2 of profession*	Illinois State Board of Education #09-3982-65-108-5365-51 #09-3982-65-108-0790-51
Content, Context, Culture: Providing Students with Disabilities with a Quality Higher Education *Builds NLU's capacity and culture to better serve university students with special needs.*	Department of Education #P33A080036
Chicago Literacy Initiative Project *Provides PD to CPS elementary teachers in literacy pedagogy and instruction*	Chicago Community Trust
High School Matters (subrecipient) *Provides PD to CPS high school teachers in preparation for rising freshmen.*	GEAR UP/Department of Education #P334A050146
Project ALL *Provides PD to CPS high school teachers in literacy pedagogy and instruction*	HSBC/NAmerica, Prince Charitable Trust; Peugeot's Children Foundation;
National Board Certification (NBC) /MAEd Scholarship Program *Provides scholarships for selected CPS teachers to earn NBC and MAEd*	Chicago Public Education Fund Steans Family Foundation
Reading Recovery University Training Center *Provides training for teachers to become trained in Reading Recovery across Illinois.*	Illinois State Board of Education #09-3720-65-108-53-65-51
12 Month Residency	Title II Funding Funds for Innovation in Education/DOE Arie and Ida Crown Memorial Motorola Foundation
High school residents	Bill and Melinda Gates Foundation
Elementary residents	Michael and Susan Dell Foundation
General Operating	New Schools Venture Fund Bill and Melinda Gates Foundation Chicago Community Trust
Curriculum Coaching	The Boeing Company
After School Programs	Pritzker Traubert Foundation Numerous individual donors

COMMUNITY COMMITMENT AND SUSTAINABILITY

Community Support. AUSL/NLU's residency program has garnered a considerable amount of attention both locally and nationally as a result of our accomplishments in better-preparing teachers to raise student achievement in Chicago's lowest-performing schools. Parents and community members in our turnaround schools have become our most vocal advocates as they see the impact of better teachers in their school. On a local level, the AUSL/NLU residency program has gained the support of Illinois Governor Pat Quinn, the Illinois State Board of Education, the Illinois Board of Higher Education, the Chicago Public Education Fund, Chicago Community Trust, among others, who are encouraged and supportive about the work AUSL/NLU has completed and what is to come. National supporters include the Bill and Melinda Gates Foundation, the Michael and Susan Dell Foundation, and NewSchools Venture Fund, among others. See letters of support in Appendix D.

Support for the Partnership through Fundraising. In just nine years, AUSL and NLU have received over $50 million and $69 million, respectively, in public and private funding. This funding helps pay for AUSL's organizational administration, residency training expenses, special capital improvement projects for some schools, and supplemental after-school programs. At NLU funding supports scholarships for underserved students and urban initiatives among other things. Given the partnership with CPS and our proven ability to raise private funds, this project will be sustainable well beyond the timeline of the TQP grant.

Intended Use of Grant Funds. Grant funding will be used as detailed in the budget and budget narrative to expand and improve the AUSL/NLU urban teacher residency program to provide more well-trained teachers for CPS' toughest schools. The need for these advancements in the program is compelling, especially since AUSL/NLU is Chicago's only, and one of three in

the nation, established residency program with a proven ability to scale quickly and meet the needs of CPS' highest needs students.

QUALITY OF PROJECT DESIGN

As stated earlier, the AUSL/NLU urban teacher residency is already established, however there is a strong, compelling need to expand and improve it, which is only possible through this funding. In describing "the project" here, we will describe how AUSL, NLU and CPS currently operate the program. Then, we will detail how the residency program will be enhanced to further improve student achievement. To this end, The Quality of Project Design is divided into two sections: *I: Current AUSL/NLU Urban Teacher Residency Model,* and *II: Proposed Expansions and Innovations to Teacher Residency.*

I: Current AUSL/NLU Urban Teacher Residency Model

The foundation for our project is a proven urban teacher residency that has already served as a model for others around the U.S. Together, AUSL, NLU and CPS have created a program that is helping improve student achievement in Chicago. The following highlights the AUSL/NLU residency model through subsections: Residency and Induction; Recruitment, Admissions and Placement; and Provisions of Stipends or Salaries and Repayments.

RESIDENCY AND INDUCTION

The AUSL/NLU residency model engages cohorts of new residents in rigorous, graduate-level coursework to earn a Master of Arts degree in Teaching (MAT), while undertaking a guided, twelve-month teaching apprenticeship alongside a trained and experienced mentor teacher. Graduates of the urban teacher residency MAT are then re-grouped into new cohorts and placed in AUSL-managed schools where they receive two years of support through a mandated induction program.

1. Engaging Residents in Rigorous Graduate-Level Course Work

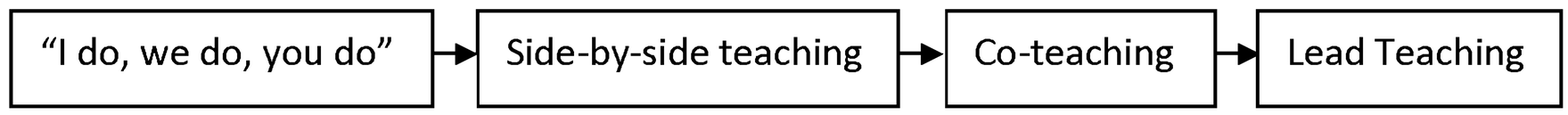
Residency training begins in June with a three-day orientation. Following orientation, residents begin a demanding summer session of coursework, attending classes at NLU from July-August, Monday through Friday, 8 a.m.-3:30 p.m. Residents are placed in one of four cohorts, reflecting either Elementary Education or High School, with either a Middle-level Endorsement (MLE) or a Special Education Approval (SEA). The addition of a MLE or SEA is new for the class of 2010 and reflects the need for quality special education teachers in high poverty Chicago schools where over 13% of students have an Individual Education Plan. A complete list of coursework is listed in Appendix D and illustrates the alignment of cohorts to semester hour requirements and respective coursework titles.

Grouping Residents in Cohorts to Facilitate Professional Collaboration. In addition to the university cohort described above, each resident is also placed in one of 7 training site-specific cohorts for their 12-month guided teaching apprenticeship in order to create a school-based professional learning community.

2. Pairing Residents with Trained and Experienced Mentor

From the first day of the academic school-year at CPS, AUSL/NLU residents are paired with a mentor teacher 4 out of 5 days each week for their 12-month apprenticeship. The program design allows residents to immediately implement what they are learning in the NLU classroom, creating a direct and on-going link between pedagogy and practice. Residents and mentors spend the entire year together, creating a continuous process whereby the mentor contributes to both the coherence of the program and the ultimate growth of the resident(s). The training site curriculum is structured to give residents increased practice teaching alongside mentors. Although residents will assume some teaching responsibility from the start of the school year, the apprenticeship will

involve a structured and supported gradual release of responsibility from the mentor teachers to the teaching resident. This gradual release will include regular, brief periods of lead, independent teaching that build up to a full takeover of at least four weeks. In this way, the resident has the opportunity to practice instructional strategies while having time and support to analyze and modify their practice.



The residency program marries theory and practice in a way unlike most education preparation programs. Each week delivers a specific set of content, graduate degree coursework, and classroom expectations for both residents and mentors (See Table 2 and Mentor-Resident Expectations in Appendix D).

Table 2: Example of the Integration of Pedagogy, Practice and Teacher Mentoring

Wk	Graduate Course Component	Resident Expectations	Mentor Expectations
A	**Building Classroom Community & Resident Expectations** Read Danielson chapters 1-3, pages 1-43 **Preferred Coaching Style:** I do, We do, You do, Side by Side, Co-teaching, Independent Practice **Danielson Domains: 1B, 2B-C, 3A**	• Active participation in all aspects of the school day • Guided Observations • Begin managing some transitions • Administer initial student assessments • Fill out class profile • Fill out individual inventory for each student in class • Participate in mentor-resident agreement • Maintain online data sharing	• Create mentor-resident agreement **Explicitly model / teach resident:** • Transitions • Initial student assessments • Community/culture building activities • Using Impact for daily student attendance

Establishing Clear Criteria for Selecting Mentor Teachers. The minimum qualifications necessary for a potential mentor are: Master's degree and 3 years of teaching experience. Applicants who are selected as mentors typically possess additional qualifications including

National Board Certification and/or Golden Apple teaching award winner along with definitive experience teaching in high-need schools in urban settings. Additionally, mentors are selected based on proven teaching ability and depth of content knowledge as demonstrated through observations, student achievement data, and ability to use the *Classroom Diagnostic Assessment System* ™ [(*CDAS* ™*)* see *Competitive Preference Priority 1* for details].

The selection process for potential mentors includes: essay and a review of one of their own lessons, coaching scenario reflection, resident video observation, and interview. The hiring team also receives data about the potential mentor from the teacher's current school leadership team. Teachers who are chosen to be mentors receive 5 days of mandatory professional development (PD) to hone their ability to mentor/teach adults prior to the start of the school-year as well as weekly PD during the school-year from the Mentor Resident Coach (MRC).

For their duties as mentors, mentor teachers receive a 20% stipend in addition to their regular salaries and are required to spend up to 2 hours per day working with their resident. During this time mentors and residents conduct joint lesson planning, reflect on the day and review observations and video of the resident.

Mentor Resident Coach. One Mentor Resident Coach (MRC) is placed at each training site and is responsible for supervising the mentors, all residency activities, and facilitating and administering all professional development sessions. MRCs pair mentors and residents based on grade-level, content area, personality and expertise. Residents who are deficient in an area are paired with mentors who are strong in that area. MRCs are responsible for monitoring these crucial relationships. They also create observation tools and deliver bi-monthly professional development to both mentors and residents (separately). (See Observation Tool in Appendix D)

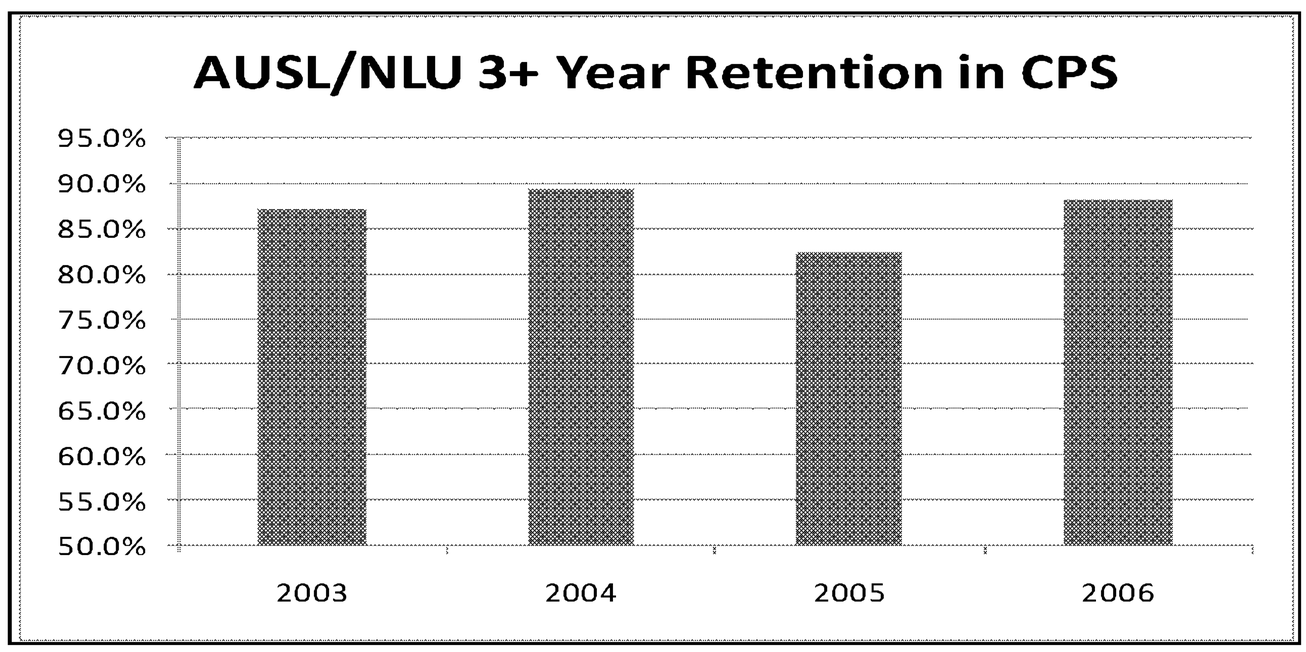
NLU professors, AUSL mentors, CPS principals, and coaches conduct quarterly formative and summative assessments of the residents (see Appendix D). Residents not making progress may be advised to leave the program.

Use of Online Data Sharing. Because of the intensity of the residency program, mentors and residents often do additional work from home. As a result, online data sharing has become a vital part of the residency program. AUSL residents are given an online (Google™) account during orientation. Mentors and residents are required to use the following resources: 1) each mentor-resident pair has a separate Google™ group to track daily observations, feedback and lesson planning; 2) MRCs update schedules and professional development using Google™ calendar; and 3) mentors video tape residents weekly using a Flip camera. Videos are used during reflection periods or uploaded onto a shared video platform.

3. Engaging Residents in a Comprehensive Induction Program

Resident graduates participate in a mandatory, 2-year induction program in cohorts of 10 to 15 people. AUSL/NLU post-graduate support has led to an 87% retention rate after 3 years for all graduates. A 2006 study (2) of 100 high-poverty Chicago schools showed that over 25% of teachers leave every year.

Graph 4: 3+ Year Retention for AUSL/NLU Graduates



Induction Strategies and Activities. Induction strategies and activities involve 1) Signature Strategies, 2) stand alone workshops including a mandatory 5-week summer session prior to the start of school; and 3) on-going coaching. All in-service professional development (PD) is coordinated and conducted by AUSL induction coaches. The AUSL/NLU induction program is aligned with state and local requirements. In fact, this program was recently chosen as a pilot program for the Illinois State Board of Education Beginning Teacher Induction Program. (See Appendix D)

Signature Strategies. Signature Strategies is a toolbox of skills introduced and practiced during residency and reinforced by the coaching team during induction through embedded and customized PD. Signature Strategies were created through research from Robert Marzano, Madeleine Hunter, the Network of Uncommon Schools, Charlotte Danielson, and others. Each strategy has been analyzed, clearly articulated, video-taped and presented online so teachers have immediate access or can review them with coaches during a 1:1 session.

Mandatory PD Sessions. During the academic year, beginning teachers are required to attend monthly PD sessions. Coaches design the workshops based on collective observation and feedback of beginning teachers and their immediate needs. The summer prior to the beginning teachers' first year as teachers of record, the coaching team creates and delivers a 5-week summer PD session for each cohort of new teachers entering the newly assigned turnaround school. This summer session is vital to team building and planning of the schools as leaders and teachers create their new school culture together. Essential PD delivered during the summer includes workshops in literacy instruction, mathematics instruction, and establishment of outstanding classroom management with positive relationships, culture and climate. (See Building Your Classroom in Appendix D)

Coaching and Site Administration. Every beginning teacher is assigned a coach for the duration of the mandatory 2-year induction program. The coaching team has been integrated into each high-need school instructional leadership team, with clear alignment between AUSL training sites and AUSL turnaround schools. Each principal and leader meets regularly with the coach. Induction coaches also work closely with mentor resident coaches in order to tightly link what is learned in the residency to what is practiced during induction.

The coaching team consists of 2 geographical clusters located on the west and south sides of Chicago. The cluster concept allows AUSL/NLU to hire coaches who are experts in specific areas rather than general coaches for each school site. Each cluster includes experts in primary, middle school Math and literacy, Early Childhood Education, High School content areas, etc.

Selection and Preparation of Coaches. AUSL/NLU induction coaches are carefully selected based on their experience, education, and expertise in their content and/or grade-level and are continually assessed. The current coaching team of 14 includes 17 Master's Degrees, 1 Doctorate (and one ABD) and over 100 total years of teaching experience.

RECRUITMENT, ADMISSIONS, AND PLACEMENT

One of the hallmarks of the AUSL/NLU program is the emphasis on and capability to strategically place our residency graduates in CPS turnaround schools. This ensures focus on high-needs students and enables us to place a cohort of graduates together in one school to enhance their early success and enable continued growth. Sadly, there are dozens of schools in CPS that are failing and warrant turnaround. However, our current capacity to meet the full CPS need is limited to our current pace of 50-60 AUSL/NLU residents per year. Our goal is to significantly increase the number of new teachers and strengthen the overall teaching corps in CPS.

1. Recruiting

AUSL/NLU's current recruiting efforts focus on attracting candidates with strong content knowledge, a record of accomplishment in the field or subject area to be taught, strong verbal and written communication skills, and other attributes linked to effective teaching determined through interviews. Recruiting targets mid-career changers, recent college graduates, and "homegrown" candidates working in the schools and surrounding neighborhoods. Recruiting is led by the Director of Human Resources, Recruitment Manager and Admissions Manager. Recruiting efforts include use of advertising, internet marketing, in-person events (e.g., job fairs) and tapping the AUSL/NLU network for candidates who hear of us by word of mouth. Referrals from the CPS website and current CPS teachers (in and outside AUSL schools) are also meaningful sources of applicants.

Ensuring a Candidate Pool Representative of the Students to be Served. Because children in CPS high-need schools are over 90% minorities, it is a priority for AUSL/NLU to recruit teachers who reflect this diversity. In response, AUSL/NLU targets recruiting outreach to sources expected to generate a large number of qualified underrepresented applicants, including selected colleges and universities, community organizations, minority-oriented job fairs, and targeted e-mail outreach.

Table 2: Residency program Diversity: 2003 through 2009

	African American	Latino	Multi-racial	White (non-Hispanic)	Other
2003	25.8%	19.4%	6.5%	41.9%	6.5%
2004	39.3%	12.5%	3.6%	39.3%	5.4%
2005	38.2%	11.8%	8.8%	41.2%	0.0%
2006	33.3%	16.7%	4.8%	47.6%	0.0%
2007	28.6%	8.6%	5.7%	57.1%	0.0%
2008	46.9%	6.3%	0.0%	46.9%	0.0%
2009	31.3%	4.2%	2.1%	56.3%	2.1%
All 7 classes	34.9%	11.2%	4.3%	47.1%	2.2%

Recruiting High-Need Subject Areas. AUSL/NLU targets potential math and science content area residents through university programs. Additionally, the AUSL/NLU recruiting team strives for a diverse resident cohort based on backgrounds and age.

Table 3: Backgrounds of 2009 Residents

Percent	Background
40	Business
21	Non-profit/Government
27	Teaching/Education (uncertified)
12	Recent college graduates (non-teaching majors)

Table 4: Age of 2009 residents

Percent	Age
27	Under 25 years old
44	Between 25-29
15	Between 30-39
14	Over 40

2. Admissions

The AUSL/NLU selection process is research-based and continues to evolve.

Table 5: Admissions Requirements for AUSL/NLU

Completed Application (sample located in Appendix D)
Review of Resume
Fulfill semester hour requirement for grade/content level
Pass the Illinois Basic Skills Test and Content Area Tests (as applicable)
Personal Essay Describing a Personal Challenge
Writing and lesson plan sample
Two levels of in-person interviews including the *Star Teacher Protocol*.
Meeting requirements for the MAT program at NLU which include: 1) Four year degree; 2) NLU Application; and 3) Review of transcripts

Documentation of Successful Completion of Admissions Requirements. Applicants must provide documentation of successful completion of admissions requirements of both AUSL and NLU, including required course work and results from State of Illinois certification tests. Residents not in compliance with admissions requirements may be subject to dismissal from the program, or may not attain NLU's MAT.

During the interview sessions, AUSL/NLU look for candidates with the following key attributes: 1) commitment to achievement and results; 2) beliefs about at-risk students and children's learning; 3) impact and influence on children; 4) maturity, confidence and self-management; 5) intellect and critical thinking; and 6) collaboration and team work. These criteria are also based on research in the field, particularly Star Teachers: The Ideology and Best Practice of Effective Teachers of Diverse Children and Youth in Poverty by Dr. Martin Haberman. See Appendix D for a sample selection rubric) The rigorous selection process is detailed in Competitive Preference Priority 1.

3. Placement

Placement of AUSL/NLU graduates is a key ingredient to the success of the beginning teacher, the turnaround school, and above all, the improvement of student achievement. AUSL/NLU places cohorts of graduates in schools with a specially-selected leadership team to effect whole-school transformation. The combination of a visionary and supportive leadership team with like-minded, highly-trained teachers who are given support during 2 years of induction creates a school culture of high expectations. To date the results are encouraging: student achievement on the state test has increased significantly (see Significance); behavior issues have decreased; and student and teacher attendance and retention have improved.

PROVISIONS OF STIPENDS OR SALARIES AND REPAYMENT

A tremendous benefit of the urban teacher residency model is that residents are able to draw a salary while engaged in the full-time process of becoming a highly-qualified teacher. The following sections outlines the compensation and benefits for participants enrolled in the AUSL/NLU residency, and then details the residents' commitment to teach in high-needs AUSL/CPS schools following graduation.

Living Stipends/Salaries During Residency. Admitted residents sign a which provides them with a salary of $20,000 from AUSL, plus health insurance benefits. They also receive a $12,000 training stipend, which they must pay back if they do not complete their 4-year commitment in a CPS high-need school.

Costs and Expenses of MAT. Residents are responsible for all costs and expenses of NLU's program, including but not limited to tuition, fees, and books. Residents are also responsible for securing financial aid, and for ensuring that any conditions for loans or grants do not conflict with the requirements of this Agreement. NLU currently offers a tuition break of between 40% - 60% (depending on courses taken) for all AUSL/NLU MAT candidates, and is committed to maintaining this for the duration of the grant.

Commitment to Teach in AUSL/CPS Schools. In return for our investment in each resident, he/she makes a clear commitment to teach for 4 years in AUSL turnaround or other high-needs CPS schools. This is a binding contractual commitment, and requires that the resident repay the $12,000 training stipend if they fail to satisfy it. The repayment schedule for failure to meet this commitment is: full amount in first year after graduation, declining to $10,000, $8,000 and $5,000 over the subsequent 3 years.

Other Terms and Conditions Required. AUSL/NLU recognizes that legitimate life events can interfere with the agreement set forth at the beginning of the residency. The contract in Appendix D outlines all terms and conditions.

Usage of Repayments. Any repayments are directed back into the residency program to pay for future residents. AUSL/NLU does not currently collect interest on the re-payments, but will ensure a reasonable interest rate is collected if required by this grant.

In Sum, the AUSL/NLU has successfully been training teachers for Chicago's most marginalized schools since 2003. Our 12-month urban teacher residency integrates pedagogy, classroom practice, and guided mentoring into a rigorous cohort-based graduate program culminating in a MAT. In order to ensure the success of the resident graduates, they are further supported through a mandatory 2-year induction program that includes coaching, PD, and networking. Resident graduates are assigned new schools in cohort groups where an AUSL/NLU culture is established and maintained and populated with other teachers and leaders who share the same philosophies. And finally, resident graduates must teach in an AUSL school or another high-need CPS school for a minimum of four years in order to avoid paying back their training stipend.

II: Proposed Expansions and Innovations to AUSL/NLU Teacher Residency

NLU/AUSL proposes significant expansions and improvements with its model to meet the demand of improving student achievement by providing Chicago's most marginalized schools with more highly-qualified teachers. Our model is a success in Chicago, and through the *TQP* grant, AUSL/NLU is seeking to take our valuable work to the necessary next level. The following section outlines the 5 project goals and objectives needed to expand and innovate the work of AUSL/NLU's teacher residency to better serve CPS. Each goal is clearly linked to Absolute Priority 2 or one of the 4 Competitive Preference Priorities.

TQP Priorities and Project Goals Showing Current and Anticipated Alignment

	TQP Priority	AUSL/NLU Partnership Goal	Anticipated Outcomes with TQP Support
EXPAND	**Absolute Priority 2**: Partnership grants for teacher residency	**GOAL 1** Expand number of AUSL/MAT graduates to serve CPS	Increase pipeline to graduate at least 90 teachers each year
INNOVATE	**Competitive Priority 1**: Student achievement and continuous program improvement	**GOAL 2** More disciplined and consistent use of student achievement data to improve teacher preparation	Tight linkage of multiple sources of student data guides teacher training priorities and prepares residents for effective data-driven instruction
	Competitive Priority 2: Partnership grants for the development of leadership programs	**GOAL 3** Develop and implement a career ladder for graduates to become school leaders	Multi-year selection and training program for internal and external candidates Rigorous program to identify and select, aligned with university coursework.
	Competitive Priority 3: Rigorous selection process	**GOAL 4** Expand recruiting to enroll more highly-qualified and diverse residency candidates in high-need subject areas subject areas	Scale to annual applications of at least 800, with acceptance rate no higher than 15% (50% diversity, 50% high-needs subjects)
	Competitive Priority 4: Broad Based Partners	**GOAL 5** Expand network of potential partners to provide high quality school-based services to CPS students	Expanded relationships provide additional programming for students and a recruiting mechanism to attract service minded candidates

Absolute Priority 2: Partnership Grants for the Establishment of Effective Teaching Residency Programs

AUSL/NLU project goal #1 is designed to achieve for Absolute Priority 2.

Goal 1: Expand number of AUSL/MAT graduates to serve CPS.
Objective A: *Increase capacity of residency program to increase the number of graduates from 56 to 90 new teachers p/yr.*
Objective B: *Increase retention from 80% to 85% of graduates after 4 years*

TQP grant funding will allow us to build upon our existing expertise for rapid innovation and establish an aggressive growth model in order to increase the number of new residents and their retention once teaching. According to Linda Darling-Hammond's review of research, several remedies including improving working conditions and collegiality makes "good teachers gravitate to schools where they know they will be appreciated and supported in their work." Residents are also placed at AUSL-managed schools where a strong community of learners culture is enforced. Even though our approaches are rooted in best practices, we know that we need to do more.

By the end of the 5-year grant period, the AUSL/NLU partnership will graduate 90 new teachers each year: up from 56. This represents a 62% increase to supplement CPS' current pool of qualified teachers. We must improve our recruitment efforts in order to achieve a 5% increase in overall retention (to 85%) of those teachers we have prepared and trained. This is significant, as CPS' current retention rate is dramatically lower. The most effective way for AUSL/NLU to affect our retention rate is to focus more on *who* we admit with a strong emphasis on how we recruit and engage in meaningful outreach. To achieve Goal 1, AUSL/NLU will invest in building: 1) NLUs BA/MAT program and 2) an aggressive public relations campaign to disseminate partnership news and information.

1. **NLU's BA/MAT Program.**

The *AUSL/NLU* leadership team is in the planning stages of incorporating NLU's bachelor's completion program as a feeder program to the AUSL residency program for qualified students. Through *TQP* funding, we will highlight the significance of creating a pipeline where cohorts of students can be identified early in their educational experience. This will give us the opportunity to more fully integrate content with pedagogy by developing teams of faculty from both the liberal arts and education colleges as well as creating networks of students who will enter the world of teaching together and support each other. This section will focus on the: 1) BA/MAT as a recruitment tool for underrepresented populations and 2) design of the BA/MAT.

Attracting Diverse, Underrepresented Candidates into Residency Program. NLU works with Chicago City Colleges and other key community college systems with 90%+ minority populations which yield diverse populations into other NLU bachelor completion programs. The BA/MA feeder system stands to provide a rigorous and sustainable model for supplementing the pool of highly qualified candidates from underrepresented populations who already represent 27% of NLU's student body. In fact, nationally, NLU ranks 8th in the number of master's degrees in education awarded to African-Americans, 26th in the number of master's degrees in education awarded to Hispanics/Latinos, number one in the number of master's degrees awarded in education to Latinos/Hispanics in Illinois, and 4th among 140 Midwestern master's universities for ethnic diversity.

BA/MAT Design. Faculty from the College of Arts and Sciences (CAS) and the National College of Education (NCE) created a program designed specifically for students who want to become high school teachers and do not have an undergraduate degree. The BA/MAT program provides a seamless educational experience by creating a direct pathway from the BA in a content

area to the MAT program. Students major in one of four areas: Biology, English, Mathematics or Social Science. Completion of the BA fulfills or exceeds the Illinois State Board of Higher Education's requirements for teaching the corresponding high school courses. Students may enter the BA program as freshmen, sophomores or after graduating from a 2-year college. Students would apply for the AUSL and MAT program following their junior year and, if there is a fit between residency selection criteria and CPS school needs, a space would be saved in an MAT cluster scheduled to begin after the student's expected graduation date. Graduates must commit to the MAT program by June of their graduation year and enter within one year of graduation to maintain their eligibility.

1. Outreach and Recruitment Strategies

Goal 1, Objectives A and B will be achieved through tighter alignment between NLU's Institute of Urban Education (where, if awarded, the *TQP* project will be housed), NLU's Marketing and AUSL's Communications. This approach is most effective because it creates great opportunities for clear, consistent messaging to pique the interest of more highly-qualified, underrepresented persons who want to become teachers. This section will focus on: 1) branding; 2) public relations; and 3) dissemination tactics.

Branding. With *TQP* funding, the partnership will invest in brand strategies needed to hit a wider and more diverse target audience. Brand strategies will target the following key constituencies: future teachers; current teachers; principals and superintendents; and education-leaders with a focus on policy and opinion leaders. Examples of publications to be targeted will include N'Digo, LaRazza and Café Magazine to increase awareness in Latino and African American candidates. Additional funding will help build our network with HACE, a Latino recruiting firm focusing on higher education.

Public Announcement. Public announcements through WTTW (Chicago's public TV station), CAN TV (Chicago's Cable Access Network), and Spanish-speaking radio and TV stations will also be targeted for free public service announcements.

AmeriCorps. AUSL's recent 2009 approval as a new Illinois Americorps program will create new avenues for recruitment and enhance our program's stature by association with the respected Americorps brand.

2. Public Relations

TQP funding will also build the PR plan for AUSL/NLU by creating a conduit to showcase to the broader American public the value of urban teacher residencies on student achievement. Projects often have difficulty obtaining PR coverage and are forced to rely on paid-for media to communicate their message because they do not have an inherently newsworthy story to tell. The AUSL/NLU public relations and dissemination plan will bring significant communications and public relations focus to the partnership, especially by gaining "free" publicity and electronic media for the effort as it expands in the city and nationally.

Dissemination. The following dissemination tactics will be used:

• Spokesperson/Thought Leader Development	• Podcasting
• Media and Analyst Relations	• Electronic Newsletter Program
• Press Release Program	• Key Conference presence
• Editorial Opportunities	• Speaking Opportunities
• Byline Article/Case Study Program	• *TQP* project website
• Identifying and creating think tank forums in Chicago for national participants	
• Linking to Department outreach initiatives & the Secretary's travel to Chicago	
• Offer tours and quality descriptive materials on NLU/AUSL partnership schools	

To grow the number of high-quality teachers needed for CPS' high-need schools, AUSL/NLU must grow the number of high-quality candidates that enroll and graduate from our program and remain teachers for a minimum of 4 years in a CPS high-need school. In order to do this, AUSL/NLU will invest resources in building NLU's BA/MAT program along with our

combined outreach and recruitment strategies aimed at piquing the interest of our target constituency of potential underrepresented resident candidates and the education community at large. Residency models are the decade's most important discovery in delivering high-quality teachers to the most marginalized, urban public schools, and national interest is growing as a result. Our 9 years of partnership is a powerful and enviable story of student achievement and teacher retention. Further funding will help us grow and continue to make the change needed in Chicago's schools.

Competitive Preference Priority 1: Student Achievement and Continuous Program Improvement

Goal #2 is designed to achieve Competitive Preference Priority 1.

Goal 2: More disciplined and consistent use of student achievement data to improve teacher preparation. Use teachers' systematic analysis of individual and school wide student achievement data to build teacher effectiveness and transform the teacher preparation curriculum.
Objective A: *Network schools, AUSL and NLU participate in a shared system for collecting and analyzing student achievement data.*
Objective B: *Pre-service curriculum is demonstrably responsive to student achievement data.*

Outstanding residencies and induction coaching must be guided by clear feedback on teaching effectiveness that is explicitly linked to formative and summative student achievement outcomes. Because AUSL/NLU has been able to establish a strong residency and induction process, we are now in a position to expand and develop the residency/induction model around a ground-breaking system for aligning preparation course work and coaching with meaningful and shared student achievement data.

In the past, AUSL/NLU relied upon school test scores and teacher retention (the only information available) to analyze the effectiveness of the residency program. This year, as a pilot, AUSL/NLU will use new tools to create a continuous feedback loop between student

achievement, teacher behaviors and planning, the residency program, and induction. This will be accomplished by using the following 5 methods for assessment and data analysis:

1. The Classroom Diagnostic Assessment System (CDAS™),
2. Northwest Education Association Assessment (NWEA) and interim assessments,
3. State standardized tests (ISAT for elementary and ACT for high school),
4. CPS longitudinal Data Systems, and
5. AUSL/NLU Data Sharing.

The comprehensive plan for achieving Goal #2 is described in detail in the Competitive Preference Priority 1 Attachment.

Competitive Preference Priority #2: Partnership Grants for the Development of Leadership Programs

AUSL/NLU project goal #3 is designed to achieve Competitive Preference Priority 2.

Goal 3: Develop and implement a career ladder for graduates to become school leaders.
Objective A: *Create a formal principal selection and training program so that at least 20% of new AUSL principals are "home-grown" by 2012.*
Objective B: *Enroll 10% of graduates into professional career ladder programs by 2010.*
Objective C: *By end of grant period at least 15% of career ladder participants will assume a school leadership role.*

The AUSL/NLU residency has focused on training new teachers, and has not created a parallel pipeline of leaders that would further enhance our effectiveness and contribution to CPS. TQP funds will enable AUSL/NLU to: 1) create an AUSL principal selection process to identify potential principals among residency graduates and train/mentor them through the certification process all the way to placement in a high-need school; and 2) create a teacher career ladder led by a Director of University Partners to advise graduates of coursework, endorsements and

additional certifications to help them increase their school responsibilities, and grow into mentor teachers, teacher leaders, and/or AUSL coaches.

The comprehensive plan for achieving Goal #3 is described in detail in the Competitive Preference Priority 2 Attachment.

Competitive Preference Priority 3: Rigorous Selection Process

AUSL/NLU project goal #4 is designed to achieve Competitive preference Priority 3.

Goal 4: Expand recruiting to enroll more highly-qualified and diverse residency candidates in high-need subject areas.
Objective A: *Enroll at least 50% of residents into designated "high need" subjects: math, science (middle & secondary) and special education approval.*
Objective B: *Graduate a diverse class of new teachers with at least 40% minorities.*
Objective C: *Increase quality of applicant pool through marketing and recruitment to maintain an application to admissions rate of 15% or lower.*

AUSL/NLU has created a rigorous selection process for residency candidates. Fewer than 25% of applicants have been admitted in the last 7 years, and the past 2 year acceptance rate has been less than 15%. The selection process is research-based and includes the viewpoints of multiple stakeholders, including: mentor teachers, coaches, principals and directors. By the time an applicant is admitted to the program, AUSL/NLU program staff has spent 6 to 10 person-hours vetting their candidacy.

The comprehensive plan for achieving Goal #4 is described in detail in the Competitive Preference Priority 3 Attachment.

Competitive Preference Priority 4: Broad-based Partners.

AUSL/NLU project goal #5 is designed to achieve Competitive Preference Priority 4.

Goal 5: Increase participation with existing partners and expand network of potential partners to provide high quality school-based services to CPS students, assist targeted recruiting efforts, and facilitate collaboration among other residency programs.
Objective A: *Increase the number of CPS students in AUSL schools receiving services* through

existing partnerships *by 15% annually in years 3-5*.
Objective B: *Increase partnerships with organizations that align with AUSL/NLU strategies and offer excellent services to CPS students by 10% in years 3-5.*
Objective C*: Increase residency applications from partner service providers by 10% annually in years 3-5.*
Objective D*: Objective 5d will focus on building a shared knowledge base and collaboration with residency programs awarded through TQP. If awarded, AUSL/NLU will develop this objective collaboratively with other awardees by Year 2.*

In addition to the strong relationship shared between NLU, AUSL, and CPS, to deliver the teacher residency program, AUSL/NLU actively seeks out a variety of other partnerships to support our mission. We solicit financial support from corporations, foundations, and individuals who believe in our work and view AUSL/NLU as an effective model for urban school transformation. Further, AUSL/NLU partners with curricular enhancement providers in athletics, music, and performing arts to provide our students with a variety of activities to keep them motivated in the classroom as well as volunteers who serve as role models and life-skills mentors to CPS students. Our partnerships with curricular enhancement providers have also shown strong promise as a recruiting channel for AUSL/NLU residencies.

The AUSL/NLU comprehensive plan for achieving Goal #5 is described in detail in the Competitive Preference Priority 4 Attachment.

Innovations in Online Communication

The AUSL/NLU urban teacher residency will use *TQP* funding to assist in building a new online learning community and peer networking. Currently, online communications take place through *Google Groups* ™ , a free, online resource where users can create groups have discussions and create custom web pages. NLU currently uses Blackboard and will extend this platform to the AUSL community.

Online Learning Community and Peer Networking.

Coursework and significant amounts of resource materials will be available to students through NLU's Blackboard platform, which will be accessible for residents, mentors, principals, and other teachers from any computer with internet access. Online components include: 1) Discussion Board –for class discussion as well as prompts and responses regarding steps in the residency process. This gives students the opportunity to interact asynchronously and allows guests to interact with students; 2) Course Content Modules – allows instructors to post articles, mini-lectures and other materials for students to read and react to on the Discussion Board; 3) Small Group Projects –allows students to participate in small group projects online,; 4) Document Storage and Sharing –students can upload documents, share them with other students and professors and get feedback; 5) Chat –allows students, faculty members, and guests to interact in real-time. Its capacity to create online office hours for faculty offers convenient access for busy teachers; 6) Calendar –gives students the opportunity to plan for future face-to-face, online and course deadlines; 7) Course Announcements –keeps students apprised of deadlines, current information, and NLU events; 8) Course Mail –provides opportunities for e-mail; 9) Course and Blackboard Orientation – allows students to have a resource within the course which outlines expectations, technical requirements and provides a FAQ section.

Outcomes

In order to impact and bolster student achievement in Chicago's most marginalized schools, the AUSL/NLU partnership is ready to take our current model outlined in Section I of the *Quality of the Project Design* to the next level by implementing the necessary innovations detailed in Section II. We will carry out this important work by meeting the five goals aligned with each of the five priorities put forth by the Department of Education. Through *TQP* funding,

the AUSL/NLU residency model has the potential to impact local and national practices. We are ready for the challenge put forth in this proposal and look forward to the chance to make historical changes in public education.

QUALITY OF MANAGEMENT PLAN

This management plan is designed to achieve the objectives of the proposed AUSL/NLU project to support CPS. NLU and its partners AUSL and CPS will guide this project through a strong leadership team and disciplined oversight. AUSL will provide day-to-day direction and management to ensure rigorous implementation of the residency and induction innovations and expansions. CPS likewise has a project leader who will serve in a managerial and advisory capacity. At its core the management team has oversight for quality control and focuses on capacity-building at each organization to better carryout this multi-institutional project. Quarterly meetings of the Executive Advisors and Project Directors will provide general review as well as feedback loops to continuously improve efforts and outcomes. Likewise, Project Directors and all key project staff will meet on a monthly basis to discuss progress to date, review any gaps in effectiveness, and suggest revised activities where appropriate. NLU will lead the coordination, development and assurances of the content-knowledge development working with CPS leadership and will also manage the work of the evaluation team. NLU will work in collaboration with AUSL and CPS to ensure the appropriateness of all professional development activities. Clearly defined responsibilities within coordinated functions will create a seamless implementation to meet project goals within the established timeline and proposed budget.

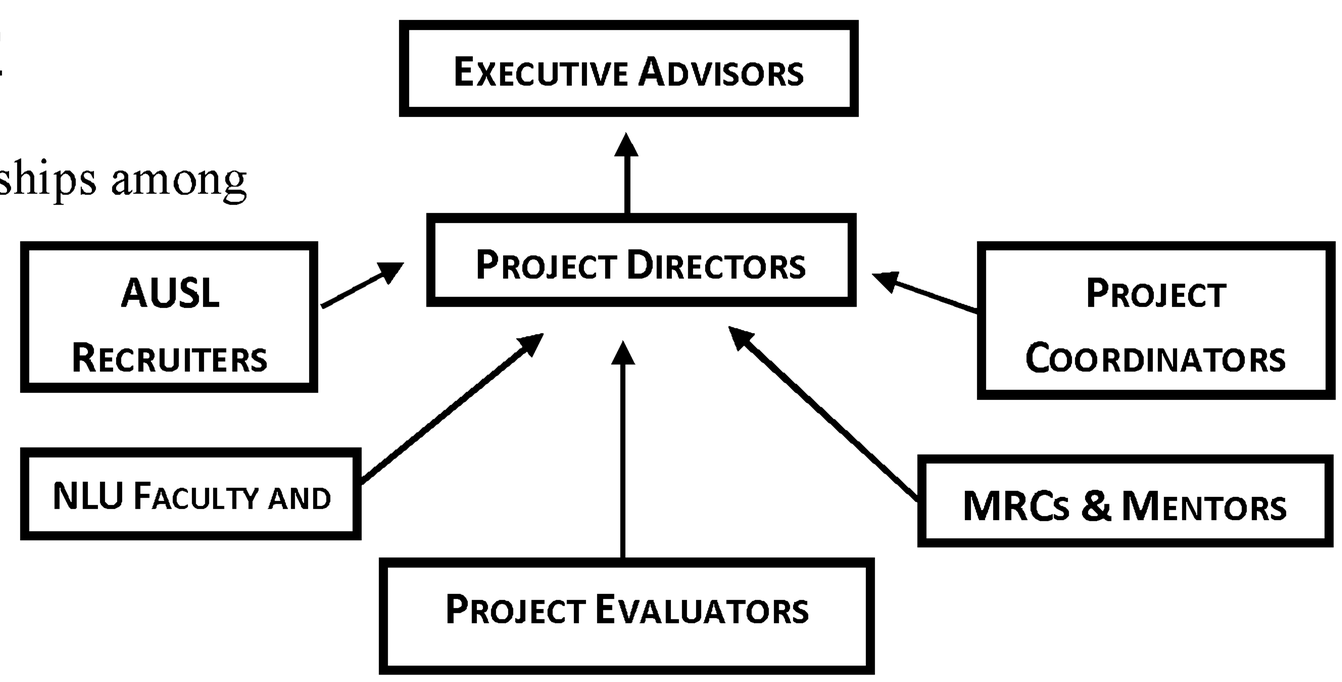
ROLES, RESPONSIBILITIES, AND TIME COMMITMENTS

Executive Advisors ▪ Dr. Alison Hilsabeck, Dean, National College of Education NLU	Leadership oversees/ensures quality of implementation; provides overall leadership and direction. **Time Commitment: 5 % in kind**

▪ Dr. Martha Casazza, Dean College of Arts and Sciences NLU ▪ Dr. Don Feinstein, Executive Director, AUSL ▪ Dr. Jarvis Sanford, Area Instructional Officer, CPS	**support from NLU, 35% for Don Feinstein and 45% for Jarvis Sanford.**
Project Directors ▪ Michael Whitmore, Director of Residency, AUSL ▪ John Ayers, Associate Director, Inst. Urban Education, NLU	Oversees day-to-day project operation; ensures fiscal integrity/adherence to grant requirements and quality of professional development; manages data collection and dissemination, meets regularly with staff and partners. **Time Commitment: 100% for Michael Whitmore and 30% for John Ayers.**
Support Coordinators ▪ Davin Auble, Director of Induction, AUSL ▪ Kristin Chong, Deans Office, NLU	Oversees induction coaching program; ensures quality of induction and post-graduate support. **Time Commitment: 100%**
Finance Coordinators ▪ Clare Sullivan, Financial Manager, AUSL ▪ Terri Sharpp, Assoc. Director of Grants, NLU	Manages all organizational finances and fiscal reporting. **Time Commitment: 10%**
NLU Faculty Leaders ▪ Dr. Diane Salmon ▪ Dr. Scott Sulivan ▪ Dr. Sherri Bressman ▪ Dr. Wendy Gardiner ▪ Dr. Harry Ross	Advises curricula revisions, provides content and pedagogy expertise and development. **Time Commitment: 40% (20% grant funded, 20% in-kind)**
AUSL Mentor Resident Coaches	Administers the residency at a particular training site. **Time Commitment: 100%.**

ORGANIZATION CHART

This shows reporting relationships among the managerial staff, evaluators, and partner staff.



QUALITY OF KEY MANAGERIAL STAFF

Executive Advisors. High-level executives from each partner institution bring considerable experience in managing large grants, complex organizations and cutting-edge education programs set in an urban environment (see resumes in Appendix D): *Alison Hilsabeck, Dean, National College of Education, NLU*, has successfully expanded and built the Urban Institute at NLU. She has over 20 years of experience in higher education administration, including a number of years as assistant dean of the School of Education and Social Policy at Northwestern University. *Dr. Martha Casazza's—Dean, College of Arts and Sciences, NLU*—most recent publication is entitled, *Access, Opportunity and Success: Keeping the Promise of Higher Education (*2006). *Dr. Don Feinstein, Executive Director of AUSL*, has over 20 years of experience as a CPS principal and as a special education teacher and administrator and helped design the early stages of the AUSL/NLU residency program. *Dr. Jarvis Sanford, Area Instructional Officer for AUSL/CPS schools and Managing Director for Elementary Schools for AUSL*, has over 15 years experience as a CPS principal and teacher.

Project Directors and Other Key Staff (See resumes in Appendix D). *John Ayers, Senior NLU Consultant and Associate Director of the Institute for Urban Education at NLU* will serve as NLU's Project Director. John Ayers is also a Senior Associate at National Association of Charter School Authorizers (NACSA) and previously served as NACSA's Vice President for communications and Vice President for Strategic Partnerships. *Michael Whitmore, Director, AUSL Residency Program*, will serve as AUSL's Project Director with 12 years of teaching and leadership experience. NLU Faculty leaders and other key faculty have over 40 years of sustained and proven records of excellence in teaching. Professional staff also includes the following positions:

▪ CPS Mentor Teachers ▪ CPS Coordinator ▪ NLU Faculty ▪ Mentor Resident Coaches ▪ Induction Coaches	▪ NLU Marketing ▪ NLU Career Services Curriculum Coaches ▪ WestEd evaluators ▪ NLU Institutional Research	▪ AUSL Recruiters ▪ AUSL Director of University Partners ▪ AUSL Deputy Directors for Schools ▪ Assistant Principals

GOALS, OBJECTIVES, ACTIVITIES & BENCHMARKS/MILESTONES

A full and detailed work plan will be developed within the first 2-weeks, if the grant is awarded, to carry out all activities to support and meet overarching goals and objectives on time and within budget. The following four pages highlight the overarching objectives, as well as supporting activities and benchmarks. It is intended to address the adequacy of mechanisms for ensuring the high-quality delivery of services for this proposed project. The charts also include a general timeline, broken into project year and quarter, which outlines when the activities will occur and benchmarks will be achieved.

GOALS	OBJECTIVES	TASKS/ACTIVITIES	BENCHMARKS/MILESTONES	Annual TIMELINE
Goal #1 **Expand number of AUSL/MAT graduates to serve CPS.** *Absolute Priority #2* *CPP # 3* *GPRA #s 1 & 3*	1a. Increase capacity of residency program to increase the number of graduates from 56 to 90 new teachers p/yr. 1b. Increase retention from 80% to 85% of graduates after 4 years	Residents study in NLU learning cohort while they participate in their course work	• Expand program to serve more residents • More staff hired to increase high school residents with a second training high school • Program fully online with a third in development by the 2010-11 school year	Yr. 1: 1-4Qs Yrs. 1: 1st Q
		Residents grouped into site-specific cohorts as determined by school placement and move together as unit through master's program.	• Integration of training and induction through the design and development of "signature strategies," proven techniques for high need schools – and post-residency summer professional development • Ensure high-need content area needs and endorsements are met for CPS of all new graduates	Yrs. 1-3

GOALS	OBJECTIVES	TASKS/ACTIVITIES	BENCHMARKS/MILESTONES	Annual TIMELINE
Goal #2 **Using teachers' systematic analysis of individual and school wide student achievement data to build teacher effectiveness and transform the teacher preparation curriculum.** CPP #1	2a. Network schools, participate in shared system to collect & analyze student achievement data. 2b. Pre-service curriculum demonstrably responsive to achievement data. 2c. Teachers' practices demonstrably responsive to student achievement data.	Establish new model for linking student achievement to assessment of teacher candidate effectiveness and to the quality of teacher preparation processes	• WestEd completes partner discussions re: evaluation model: AUSL, NLU, and CPS • CPS approves model • Design functional model at the onset working with all partners • Begin Testing on Select Classrooms as suggested by WestEd prior to complete rollout into all project schools and classrooms	Ys1-2: Compre-hensive Planning/ Design
		Pilot student classroom diagnostic assessments in all training sites and turnaround schools.	• Implement tool usage in all project classroom • Track outcomes of implementation and effectiveness of pilot • Complete piloting of classroom diagnostic assessments in all training sites and turnaround schools.	Yrs 3-5 ongoing
		Establish data protocol and bi-weekly curriculum meetings to tie student achievement to the college standards and provide continuous feedback loop	• Create the data protocol as it will be used throughout the system, from classroom to program management. This will be a part of the design team's work in the first 2 years.	Yrs. 1-2

GOALS	OBJECTIVES	TASKS/ACTIVITIES	BENCHMARKS/MILESTONES	Annual TIMELINE
Goal #3 **Develop and implement a career ladder for graduates to become school leaders.** *CPP # 2* *GRPA #s 1 & 3*	3a. Create a formal principal selection and training program so that at least 20% of new AUSL principals are "home-grown" by 2012. 3b. Enroll 10% of graduates into professional career ladder programs by 2010. 3c. By end of grant period at least 15% of career ladder participants will assume a school leadership role.	Develop and implement modules that integrate pedagogy and practice focusing on turnaround schools	• Obtain approval for a new NLU program leading to the Illinois Teacher Leader endorsement, tailored to urban teaching • Complete market analysis on size and scope of needs	Y1: 4th Q
		Develop and implement pathways for deepening content knowledge and/or specialized expertise of turnaround Ts in HN areas	• Develop menu of graduate course sequences leading to endorsements (dual endorsements) in high need content areas, ELL, Reading Teacher, and Special Education	Y1 Planning Y2: 1st Q Implement
		AUSL-NLU to develop and implement year-long induction for teacher leader candidates, including mentoring	• Create online career development materials by NLU/AUSL personnel in alignment with CPS needs • Improve data sharing through Blackboard • Hire career advisor to facilitate NLU coursework and school needs.	Y1: Planning Y2: 1st Q Implement
		Develop, implement effective mechanisms to recruit & enroll underrep. populations through rigorous selection process.	• Recruitment officer assigned to leadership recruitment • Marketing/recruitment plan created • Marketing /recruitment plan implemented • Marketing/recruitment plan sustained	Y1: 1st Q Y1:2rd Q Y2:3rd Q Ongoing

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GOALS	OBJECTIVES	TASKS/ACTIVITIES	BENCHMARKS/MILESTONES	Annual TIMELINE
Goal #4 **Expand recruiting to enroll more highly-qualified and diverse residency candidates in high-need subject areas** *Absolute Priority #2* *CPP # 3*	4a. Enroll at least 50% of residents into designated "high need" subjects: math, science (middle & secondary) and special education approval. 4b. Graduate a diverse class of new teachers with at least 50% minorities.	Redesign NLU B.A./M.A.T. to create feeder system into residency program with significant online resources focus on mathematics education	• Create across-college faculty team to lead assessment effort • Plan, write, develop materials and assessments by cross-college faculty team • Create specialized instructional materials and resources. • Create and implement strong marketing plan designed to recruit from underserved communities	Y1: 1st & 2nd Qs
		Integrate pedagogy, practice, and mentoring; undertake guided apprenticeship	• Revise current MAT curricula. Dean's office & dept. chair finalize approval • Specialization of induction coaches by grade and content area to achieve tighter focus on curriculum	Y1: 2rd Q
		Create pre-residency cohort for otherwise highly qualified math/science residents who are deficient in content areas.	• Cross-train for AUSL/NLU team on curriculum, teaching, assessment, program evaluation • Continuous feedback loop	Y1:2nd Q

GOALS	OBJECTIVES	TASKS/ACTIVITIES	BENCHMARKS/MILESTONES	Annual TIMELINE
Goal #4 *Continued.*	4c. Increase quality of applicant pool through marketing and recruitment to maintain an application to admissions rate of 15% or lower.	Expand integration of NLU professors and AUSL faculty through regular reflections, field visits, joint assessments, data sharing and Danielson Framework	• Annual schedule created to track monthly team meetings • Develop targeted intervention mechanisms for coaches to use with these residents • Develop new recruitment materials • Train recruitment staff • Target communities in which AUSL schools are located to pull "homegrown" candidates • Recruiters achieve new targets high-need content area • NLU's BA-MAT-completion program used as a feeder	Y1: 1st Q

GOALS	OBJECTIVES	TASKS/ACTIVITIES	BENCHMARKS/MILESTONES	Annual TIMELINE
Goal #5 **Expand network of potential partners to provide high quality school-based services to CPS students** *CPP #4*	5a. Increase the number of CPS students in AUSL schools receiving services through existing partnerships by 15% annually in years 3-5. 5b. Increase partnerships with organizations that align with AUSL/NLU strategies and offer excellent services to CPS students by 10% in years 3-5.	Identify partners with school-based offerings and service-minded individuals and cultivate relationships	• Set up relationship building meetings with potential new partners • Create formal relationships between schools and new partners; inform potential partner employees about residency	Y1 Y2

EVALUATION DESIGN

Overview. WestEd will conduct a mixed-methods evaluation that combines formative and summative components. The formative component will provide regular data to AUSL/NLU on progress of the implementation and progress towards achieving its objectives. Primary data collection methods for the formative component include qualitative methods, including focus groups and classroom observations, and quantitative analyses of survey data and data collected by the project leaders and CPS. The summative component of this evaluation will focus on assessing student outcomes related to the components of this project, the quality and retention of teachers and principals trained through the project, and the anticipated sustainability of the project and its outcomes. WestEd will rely primarily on quantitative analyses of student achievement data, tied to teacher participation in this project, while developing appropriate comparison groups through propensity score analysis (PSA). WestEd will also provide annual reports to AUSL/NLU that include the required GPRA measures for reporting a full annual report showing analysis of all data and quarterly updates.

Along with a renowned level of methodological expertise, WestEd brings strong content expertise in the preparation of teachers for high need settings. Of particular relevance to this project is their current work as the national evaluator of the Transition to Teaching (TTT) program for the U.S. Department of Education.

To fully gain from the evaluation process and results, AUSL/NLU will establish an evaluation planning and review team representing all program partners and led by NLU staff highly experienced in evaluation. The team will meet regularly with WestEd to review evaluation tools, methods and results throughout the project. This collaborative approach will continually link direct working knowledge of the program to the evaluation activities,

and bring sound, objective data to the implementation of AUSL/NLU. The evaluation thus aligns with the program approach of strong partnerships, a continuous feedback loop of data, and a focus on deepening the data use capacity of participants.

Evaluation Questions. This evaluation is guided by 7 evaluation questions. The first 5 questions focus on the relationship between project implementation and its anticipated outputs of highly qualified, exceptional teachers, mentors, and school leaders, as well as improved learning opportunities for students in high needs areas and high needs schools. The 6th question focuses on the program goal of transformation of the teacher preparation curriculum, and the final question focuses on the outcomes of this project related to student achievement, behavior, and attitudes towards school. Following are two figures showing the evaluation questions, and the alignment between the project goals and objectives, evaluation questions, GPRA and HEA measures, and data sources.

Evaluation Question	Sub-Question(s)
1. To what extent has the project expanded recruitment and enrolled more diverse and highly qualified pre-service candidates in high needs service areas and schools? (Recruitment)	a) What percentage of participants from the previous year who do not graduate remain in the program the following year to complete it?
2. To what extent has the project prepared inductees for their entry into high-needs service areas and schools? (Preparation)	a) What percentage of program completers pass all necessary requirements of the Illinois Certification Testing System (ICTS)? b) What percentage of program completers has improved scale scores on the ICTS?
3. Has the project increased the number of teachers … (Quality Teachers)	a) Who are members of underrepresented groups? b) Who teach high-need academic subjects? c) Who teach in high-need areas, such as special education and English language instruction? d) Who teach in high-need schools? e) Who are prepared to integrate technology into curricula and instruction and who use technology effectively to collect, manage, and analyze data to improve teaching and learning?
4. Are teachers who enter into high-needs service areas and schools through this program more likely to remain teaching in high-needs service areas and schools? (Retention)	a) What percentage remains after one year? b) What percentage remains after three years? c) What percentage remains after four years?
5. To what extent has the project improved the pool of candidates ready to assume greater leadership roles in schools? (Leadership)	a) Are teachers who participate in this program prepared to assume greater instructional and school leadership roles? b) Has the project resulted in a cadre of principals prepared to

	turn chronically low-performing schools around?
6. What are the linkages between the use of the CDAS in the classroom, instructional improvement in the Pre-K-12 classroom, and curricular improvement in AUSL/NLU? (CDAS)	
7. To what extent are improvements in student outcomes, especially student achievement, linked with participation in this project? (Student Achievement)	

Goal	Objectives	Evaluation Question	Data Collection Methods (Sources)
Goal 1: Using teachers' systemic analysis of individual and school wide student achievement data to build teacher effectiveness and transform the teacher preparation curriculum. **Corresponding GPRA/*HEA*** *HEA 1 (corresponds to A on Accountability and Evaluation checklist)*	1a. Network schools participate in shared system to collect and analyze student achievement data. 1b. Pre-service curriculum demonstrably responsive to achievement data. 1c. Teachers' practices are demonstrably responsive to student achievement data	Eval. Question 6: CDAS Eval. Question 7: Student Achievement	-Student data (ISAT, NWEA, PSAE, ACT, measures of being on-track to graduate, student behavior measures, student graduation, college enrollment rate, student beliefs and attitudes about school, student promotion and retention) -Interviews (AUSL/NLU project leadership, school principals) -Focus groups i (AUSL/NLU graduates) -Classroom observations -Surveys (AUSL/NLU graduates, AUSL/NLU inductees)
Goal 2: Develop and implement a career ladder for graduates to become school leaders. **Corresponding GPRA/*HEA*** Performance Measure 1: Graduation Performance Measure 3: Improved Scores *HEA 1, 3(corresponds to A, C on Accountability and Evaluation*	2a. Create a formal principal selection and training program so that at least 20% of new AUSL principals are "home-grown" by 2012. 2b. Enroll 10% of graduates into professional career ladder programs by 2010. 2c. By end of grant period at least 15% of career ladder participants will assume a	Eval. Question 5: Leadership *Subquestions 5a and 5b*	-Interviews (school principals) -Focus group interviews - -(AUSL/NLU graduates, current AUSL/NLU students, AUSL mentors) -Surveys (AUSL/NLU graduates, -AUSL/NLU inductees, -AUSL/NLU residents)

Goal	Objectives	Evaluation Question	Data Collection Methods (Sources)
checklist)	school leadership role.		
Goal 3: Expand number of AUSL/MAT graduates to serve CPS **Corresponding GPRA/*HEA*** Performance Measure 1: Graduation Performance Measure 3: Improved Scores Short-Term Performance Measure 1: Persistence *HEA 2, 3, 4* *(Corresponds to B,C on Accountability and Evaluation checklist)*	3a. Increase capacity of residency program to increase the number of graduates from 56 to 90 new teachers per year. 3b. Increase retention from 80% to 85% of graduates after 4 years.	Eval. Question 1: Recruitment *Subquestion 1a* Eval. Question 2: Preparation *Subquestions 2a and 2b*	-Teacher data (ICTS, AUSL/NLU enrollment and graduation data; CPS employment data) -Interviews (AUSL/NLU project leadership and faculty, school principals) -Classroom observations -Focus group interviews (AUSL/NLU graduates, current AUSL/NLU students, AUSL mentors) -Surveys (AUSL/NLU graduates, -AUSL/NLU inductees, -AUSL/NLU residents)
Goal 4: Expand recruitment to enroll more highly qualified and diverse pre-service candidates in high need subject areas **Corresponding GPRA/*HEA*** Performance Measure 2: Employee Retention Efficiency Measure: Employment	4a. Enroll at least 50% of residents into designated "high need" subjects: math, science (middle & secondary) and special education approval. 4b. Graduate a diverse class of new teachers with at least 40% minorities. 4c. Increase quality of applicant pool through	Eval. Question 1: Preparation Eval. Question 3: Quality Teachers *Subquestions 3a – 3e*	-Teacher data - (AUSL/NLU enrollment and graduation data, school teacher retention data) -Interviews (AUSL/NLU project leadership and faculty) -Focus group interviews (AUSL/NLU graduates)

Goal	**Objectives**	**Evaluation Question**	**Data Collection Methods (Sources)**
Retention Short-Term Performance Measure 2: Employment Retention *HEA 2, 4* *(Corresponds to B,C on Accountability and Evaluation checklist)*	marketing and recruitment to maintain an application to admissions rate of 25% or lower.	Eval. Question 4: Retention *Subquestion 4a*	-Classroom observations Surveys (AUSL/NLU graduates, AUSL/NLU inductees, AUSL/NLU residents)
Goal 5: Increase participation with existing partners and expand network of potential partners to provide high quality school-based services to CPS students, assist targeted recruiting efforts, and facilitate collaboration among other residency programs. **Corresponding GPRA/*HEA*** *HEA 4a-e (Corresponds to D i-v on Accountability and Evaluation checklist)*	5a. Increase the number of CPS students in AUSL schools receiving services through existing partnerships by 15% annually in years 3-5 5b.Increase partnerships with organizations that align with AUSL/NLU strategies and offer excellent services to CPS students by 10% in years 3-5. 5c: Increase residency applications from partner service providers by 10% annually in years 3-5.	Eval. Question 1: Preparation Eval. Question 3: Quality Teachers Subquestions 3a and 3d An additional evaluation question is expected to address Objective	-Teacher data (ICTS, AUSL/NLU enrollment and graduation data) -Interviews (AUSL/NLU project leadership)

Goal	Objectives	Evaluation Question	Data Collection Methods (Sources)
	5d. Objective 5d will focus on building a shared knowledge base and collaboration with residency programs awarded through TQP. If awarded, AUSL/NLU will develop this objective collaboratively with other awardees by Year 2.	5d. when that Objective is determined in Year 2.	

Data Sources. This evaluation will use data from existing sources collected by the program and held within CPS databases and will collect extensive quantitative and qualitative data from program participants. WestEd will have access to all of the data collected by the project, including participants' applications, coursework syllabi, grades, and completion rates. Three times per year, AUSL/NLU administers the Northwest Evaluation Association's Assessment System (1) in grades 3-8 as well as for incoming high school students. Furthermore, AUSL/NLU tracks student graduation and college enrollment rates. They will also make this data available to WestEd. Extant data from CPS includes the following sources: 1) Student achievement on the Illinois Standards Achievement Test (ISAT) (grade 3-8), Prairie State Achievement Exams (PSAE) (grade 11), and ACT (grade 11); 2) Measures of being on-track to graduate (grades 9-12); 3) Student behavior measures, including expulsions, the number of days suspended and the number of days absent; 4) Student graduation rates; 5) Students' beliefs and attitudes about their schools from annual Student Connections Survey; 6) Student promotion and retention; and 7) Teacher data, including scores on ICTS, teacher absences, and teachers leaving CPS after one and three years.

New Data Collection. In an effort to ensure the instruments are of the highest quality to adequately assess program implementation, WestEd will 1) review existing data collection instruments and 2) develop and implement new instruments, including interview and focus group protocols, survey instruments, and a classroom observation protocol.

Interview and Focus Group Protocols. WestEd will develop three interview protocols (for AUSL leadership, NLU leadership, and CPS principals from participating schools) and three focus group protocols (for AUSL/NLU graduates who are currently practicing teachers in CPS, current AUSL/NLU students, and AUSL mentors). WestEd will also conduct focus groups with new teachers and with mentors/teacher leaders from the comparison groups. The following table displays the topics interview participants will be asked to address:

Interview Subject	Topics Addressed
AUSL Leadership	project practices ▪ trends regarding participant recruitment developments ▪ observations of Academy training and student results ▪ use of CDAS data in program decision ▪ performance of participants during induction phase and after program completion
NLU Leadership	implementation of the program ▪ use of CDAS data in making decisions about curricula ▪ general impact of project on NLU practice
CPS Principals	school conditions and needs ▪ school goals ▪ how teachers employ pre-service curriculum/experience to help meet goals ▪ additional tools teachers require to meet the needs of the school and its student

The focus group interviews, specific to each type of participant, will consist of randomly-selected participants from each group – graduates, residents and inductees, and mentors – based on invitation. The following table displays the topics focus group participants will be asked to address:

Focus Group Subject	Topics Addressed
Graduates teaching in CPS	current classroom practice ▪ how well pre-service curriculum prepared them for day-to-day activities ▪ use of CDAS ▪ what additional education they would have benefited from ▪ motivations behind either continuing to teach in their current schools or, conversely, leaving their current positions
Current Residents	current pre-service classroom practice ▪ how well pre-service curriculum is preparing them for day-to-day activities ▪ use of CDAS

	▪ what additional education they could benefit from ▪ motivations behind pursuing teaching career
Mentor Teachers	insights into the strengths and struggles of recent graduates ▪ type of support they've given to mentees

Focus group questions for comparison groups will spotlight similar topics.

Classroom Observation Protocol. WestEd will develop a classroom observation protocol that is aligned with the 2nd and 3rd domains of Danielson's framework for use in this project, focusing on the following areas: 1) teacher's clear communication of the purpose of the lesson; 2) teacher's capacity to keep all students engaged in learning throughout the lesson; 3) teacher's capacity to deliver instruction at appropriate levels of rigor for all learners in the classroom; 4) types of instruction used during the lesson (i.e. teacher-led whole group instruction, small group instruction, student seatwork, student-student interaction, etc.); 5) extent to which teacher monitors student understanding and adjusts instruction accordingly; and 6) extent to which teacher maintains a friendly, safe and respectful classroom environment. This protocol will apply to program participants and member of the comparison group.

Survey Instruments. In addition to the interview data, WestEd will administer annual surveys to three groups of AUSL/NLU participants – graduates who have been teaching in CPS for more than one year past induction, inductees in their first or second year of teaching, and residents or current AUSL/NLU students. The survey instruments will be sent to all AUSL/NLU participants still associated with CPS for whom we can attain contact information. Survey questions will be similar in nature to those asked during focus groups.

Data Collection Procedures. The evaluation team will choose a comparison group of teachers using propensity score analysis (PSA) (14-16) based on school characteristics

(percent FRL, mean scale score on ISAT/graduation rate); teacher characteristics (length of time teaching, ICTS scores); and classroom characteristics (mean scale score on ISAT, classroom composition-race/ethnicity, FRL). PSA is a method to predict participation in a particular group (in this case, the group of AUSL TRP teachers). The prediction is then used to select non-participants who share the same characteristics as the participants. WestEd will examine two potential sources for developing our comparison group: 1) teachers in the same school as AUSL/NLU teachers and 2) teachers at similar, low-performing schools as the schools that are part of this study. WestEd will investigate both possibilities, as well as a mix, in the first year of the grant.

Site Visits. WestEd will visit 12 of the study sites annually during years 2-4 of this project. Prior to the site visits, the evaluation team will conduct document reviews of AUSL/NLU curricula and receive other site visitor training.

Annual Surveys. WestEd will survey program participants and comparison groups annually during the five-year grant period; the first year will establish baseline numbers. In subsequent years, WestEd will report on change measures from the baseline as well as year-to-year on measures. Tracking respondents over time will also allow the evaluation team to estimate the relationships between the reported program activities and student achievement outcomes and other pertinent measures.

Output Measures. Annually, the evaluation team will review program documentation and analyze extant CPS databases and combine these with the data collected for the evaluation to supply the GPRA and HEA measures. AUSL maintains a database of all applicants to the AUSL/NLU program, including ICTS scores; applicant demographics; grade level, content area, and subject area of interest; academic background; screening

process results; and results from the Haberman assessment. These data will be combined with placement information to address the GPRA and HEA measures included in evaluation questions 1-6. Furthermore, since most of these measures require change scores, such as improved scale scores and increases in the number of teachers in high needs subjects and schools, WestEd will work with CPS and AUSL to develop baseline measures in high needs schools and collect these data annually from CPS. Finally, survey and case study data will also be supplied to inform these measures. The specific measures that will be supplied for GPRA and HEA will be developed in the initial quarter of the first year of this grant and reviewed with ED to ensure that they meet reporting requirements.

Outcomes Analysis. The evaluation team will focus on linking participation in the AUSL/NLU program with student outcomes, including the achievement, attitudinal, and behavioral measures listed above. Since the CPS student data system is capable of tracking each of these measures for all students over time, the outcomes analyses will focus on change measures by including measures from previous years as covariates. WestEd will rely on multilevel growth models (6, 9, 10, 13) to estimate program effects on the outcomes given the hierarchical structure of the data (student data nested within teachers and schools). These analyses will include students of teachers from the comparison groups chosen for other data collections as well as students of teachers from previous cohorts of AUSL graduates. Including both groups will allow the analyses to estimate changes in student outcomes compared to those of students whose teachers have not participated in the program as well as compared to those students whose teachers received the earlier version of the AUSL program. WestEd will conduct these analyses annually, beginning with the year that the first cohort of participants became teachers of record (when they exit residency and enter into the

induction phase of the project). The estimates that derive from these analyses will be used to report GPRA measures on student outcomes.

Evaluation Timeline

Year 1 (10/01/09—06/30/10)		
Task	**Deliverable**	**Due Dates**
Kickoff Meeting—Review evaluation plan, revise as needed	Revised Evaluation Plan	11/06/09
Develop GPRA Measures		
Provide AUSL/NLU with initial GPRA measures	Draft GPRA measures	12/04/09
Review with GPRA measures ED and revise as needed	Final GPRA measures	12/18/09
Develop Protocols		
Provide AUSL/NLU with initial protocols	Review initial protocols	01/15/10
Field test protocols	Field test report	02/12/10
Provide AUSL/NLU with final protocols	Final protocols	02/19/10
Collect Baseline Data		
Interview project leadership		04/02/09
Collect extant baseline data from AUSL/NLU and CPS		05/28/09
Conduct baseline survey of participants and comparison group		05/14/09
Reporting		
Monthly teleconferences to review evaluation progress and discuss initial findings		
Present initial findings from first year	In-person presentation	06/18/10
Provide first year report	First year report	06/30/10
Year 2 (07/01/10—06/30/11)		
Project Meeting—Review evaluation plan, revise as needed	Revised Evaluation Plan	08/27/10
Data Collection		
Conduct Site Visits		01/24/11-04/29/11
Conduct Participant Survey		05/13/11

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Collect Extant Data		05/20/11
Reporting		
Quarterly teleconferences to review evaluation progress and discuss initial findings as they emerge		
Present initial findings from first year	In-person presentation	06/17/11
Provide first year report	Second year report	06/30/11
Year 3 (07/01/11—06/30/12)		
Project Meeting—Review evaluation plan, revise as needed	Revised Evaluation Plan	08/26/11
Data Collection		
Conduct Site Visits		01/20/12-04/30/12
Conduct Participant Survey		05/11/12
Collect Extant Data		05/18/12
Reporting		
Quarterly teleconferences to review evaluation progress and discuss initial findings as they emerge		
Present initial findings from first year	In-person presentation	06/15/12
Provide first year report	Third year report	06/30/12
Year 4 (07/01/12—06/30/13)		
Project Meeting—Review evaluation plan, revise as needed	Revised Evaluation Plan	08/24/12
Data Collection		
Conduct Site Visits		01/18/13-04/30/13
Conduct Participant Survey		05/10/13
Collect Extant Data		05/17/13
Reporting		
Quarterly teleconferences to review evaluation progress and discuss initial		

findings as they emerge		
Present initial findings from first year	In-person presentation	06/14/13
Provide first year report	Fourth year report	06/28/13
Year 5 (07/01/13—06/30/14)		
Project Meeting—Review evaluation plan, revise as needed	Revised Evaluation Plan	08/30/13
Data Collection		
Conduct Site Visits		01/17/14-04/30/14
Conduct Participant Survey		05/16/14
Collect Extant Data		05/23/14
Reporting		
Quarterly teleconferences to review evaluation progress and discuss initial findings as they emerge		
Present initial findings from first year	In-person presentation	06/13/14
Provide first year report	Final report	06/30/14

Project Narrative

Competitive Preference Priorities and Invitational Priority

Attachment 1:
Title: **Competitive Preference Priorities 1-4 AUSL/NLU** Pages: **0** Uploaded File: **C:\Documents and Settings\karen.mendoza\Desktop\2009_jUL23_DOCUMENTS FOR UPLOAD\FINAL TQP UPLOAD\CPP_FINAL.pdf**

PROJECT NARRATIVE

Competitive Preference Priorities

I. Student Achievement and Continuous Improvement

II. Leadership Development

III. Rigorous Selection

IV. Broad Based Partnerships

COMPETITIVE PREFERENCE PRIORITY 1

STUDENT ACHIEVEMENT AND CONTINUOUS IMPROVEMENT

AUSL/NLU project goal #2 is designed to meet the requirements for competitive preference priority 1:

Goal 2: More disciplined and consistent use of student achievement data to improve teacher preparation. Use teachers' systematic analysis of individual and school wide student achievement data to build teacher effectiveness and transform the teacher preparation curriculum.
Objective A: *Network schools, AUSL and NLU participate in a shared system for collecting and analyzing student achievement data.*
Objective B: *Pre-service curriculum is demonstrably responsive to student achievement data.*

Outstanding residencies and induction coaching must be guided by clear feedback on teaching effectiveness that is explicitly linked to formative and summative student achievement outcomes. Because AUSL/NLU has been able to establish a strong residency and induction process, we are now in a position to expand and develop the residency/induction model around a ground-breaking system for aligning preparation course work and coaching with meaningful and shared student achievement data.

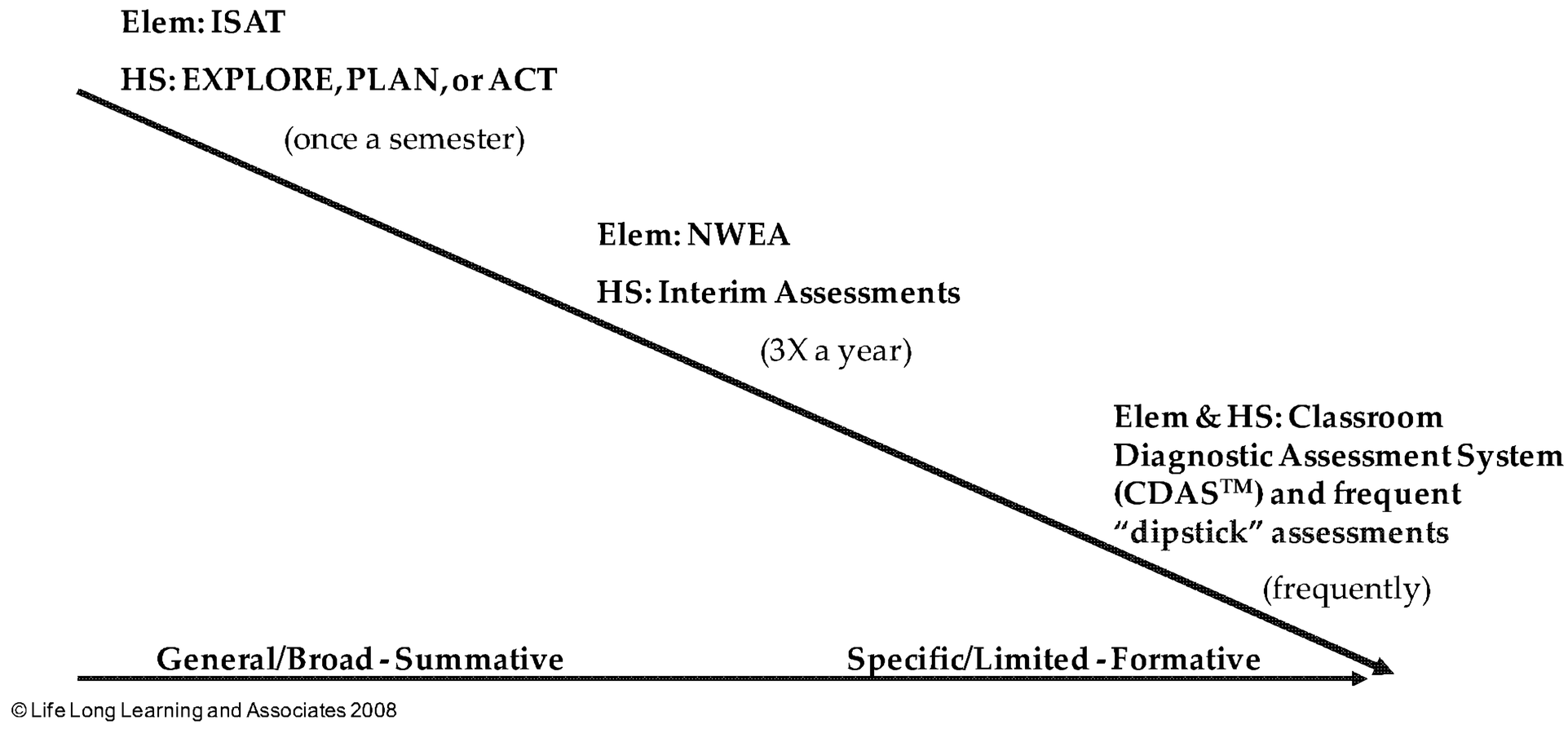
In the past, AUSL/NLU relied upon school test scores and teacher retention (the only information available) to analyze the effectiveness of the residency program. This year, with grant funding, AUSL/NLU will use new tools to create a continuous feedback loop between student achievement, teacher behaviors and planning, the residency program, and induction. This will be accomplished by using the following five methods for assessment and data analysis:

1. The Classroom Diagnostic Assessment System (CDAS™),
2. Northwest Education Association Assessment (NWEA) and interim assessments,

3. State standardized tests (ISAT for elementary and ACT for high school),
4. CPS longitudinal Data Systems, and
5. AUSL/NLU Data Sharing.

The remainder of this section will describe these methods in further detail. Table 1 outlines the relationship and frequency of the methods listed above.

Table 1: Frequency and Type of AUSL/NLU Student Achievement Data



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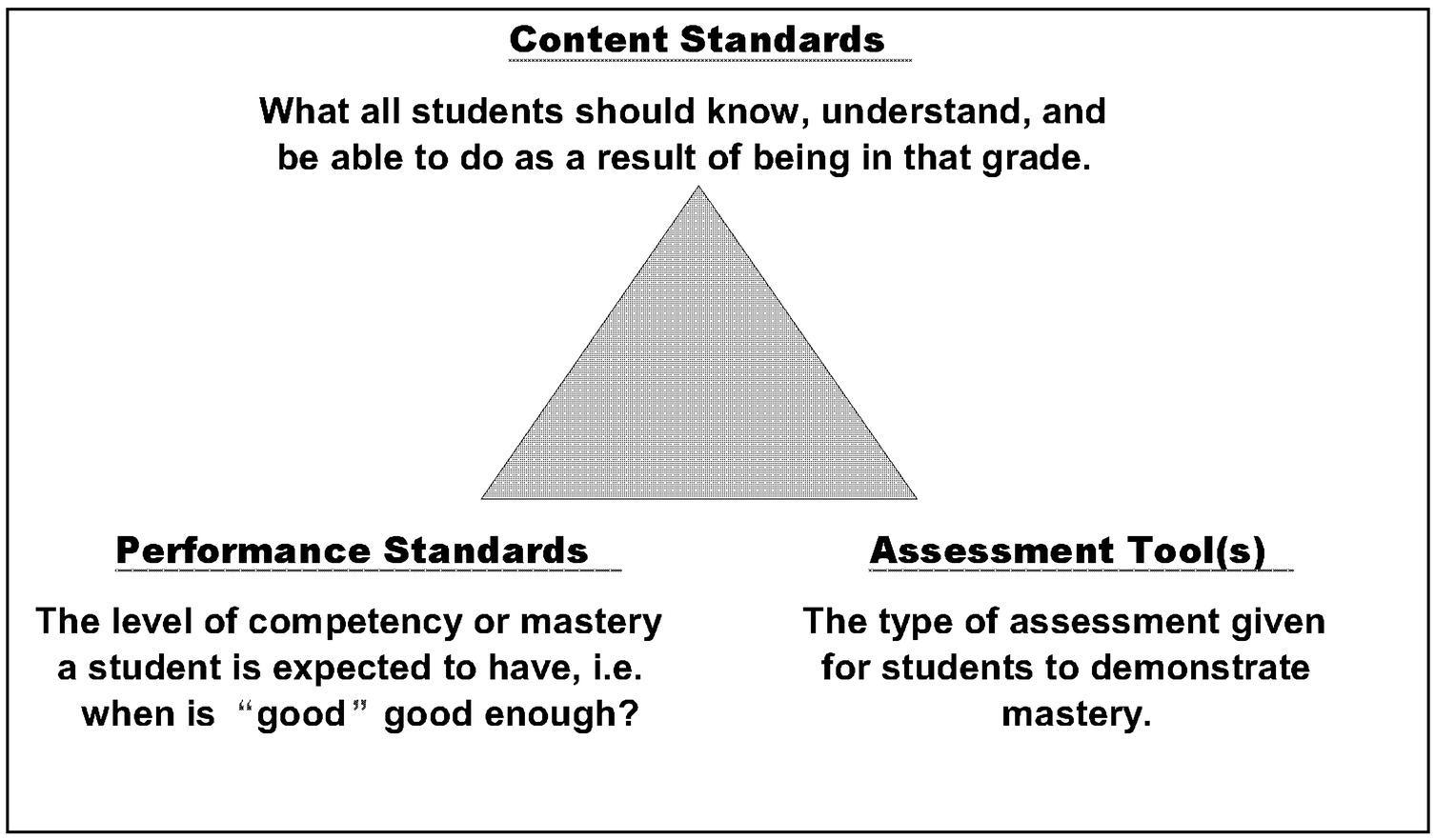
1. Classroom Diagnostic Assessment System

Framework. As stated in *The Turnaround Challenge* by Mass Insight (11), high-performing high-poverty schools: 1) use short, frequent, formative assessments, 2) immediately analyze the results, 3) adapt instruction quickly to address the identified gaps or problems, and 4) provide teachers with the time for collaborative problem-solving. The CDAS™ links teaching and assessment in very short cycles allowing teachers the opportunity to use data frequently and regularly to differentiate instruction. CDAS™ is based on Illinois Elementary Learning Standards and College Readiness Standards for core academic subjects. They consist of three interrelated components:

Table 2: CDAS™ Components



CDAS™ was created by a team of AUSL teachers, leaders, and coaches under the direction of Life Long Learning & Associates, a national leader in curriculum and assessment design and a partner of AUSL/NLU since 2002. These proprietary, multifaceted tools were designed to inform teachers' practice to improve their classroom instruction and are used by classroom teachers in their planning and formative assessment of their instruction. One tool is the "unpacked" CPS benchmarks which identify specific, lesson-sized learning objectives at levels of rigor found on the state standardized test. The unpacked benchmarks also are horizontally and vertically aligned in order to eliminate duplication and fill in gaps in instruction between teachers and across grade levels. This is our means of guaranteeing a viable curriculum.

Another tool is sets of diagnostic questions for each benchmark at each grade level. These benchmark assessments give teachers quick, targeted feedback about student learning so that they can strategically adjust their teaching or target their re-teaching, i.e. use data-driven instruction to differentiate.

Pacing guides are another important component of CDAS™ because they represent an alignment of the commercially published materials to the benchmarks. They tell teachers which lessons in their textbooks should be taught, which should be eliminated, and which benchmarks need supplemental lessons in order for students to meet the learning objectives.

CDAS™ is currently implemented for elementary math. A full-scale reading and writing pilot and a partial pilot of science in all elementary schools, and a full pilot of high school math and reading are being rolled-out this year.

Content Standards. CDAS™ content standards are based on the Illinois Learning Standards at K-8 or the College Readiness Standards K-12. Current Illinois standards identify benchmarks by grade level groupings (e.g. K-2nd, 3rd-5th, etc.) and the ACT College Readiness Standards identify benchmarks by score band ranges (e.g., 13-15, 16-19, 20-23, etc.). The curriculum project team "unpacked" each content and performance standard by grade level and content area. The team also created pacing guides and curriculum maps which represent an alignment of publisher materials to the state benchmarks as well as a list of supplemental materials where the text falls short. This alignment of standards by grade level allows teachers to plan their lessons more effectively. Rather than wondering if a student has learned a certain standard yet, the pacing guides and curriculum maps become transparent tools indicating which standards are taught at which grade level and when. Frequently teachers are unsure of what students might know and therefore often go back and cover a standard broadly. Using the unpacked standards, teachers are able to remove the mystery around what to teach. The unpacked standard tells the teacher exactly what students need to know, what they learned before and when they will be introduced to it in the future. Armed with this knowledge, teachers can begin to plan effectively and utilize their classroom time as efficiently as possible.

From this unpacked standard, teams design the assessment tool which is a short 5-15 forced choice test that students take at least every two weeks. All distracters are carefully designed to give the teacher feedback on the student's achievement. For example, if the question is 41-37= __, the answers might be 4, 14, 16, and 5. If the student answers 16, the teacher can surmise that the student does not adequately understand place value and the symbolic notation of the problem. AUSL's online data management system can generate item analysis and distracter reports almost immediately. The teacher uses these reports to plan for differentiated re-teaching on a frequent basis, thus correcting students' misunderstandings or lack of understanding quickly. Assessments can be taken by students online—providing immediate results—or offline, which can be scanned and analyzed by a database program for results within minutes. This quick availability and the nature of the data allow teachers to use the data to guide their instruction or re-teaching the next day.

CDAS™ is used at every level of administration to track student achievement. Data at the level of classes, grades, schools, and the network provide insights about program effectiveness and identify needs for professional development. Mentor teachers and mentor resident coaches train AUSL/NLU residents to use CDAS™ during the residency year. The curriculum and induction coaching team reinforces this training during induction.

2. Northwest Education Association Assessment (NWEA)[1] and Interim Assessments

Starting this year AUSL schools will begin using the Northwest Education Association (NWEA) Assessment (1) known as MAP (Measure of Academic Progress). This is a respected, national assessment that more effectively tracks students' achievement against College Readiness Standards. It will not replace the required Illinois Standards Achievement Test

[1] http://nwea.org/assets/research/state/Illinois%20Alignment%20Report%205.21.07.pdf

(ISAT), but will give AUSL better insight into student achievement against a more challenging standard as it offers discrete information regarding students' readiness for exposure to the ACT College Readiness Standards. NWEA will be given three times during the year so that teachers know student abilities and can better prepare their lessons. NWEA will be used at all AUSL-managed elementary schools and for all incoming students at AUSL-managed turnaround high schools in order to more strategically place students in classes with students who have similar ability levels. Most AUSL high school students will use the AUSL-developed interim assessment system which is directly linked to the ACT College Readiness Standards and to the CDAS™ described above. Using both the CDAS™ and the interim assessments, teachers are able to create a clear picture of student mastery of the College Readiness Standards.

3. State High Stakes Tests

AUSL analyzes annual high stakes test results down to the school, class, and student level. Illinois elementary students in third through eighth grade take the ISAT. High school 11th graders take the ACT. In preparation for the ACT, students also take the ACT Explore® preparation tests: ACT Explore in 9th grade, ACT Plan in 10th grade and a practice ACT in 11th grade. All scores are used on a broader basis to inform school management about achievement and readiness for the ACT and college and specifically to help teachers adjust their lessons based on student results and needs.

4. CPS Longitudinal Data Systems

CPS has made student data collection a district priority, and is currently implementing significant longitudinal data systems that tie student achievement to teacher effectiveness. CPS has committed to sharing the relevant data with AUSL/NLU. These data will enable us to compare teachers in our program with teachers not in the program.

5. AUSL/NLU Data Sharing

With funding, AUSL/NLU will implement data sharing and data review meetings with the coaching teams and NLU professors to analyze the above data and complete the feedback loop to the residency and university course work. These data review meetings will serve as one important mechanism for linking student achievement back to the teacher preparation curriculum.

The mentor resident coaches and NLU faculty will collaborate beyond the regular data review meetings to aggregate and analyze the data at the classroom level in order to identify areas of persistent student need as well as student success. In identifying classroom level student learning patterns, the team will be able to determine specific conceptual knowledge and skill domains where the residents may need more coaching and/or more in-depth pedagogical and content preparation in university courses.

COMPETITIVE PREFERENCE PRIORITY 2

LEADERSHIP DEVELOPMENT

AUSL/NLU project goal #3 is designed to meet the requirements for competitive preference priority 2:

Goal 3: Develop and implement a career ladder for graduates to become school leaders.
Objective A: *Create a formal principal selection and training program so that at least 20% of new AUSL principals are "home-grown" by 2012.*
Objective B: *Enroll 10% of graduates into professional career ladder programs by 2010.*
Objective C: *By end of grant period at least 15% of career ladder participants will assume a school leadership role.*

The AUSL/NLU residency has focused to-date on training new teachers, and has not created a parallel pipeline of leaders that would further enhance our effectiveness and contribution to CPS. TQP funds will enable AUSL/NLU to: 1) create an AUSL principal selection process to identify potential principals among residency graduates and train/mentor them through the certification process all the way to placement in a high-need school; and 2) create a teacher career ladder led by a Director of University Partners to advise graduates of coursework, endorsements and additional certifications to help them increase their school responsibilities, and grow into mentor teachers, teacher leaders, and/or AUSL coaches. The following outlines each proposed grant aspect:

1. Principal Program Elements

This new AUSL/NLU principal program has the following elements:

Identify Candidates	Select Candidates	Training & Certification	Select AUSL Principals	Incubate New Principals

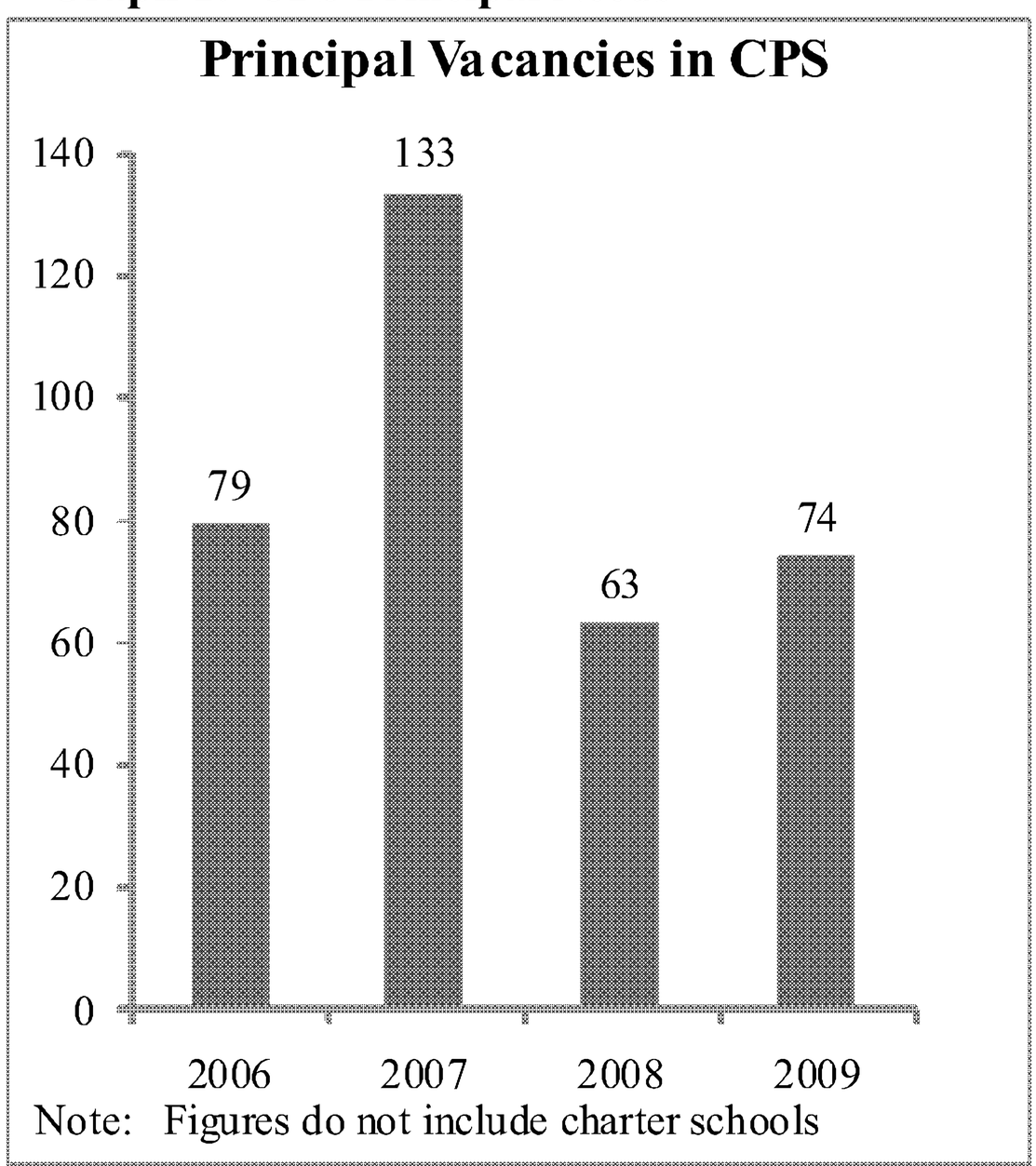
Identification and Selection of Candidates for Principal. AUSL will use a new principal selection process to identify potential principal candidates from our pool of residents and alumni. The AUSL program team will design the process by synthesizing research from Mass Insight, New Leaders for New Schools, and other leading education management organizations as well as AUSL's own experience with AUSL-managed turnaround schools. Candidates who are interested in becoming principals will be counseled by a member of the AUSL management team about the requirements and challenges. Candidates may apply for the principal program after they have completed at least two years of teaching in a high-need school. AUSL/NLU will design an application and admissions process for interested candidates by the end of Year 1. Candidates from the class of 2007 and earlier will be eligible to apply for this first cohort.

Training and Certification Program. Principal candidates will be admitted as a cohort. AUSL/NLU will offer a Master's of Education degree in Administration and Supervision that meets the state required 36 Semester Hours for the State of Illinois Principal Certification (formerly Type 75 certification). Courses will include: Educational Law and Governance, School and Community Relations, Collective Negotiations, Supervising Instruction and System and Staff Evaluation (among others). This certification is required for all K-12 principals and assistant principals. Candidates may also choose to apply for the residency program with New Leaders for New Schools, a partner of NLU and AUSL.

Most candidates will attend classes together, depending on their course requirements and offering. AUSL will also design a principal mentoring component to match the NLU coursework to reinforce theory with practice, and ensure that new principals receive proper support.

Placement in Principal Positions. Principal candidates who complete the certification described above may apply to become a principal at an AUSL turnaround school or at another CPS school (See Graph 1). AUSL principal candidates are selected through an intensive hiring process that includes: application and resume review, interviews by entire AUSL management team, observation, and references. AUSL hires new turnaround principals one year prior to their principal-ship for an "incubation" period of mentoring and training by experienced, successful turnaround principals and leaders. Each cohort of new principals will attend the first six months of training together during the incubation year. They will learn the intricacies of the turnaround process: hiring a full team of faculty and staff, setting the vision and culture of the school, managing facilities and budgets, etc. All aspiring AUSL principals (whether home-grown or hired from outside) will participate in this incubation and mentoring period. The final six months of the incubation period will be spent hiring, training and planning for the new turnaround school with individual mentoring. Mentoring and professional development support for principals of AUSL schools will continue as part of the services that the AUSL network provides to all of its schools.

Graph 1: CPS Principal Needs



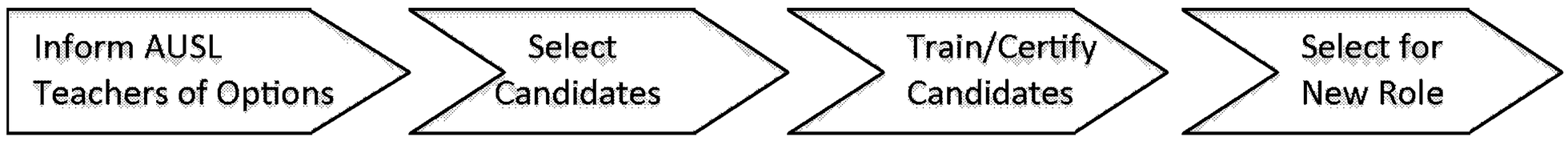
Principal National Board Certification Program. To better utilize resources at hand and expand our partnerships, a unique aspect of our Leadership Program will be to partner with the Chicago Public Education Fund (The Fund), who is the primary funder of NLU's National Board Certification efforts. The Fund recently contributed $1 million (matched by $1 million from the federal government) to develop National Board Certification for Principals at the National Board of Professional Teaching Standards. NLU has offered to pilot and test the program in Chicago, and do it in a way to address the system's concern over the lack of meaningful practitioner-driven professional development for school principals on the job. Principals are often disabled by their authority position. Principal expert Roland Barth once stated it this way: "School leaders are denied the right not to know things." In hierarchical structures they are expected to know all things.

Thus, as part of the TQP grant, NLU and AUSL will explore a pilot National Board Certification for principals. This would be an in-kind contribution to the TQP grant through the work of the Institute for Urban Education at NLU. The Institute will offer to write the curriculum, design the means of delivery (including an on-line component) and an NLU/CPS partnership will jointly pilot and test the program. Participation of the Chicago Public Education Fund will be sought, along with national funders.

2. Teacher Leader Program Elements

This grant will allow AUSL/NLU to expand the teacher leader program into a defined career ladder for additional teacher leader roles. The new program will engage teachers in formal leadership coursework as well as informal training and practice in assuming roles in professional communities within the school and across the network of schools, comprising

fourteen AUSL/NLU high-need schools in 2009 and growing to 48 by the final year of the grant. Specifically, this career ladder will develop leaders for roles as: lead teachers (department head), induction and curriculum coaches, mentor teachers, or mentor resident coaches.



Illinois recently designed a Teacher Leader Endorsement (see Chart 1) for teachers who are committed to the classroom, but who would still like to take on leadership responsibilities in the school. AUSL/NLU will carefully design a performance-based endorsement in alignment with the emerging State concepts and strategies and Illinois School Leadership Standards. The design will ensure that AUSL/NLU alumni and teachers attending the network of high-need AUSL/NLU schools are well-positioned to receive state certification upon completion of requirements. We will borrow elements of the new Illinois Teacher Leader Endorsement as well as designs from other education leaders around the country.

Chart 1: Illinois Teacher Leader Endorsement Modules

Module	Teacher Leader Outcomes
Data Driven Assessment and Design	• Recognize teaching and assessment skills needed to support successful classroom instruction and use data to evaluate teacher instruction • Understand how students learn to increase achievement
Creating the Professional Learning Community	• Create and maintain data-driven professional learning community • Provide climate conducive to PD of teachers and development of effective leadership skills
Time and Resource Management	• Manage resources and school time to improve student performance and ensure safe school environment
Community Development and Outreach	• Engage and involve parents, community members, CPS, businesses, and other community leaders, to leverage additional resources including grant writing and fundraising

	• Integrate pedagogy and practice with emphasis on urban community
Methods in Mentoring and Coaching	• Utilize and integrate mentoring and coaching techniques based on Danielson Framework
High-Need Endorsement and/or Content Development	• Further deepen coursework in current endorsement area and/or seek endorsement in a high-need area such as ELL, Math, Special Education, or Reading

Application and Selection. The AUSL management team will inform all AUSL teachers (including AUSL/NLU graduates) about new teacher leader programs at the beginning of Year 2. All teachers will be eligible to participate after completing a full year of teaching. AUSL/NLU will create an application and selection process for the programs. AUSL will encourage teachers who have demonstrated leadership in the school to apply for the programs.

Coursework. The teacher leadership endorsement program will include coursework that will assist candidates toward an additional content endorsement in a high needs area, such as ELL, Math, Science, Special Education, and Reading, or lead to a deepening of content knowledge in the teacher's current endorsement specialty area. Personal goals around increased content knowledge and/or specialized expertise will be a required element in each candidate's professional growth plan.

Placement. Teachers who have completed the required coursework and certifications may apply for leadership roles in AUSL schools. Leadership positions include mentor teachers, induction coaches and mentor resident coaches. Qualifications and selection process for these positions are defined in the project design.

COMPETITIVE PREFERENCE PRIORITY 3

RIGOROUS SELECTION

AUSL/NLU project goal 4 is designed to meet the requirements for competitive preference priority 3:

Goal 4: Expand recruiting to enroll more highly-qualified and diverse residency candidates in high-need subject areas.
Objective A: *Enroll at least 50% of residents into designated "high need" subjects: math, science (middle & secondary) and special education approval.*
Objective B: *Graduate a diverse class of new teachers with at least 40% minorities.*
Objective C: *Increase quality of applicant pool through marketing and recruitment to maintain an application to admissions rate of 15% or lower.*

AUSL/NLU has created a rigorous selection process for residency candidates. Fewer than 25% of applicants have been admitted in the last seven years, and the past two year acceptance rate has been less than 15%. The selection process is research-based and includes the viewpoints of multiple stakeholders, including: mentor teachers, coaches, principals and directors. By the time an applicant is admitted to the program, AUSL/NLU program staff has spent six to ten person-hours vetting their candidacy.

Goal and Selection Criteria of Individuals as Teacher Residents. The AUSL/NLU selection process of individuals as teacher residents is research-based and has evolved over the duration of the program. The goal is to admit the most highly qualified applicants based on our six success criteria: 1) commitment to achievement and results; 2) beliefs about at-risk students and children's learning; 3) impact and influence on children; 4) maturity, confidence and self-management; 5) intellect and critical thinking; and 6) collaboration and team work. AUSL/NLU assessors look for evidence of these competencies throughout the process, and are also alert for "Red Flags" that suggest a candidate may not be a fit. These criteria are also based on research

in the field, particularly by Dr. Martin Haberman (7). The selection rubric is included in Appendix D. Finally, our process is designed to ensure that all accepted candidates will meet all Illinois State requirements for their initial teaching certification at the end of their residency year, which typically means that they must have a bachelor's degree as well as all or nearly all of their content-area course work and testing requirements completed before they are admitted to our program.

AUSL/NLU reviews applications year round in a multi-phase process to narrow the applicant pool. To make our program as accessible as possible regardless of an applicant's means, and since all applicants must pay fees to request transcripts and take state tests, AUSL/NLU does not charge any application fee.

Online application, essays, and transcripts. Initial screening is based on an online application including a resume, two written essays, and transcripts. These are reviewed by AUSL/NLU admissions staff, and applicants who do not meet AUSL/NLU and Illinois State standards for rigorous (2.5 GPA minimum) and content-appropriate bachelor's degree course work are screened out.

The Star Teacher Protocol: Assessing a Candidate's Disposition for High-Need Schools. As a next step, AUSL admissions and program staff conduct in-person screening interviews using the Haberman Foundation Star Teacher protocol. This key step in screening applicants helps to determine whether a candidate has the disposition for teaching in a high-need urban school. Every candidate is screened using the *Star Teacher Protocol*, which has been developed by the Haberman Educational Foundation based on research on what attributes truly differentiate "star" urban teachers from others. According to the Haberman Educational

Foundation:"…the instrument boasts a 95 % accuracy rate in predicting which teachers will stay and succeed and which ones will fail or quit."[1]

Selection Day review by AUSL/NLU panel. For candidates who pass the Haberman screening, the final-round interviews that follow are conducted by a 3-person panel of experienced AUSL/NLU employees, including principals, professors, mentor teachers and mentor-resident coaches. Candidates deliver a sample lesson, produce a writing sample, and answer interviewers' questions, and interviewers discern each candidate's potential for long-term success teaching in a high-need urban school.

Verification of completion of Illinois certification requirements. Finally, candidates must provide evidence of having passed both of the Illinois State tests that are required for certification (Basic Skills plus a test specific to their chosen grade level or content area). Also, NLU admissions staff review transcripts carefully to ensure that each candidate has the bachelor's degree course work required for his or her chosen content area.

Confirmation of AUSL/NLU program expectations. As a very last step, each successful candidate is reminded of the AUSL/NLU program's requirements to commit to teach for four years following the program and asked to confirm that commitment.

[1] http://www.habermanfoundation.org/StarTeacherPreScreener.aspx?sm=b1

COMPETITIVE PREFERENCE PRIORITY 4

BROAD BASED PARTNERSHIPS

AUSL/NLU project goal #5 is designed to meet the requirements for competitive preference priority 4:

Goal 5: Increase participation with existing partners and expand network of potential partners to provide high quality school-based services to CPS students, assist targeted recruiting efforts, and facilitate collaboration among other residency programs.
Objective A: *Increase the number of CPS students in AUSL schools receiving services* through existing partnerships *by 15% annually in years 3-5.*
Objective B: *Increase partnerships with organizations that align with AUSL/NLU strategies and offer excellent services to CPS students by 10% in years 3-5.*
Objective C*: Increase residency applications from partner service providers by 10% annually in years 3-5.*
Objective D*: Objective 5d will focus on building a shared knowledge base and collaboration with residency programs awarded through TQP. If awarded, AUSL/NLU will develop this objective collaboratively with other awardees by Year 2.*

The proven success of the AUSL/NLU residency program thus far is due in large part to its ability to bring together the key stakeholders in a student's education to provide a coherent and consistent model of teacher preparation. In addition to the strong relationship shared between NLU, AUSL, and CPS, to deliver the teacher residency program, AUSL/NLU actively seeks out a variety of other partnerships to support our mission. We solicit financial support from corporations, foundations, and individuals who believe in our work and view AUSL/NLU as an effective model for urban school transformation. Further, AUSL/NLU partners with curricular enhancement providers in athletics, music, and performing arts to provide our students with a variety of activities to keep them motivated in the classroom as well as volunteers who serve as role models and life-skills mentors to CPS students. Our partnerships with curricular

enhancement providers have also shown strong promise as a recruiting channel for AUSL/NLU residencies, as discussed further below.

1. Key Existing Partnerships

Urban Teacher Residency United (UTRU). UTRU is a national not-for-profit network of urban teacher preparation programs dedicated to accelerating student achievement through the training, support and retention of excellent urban teachers. As a founding partner of UTRU, the AUSL/NLU residency program has been able to collaborate with the other two founding members, the Boston Teacher Residency program and the Boettcher Teachers Program in Metro-Denver. UTRU collects the best practices of each of the programs to share on a national level, supporting and guiding residency programs across the country that are still in the infancy stages. Through this partnership, the three established residency programs in Chicago, Boston, and Denver are able to share the challenges and successes of their individual programs and work together towards improving the residency model and encouraging widespread support and implementation.

City Year. An AmeriCorps program, City Year is a full-time service organization offering school-based services, youth leadership opportunities, and community transformation. City Year members serve AUSL elementary high-need schools as tutors, mentors, role models, and leaders of after-school programs, positively impacting student achievement by addressing the social and emotional needs of our students. Additionally, AUSL recently was selected to become a new AmeriCorps program in Illinois and joins a national network of programs serving the needs of local communities. To date, a number of City Year members, after completing their one-year service commitment, have become AUSL/NLU residency candidates.

UCAN. For over 140 years, UCAN has served Chicago as a social service organization that focuses on healing trauma, educating children and families, and preventing violence. UCAN provides a wide range of services in counseling and education support. Through a recently-designed pilot program, UCAN volunteers provide services to two AUSL elementary schools and one AUSL training academy.

2. Expanding Partnership Opportunities

AUSL/NLU would like to strengthen and expand its existing partnerships in four important ways: 1) to expand services from existing partnerships to more CPS students through AUSL-managed schools; 2) to expand partnerships to include more organizations that could offer services to CPS students; 3) to utilize existing and new partnerships for more targeted recruiting of highly qualified candidates for the residency program; and 4) to facilitate collaboration among existing and forthcoming urban residency programs in the United States.

1) City Year and UCAN members play a pivotal role in assisting with the development of students, both emotionally and academically. Through increased funding, AUSL/NLU will expand the services these organizations provide to reach more CPS students in more schools. This is especially imperative as the AUSL/NLU residency program grows to incorporate more schools, teachers, and students, more assistance will be needed from City Year, UCAN, and like-minded organizations.

2) In addition to furthering our existing partnerships, AUSL/NLU seeks to join forces with similar organizations that provide school-based support services. AUSL/NLU has targeted Big Brothers Big Sisters of Metropolitan Chicago and the YMCA of Metropolitan Chicago as potential partners. Both organizations offer high-quality in-school and after school services. What these organizations offer in addition to AUSL/NLU's existing partnerships is a wider range

of locations where services could be offered as well as a larger service capacity that will be necessary as AUSL/NLU expands the number of schools and students it serves.

3) The men and women who work with City Year and UCAN possess the character traits and experience working with underserved youth in a school setting that AUSL/NLU is looking for, among other things, in residency candidates. City Year and UCAN members, through their school-based services, become familiar with the AUSL/NLU culture of support and achievement. Through these close interactions, AUSL/NLU has the opportunity for more targeted recruiting efforts.

4) The platform that UTRU currently offers for information sharing among established residency programs has the potential for even greater impact as more residency programs begin operations through TQP funding. Once TQP funding has been awarded, AUSL/NLU will work with UTRU to develop a comprehensive plan for supporting and sharing information with new awardees of urban residency programs, which will depend on specific needs and size of demand.

Project Narrative

Appendix A--Eligible Partnership Documentation

Attachment 1:
Title: **Appendix A AUSL/NLU** Pages: **0** Uploaded File: **C:\Documents and Settings\karen.mendoza\Desktop\2009_jUL23_DOCUMENTS FOR UPLOAD\FINAL TQP UPLOAD\APPENDIX A_FINAL.pdf**

APPENDIX A

Eligible Partnership Documentation

I. Institute of Higher Education (IHE) documentation

II. LEA and High-Need School documentation

III. Partner Memoranda of Agreement

Institution of Higher Education Documentation

Eligible IHE Documentation for National-Louis University

National-Louis University is a multi-campus institution based in Chicago and offers undergraduate and graduate degrees through traditional, at-a-distance, and cohort models. Founded in 1886, NLU is comprised of the National College of Education, the College of Arts and Science, and the College of Management and Business. NLU currently operates campuses in Chicago, Wheeling, Lisle, Skokie, and Elgin, Illinois, as well as in Wisconsin, Florida, and Nowy Sącz, Poland.

NLU Statistics

- 27% of NLU's total student body is African-American/Hispanic/Asian-Pacific Islander/Native American
- Nationally, NLU ranks 8th in the number of master's degrees in education awarded to African-Americans and 26th in the number of master's degrees in education awarded to Hispanics/Latinos. (Source: IPEDS Three-year period from 2003-2005)
- NLU is a "top 100 university": number of Latinos/Hispanics who graduate (Source: Diverse: Issues in Higher Education, June 2007)
- NLU ranks 4th among 140 Midwestern master's universities for ethnic diversity: 31% of NLU's undergraduates are African-American (Source: 2008 U.S.News and World Report)
- NLU awards more master's degrees in education to African-Americans than any other university in Illinois (Source: IPEDS: Three-year period from 2003-2005)
- NLU awards more master's degrees in education to Latinos/Hispanics than any other university in Illinois (Source: IPEDS: Three-year period from

National College of Education

Mission

For over one hundred years the National College of Education (NCE) has had as its mission excellence in teaching, scholarship, service, and professional development. Recognizing the importance of life-long learning in a diverse, rapidly changing global society, the College is committed to developing and empowering all learners.

Goals

1. NCE will be recognized for our role in bringing together communities of practice and advocacy around important educational issues.
2. NCE will lead change in the design, implementation, and evaluation of educational environments.
3. NCE will impact education through collaborative scholarship that contributes to knowledge, practice, advocacy, and policy in education.
4. NCE will be an efficient, effective, attractive, and financially stable educational community.

Admissions Requirements into Master of Arts in Teaching (MAT)

- Baccalaureate degree from a Regionally Accredited Institution.
- Written statement of academic and professional goals.
- Miller Analogies Test or the General Aptitude section of the Graduate Record Exam (GRE).
- Passing scores on the Illinois Basic Skills Test and the Content Area Test.
- Three professional or academic references.

- The applicant must have completed 32 required semester hours with no grade less than a C in an area of specialization on an official transcript.
- Grade point average (GPA) of 2.5 or better in area of certification.
- Grade point average of 3.0 in last 60 hours of coursework for full admission. GPAs between 2.5 and 2.9 will be considered for provisional admission on an individual basis.

Partner Memoranda of Agreement

i. **Academy of Urban School Leadership**

ii. **Chicago Public Schools**

iii. **National-Louis University**

Academy
for Urban
School
Leadership

July 20, 2009

The Honorable Arne Duncan, Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Mr. Secretary:

The Academy for Urban School Leadership (AUSL) is pleased to partner with National-Louis University and Chicago Public Schools (CPS) in support of our Teacher Quality Partnership Proposal. AUSL has worked with both NLU and CPS since 2001. Founded as a teacher residency training program, AUSL has evolved into a school management organization using the strength of its training pipeline to turn around failing CPS schools. Since 2001 AUSL has trained a total of 240 graduates with NLU. Over 80% of these graduates continue to work in CPS.

Since 2006, AUSL has placed residency graduates into chronically under-performing "turnaround" schools. The combination of like-minded, well-trained teachers and a visionary leadership team transforms school cultures into one of success. Already, three out of four AUSL elementary turnaround schools have achieved over 50% of students meeting state standards for the first time in over a decade. AUSL has also pioneered the turnaround model at the high school level, however test scores are not yet available.

As a partner, AUSL will commit to the following for the five years of the grant's duration in order to ensure this project's success:

- Use grant funds as described in the project budget and manage the budget in line with Federal requirements.
- On the request of the auditor, make supporting documentation available for both financial and compliance audits.
- Publicize participation in this program internally and externally as appropriate.
- Collaborate with the NLU College of Arts and Sciences, College of Education and Urban Institute as appropriate.
- Make all financial information and data required to complete annual performance reports, project reports and evaluation reports in a timely manner.

Thank you for considering this proposal.

3400 N. Austin Ave.
Chicago, IL 60634
773.534.0129
www.ausl-chicago.org

Sincerely,

Don Feinstein
Executive Director

CHICAGO PUBLIC SCHOOLS CPS

125 South Clark Street • Chicago, Illinois 60603 • Phone: 773.553.1550 • Fax: 773.553.1502

Ron Huberman
Chief Executive Officer

The Honorable Arne Duncan, Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Mr. Secretary:

Chicago Public Schools (CPS) is pleased to partner with the Academy of Urban School Leadership and National-Louis University (AUSL/NLU) in support of their Teacher Quality Partnership Proposal. CPS has worked closely with the AUSL/NLU partnership since 2001 and supports its mission to expand and improve the current residency model. We are convinced that the expansion and reform of the current program will produce more highly qualified teachers who are prepared to meet CPS's specific needs.

Since 2001 the AUSL/NLU residency program has trained over 240 teachers for the highest need schools in Chicago, and over 80% of them are still in CPS today. AUSL manages 14 high need CPS schools, and recently released elementary test scores show the improvement of AUSL management in these schools. Three of four turnaround schools that AUSL has managed this year are eligible to be removed from probation for the first time in over a decade. CPS commends the achievements that this program has made to date and looks forward to strengthening our partnership through this grant.

As a partner, CPS will commit to the following for the five years of the grant's duration in order to ensure this project's success:

- Continue to provide the services of Jarvis Sanford, at 5%FTE in kind, as an Executive Advisor;
- Continue to contract turnaround schools to AUSL for resident graduates to be placed;
- Support the placement of any graduates not selected for turnaround schools in other high need CPS schools;
- Share all longitudinal data we collect that links student achievement to teacher effectiveness;
- Support the principal and teacher career ladder as described in the proposal;
- Continue to funnel Title II funds to the program; and
- Cooperate with the project evaluator.

Thank you for considering this proposal. We believe it promises to greatly improve teaching and learning in Chicago Public Schools.

Sincerely,

Ron Huberman

National-Louis University

Chicago Campus

122 S. Michigan Avenue
Chicago, Illinois 60603-6101

P 312 621-9650
F 312 621-3587

The Honorable Arne Duncan, Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Mr. Secretary:

National-Louis University (NLU) is pleased to partner with The Academy for Urban School Leadership (AUSL) and Chicago Public Schools (CPS) in support of our Teacher Quality Partnership Proposal. NLU is a multi-campus institution based in Chicago and offers undergraduate and graduate degrees through traditional, at-a-distance, and cohort models. Founded in 1886, NLU is comprised of the National College of Education, the College of Arts and Sciences, and the College of Management and Business. NLU currently operates campuses in Chicago, Wheeling, Lisle, Skokie, and Elgin, Illinois, as well as in Wisconsin, Florida, and Nowy Sącz, Poland.

Since 2001, the AUSL/NLU residency program has trained nearly 250 teachers for the highest need schools in CPS. NLU faculty offers AUSL/NLU residents coursework, resulting in a Master of Arts in Teaching degree, that provides the pedagogical foundation for excellence in teaching. NLU courses are grounded in evidence-based best practices and, combined with a highly integrated pre-service clinical component, produce a direct link between theory and practice.

As the fiscal agent for this partnership, NLU will commit to the following for the five years of the grant's duration in order to ensure this project's success:

1) Contribute five percent time of Dr. Martha Casazza, Dean of CAS and Dr. Alison Hilsabeck, Dean of NCE, in order to serve as Executive Advisors;

2) Commit to collaborating across NLU's College of Arts and Sciences (CAS) and National College of Education (NCE), AUSL leadership team and staff, and CPS Office of External Partnerships and Office of Evaluation in order to achieve the four project goals: 1) Use teachers' systemic analysis of individual and school-wide student achievement data to build teacher effectiveness and transform the teacher preparation curriculum; 2) Develop and implement a career ladder for graduates to become school leaders.; 3) Expand number of AUSL/MAT graduates to serve CPS; and 4) Expand recruitment to enroll more highly qualified and diverse pre-service candidates in high need subject areas.

3) Assign other appropriate staff and faculty in order to perform the duties set forth:

4) Publicize participation in this program internally and externally as appropriate;

5) Use grant funds to carry out activities as described in the project budget and budget narrative, in compliance with Federal guidelines and requirements;

6) Manage the budget in line with Federal requirements;

7) Continue to provide a tuition reduction waiver for graduate-level residents for coursework related to the project in cooperating schools;

8) Coordinate all data collection activities and make such data available to project evaluator in a timely manner;

9) Produce all annual, quarterly, or monthly financial and performance progress reports as required by the Federal government;

10) On the request of the auditor, make supporting documentation available for both financial and compliance audits; and

11) Enter into a sub-award agreement with AUSL.

I, the undersigned, as the authorized representative of National-Louis University concur and agree that the above partnership agreement will be fulfilled. This partnership agreement is understood to incorporate the project narrative and the budget.

July 20, 2009

George M. Litman, EdD — Date
President

July 20, 2009

Alison Hilsabeck, Ph.D — Date
Dean, National College of Education

July 20 2009

Martha Casazza, Ed.D — Date
Dean, College of Arts and Sciences

LEA and High-Need School Documentation

i. **Component A: Poverty/Rural Data**

ii. **Component B: Teacher Need**

iii. **Component C (1): Current Partnership High-Need Schools**

iv. **Component C (2): Probationary schools from which future partnerships will be assigned by the District**

ELIGIBLE PARTNERSHIP DOCUMENTATION
COMPONENT A: POVERTY/RURAL DATA

Name of the LEA	A1	%	Data Source	A2	#	Data Source	A3 SRSA	A4 RLIS
Chicago Public Schools	X	26.86%	2007 US Census					

ELIGIBLE PARTNERSHIP DOCUMENTATION
COMPONENT B: TEACHER NEED

Name of the LEA	B1	LEA %	State Avg. %	B2	Turnover %	B3	% at least 1.37%	Data Source
Chicago Public Schools				X	30.2%			

ELIGIBLE PARTNERSHIP DOCUMENTATION
COMPONENT C: HIGH-NEED SCHOOL ELIGIBILITY

CURRENT PARTNERSHIP HIGH-NEED SCHOOLS

Name of School	C2	% of elementary school FRPSL at least 60%	C3	% of non-elementary school FRPSL at least 45%
Bethune School of Excellence	X	86%		
The Chicago Academy	X	56.4%		
Dodge Renaissance Academy	X	92.8%		
Dulles School of Excellence	X	69.4%		
Harvard School of Excellence	X	85%		
Howe School of Excellence	X	94.2%		
Johnson School of Excellence	X	94.3%		
Morton School of Excellence	X	90%		
National Teachers Academy	X	97.7%		
Sherman School of Excellence	X	94.0%		
The Tarkington School of Excellence	X	89%		
Chicago Academy HS			X	78.6%
Collins Academy HS			X	89%
Orr Academy HS			X	69.8%

ELIGIBLE PARTNERSHIP DOCUMENTATION
COMPONENT C: HIGH-NEED SCHOOL ELIGIBILITY

PROBATIONARY SCHOOLS FROM WHICH FUTURE PARTNERSHIPS WILL BE ASSIGNED BY THE DISTRICT

Name of School	C2	% of elementary school FRPSL at least 60%	C3	% of non-elementary school FRPSL at least 45%
EVERGREEN	X	100.0%		
ABBOTT	X	99.9%		
ADDAMS	X	99.8%		
AGASSIZ	X	50.6%		
ALBANY PARK	X	99.7%		
ALCOTT	X	28.4%		
ALDRIDGE	X	99.6%		
ALTGELD	X	99.6%		
AMES	X	99.5%		
ANDERSEN	X	80.5%		
ANDERSON, S COMM ACD	X	99.5%		
ARAI MIDDLE	X	99.3%		
ARIEL	X	80.9%		
ARMOUR	X	99.3%		
ARMSTRONG, G	X	82.9%		
ARMSTRONG, L	X	82.9%		
ASHBURN	X	99.3%		
ASHE	X	82.2%		
ATTUCKS	X	99.2%		
AUDUBON	X	99.2%		
AVALON PARK	X	99.1%		
AVONDALE	X	99.1%		
BANNEKER	X	99.1%		
BARNARD	X	99.0%		
BARRY	X	99.0%		
BARTON	X	99.0%		
BASS	X	98.9%		
BATEMAN	X	98.8%		
BEASLEY	X	98.8%		
BEAUBIEN	X	98.8%		

BEETHOVEN	X	98.8%		
BEIDLER	X	60.0%		
BELDING	X	60.0%		
BELL	X	98.7%		
BELMONT-CRAGIN	X	98.7%		
BENNETT	X	98.7%		
BETHUNE	X	98.7%		
BIG PICTURE BACK OF	X	81.2%		
BIG PICTURE WILLIAMS	X	98.7%		
BLACK	X	98.7%		
BLAINE	X	98.6%		
BOND	X	98.5%		
BONTEMPS	X	89.3%		
BOONE	X	98.4%		
BOUCHET	X	98.3%		
BOWEN ENVIRONMENTAL	X	55.9%		
BRADWELL	X	98.2%		
BRENNEMANN	X	98.2%		
BRENTANO	X	55.1%		
BRIDGE	X	43.4%		
BRIGHT	X	98.2%		
BRIGHTON PARK	X	98.2%		
BROWN, R	X	64.4%		
BROWN, W	X	91.9%		
BROWNELL	X	95.7%		
BRUNSON	X	73.8%		
BUDLONG	X	32.5%		
BUNCHE	X	66.0%		
BURBANK	X	70.7%		
BURKE	X	41.0%		
BURLEY	X	79.5%		
BURNHAM	X	33.7%		
BURNSIDE	X	98.2%		
BURR	X	88.1%		
BURROUGHS	X	98.2%		
BYRD COMMNTY ACADEMY	X	98.2%		
BYRNE	X	98.2%		
CALDWELL	X	98.2%		
CALHOUN NORTH	X	98.2%		

CAMERON	X	98.2%		
CANTER	X	98.1%		
CANTY	X	98.1%		
CARDENAS	X	91.1%		
CARNEGIE	X	64.5%		
CARPENTER	X	35.9%		
CARROLL	X	97.6%		
CARSON	X	90.0%		
CARTER	X	98.1%		
CARVER MIDDLE	X	90.5%		
CARVER PRIMARY	X	98.1%		
CASALS	X	98.0%		
CASSELL	X	50.8%		
CASTELLANOS	X	98.0%		
CATHER	X	97.3%		
CHALMERS	X	73.3%		
CHAPPELL	X	98.0%		
CHASE	X	98.0%		
CHAVEZ	X	97.9%		
CHICAGO ACADEMY ES	X	87.8%		
CHICAGO AGRICULTURE	X	97.8%		
CHOPIN	X	97.8%		
CHRISTOPHER	X	4.7%		
CLAREMONT	X	97.8%		
CLARK ES	X	48.0%		
CLAY	X	97.7%		
CLEVELAND	X	72.5%		
CLINTON	X	20.6%		
CLISSOLD	X	91.6%		
COLEMON	X	24.8%		
COLES	X	84.0%		
COLMAN, Z	X	64.1%		
COLUMBIA EXPLORERS	X	97.7%		
COLUMBUS	X	97.7%		
COOK	X	97.7%		
COONLEY	X	85.4%		
COOPER	X	63.5%		
COPERNICUS	X	97.7%		
CORKERY	X	97.7%		

COURTENAY	X	97.6%		
CROWN	X	97.6%		
CUFFE	X	92.1%		
CULLEN	X	97.6%		
CURTIS	X	97.4%		
DALEY	X	36.8%		
DARWIN	X	99.3%		
DAVIS, M	X	97.4%		
DAVIS, N	X	97.4%		
DAWES	X	81.1%		
DE DIEGO	X	96.1%		
DE DUPREY	X	97.3%		
DE LA CRUZ	X	82.7%		
DECATUR	X	48.1%		
DELANO	X	97.3%		
DENEEN	X	100.0%		
DEPRIEST	X	97.2%		
DETT	X	40.3%		
DEVER	X	78.3%		
DEWEY	X	97.2%		
DIRKSEN	X	97.2%		
DISNEY	X	99.3%		
DIXON	X	97.2%		
DODGE	X	97.2%		
DONOGHUE	X	97.2%		
DOOLITTLE	X	98.7%		
DOOLITTLE WEST PRIM	X	97.1%		
DORE	X	36.1%		
DOUGLAS COMMTY ACAD	X	93.3%		
DRAKE	X	97.0%		
DRUMMOND	X	88.9%		
DUBOIS	X	97.0%		
DULLES	X	95.9%		
DUMAS	X	97.0%		
DUNNE	X	97.0%		
DURKIN PARK	X	89.2%		
DVORAK	X	89.0%		
EARHART	X	17.9%		
EARLE	X	96.9%		

EBERHART	X	88.5%		
EBINGER	X	96.9%		
EDGEBROOK	X	96.9%		
EDISON	X	97.0%		
EDWARDS	X	96.8%		
ELLINGTON	X	96.6%		
EMMET	X	96.8%		
ERICSON	X	96.8%		
ESMOND	X	99.6%		
EVERETT	X	96.7%		
EVERS	X	54.9%		
FAIRFIELD	X	90.9%		
FALCONER	X	97.6%		
FARADAY	X	94.5%		
FARNSWORTH	X	14.3%		
FARREN	X	96.7%		
FERMI	X	96.7%		
FERNWOOD	X	40.6%		
FIELD	X	96.7%		
FINKL	X	76.3%		
FISKE	X	84.1%		
FORT DEARBORN	X	96.6%		
FOSTER PARK	X	56.7%		
FOUNDATIONS	X	56.7%		
FRANKLIN	X	96.6%		
FRAZIER	X	80.1%		
FULLER	X	52.1%		
FULTON	X	96.6%		
FUNSTON	X	95.5%		
GALE	X	17.8%		
GALILEO	X	96.6%		
GALLISTEL	X	12.4%		
GARVEY, M	X	97.3%		
GARVY, J	X	89.2%		
GARY	X	96.4%		
GILLESPIE	X	96.4%		
GLADSTONE	X	96.4%		
GOETHE	X	96.3%		
GOLDBLATT	X	94.8%		

GOMPERS	X	95.8%		
GOODLOW	X	48.3%		
GOUDY	X	96.3%		
GRAHAM ES	X	95.0%		
GRANT	X	96.3%		
GRAY	X	96.3%		
GREELEY	X	93.7%		
GREEN, W	X	97.7%		
GREENE, N	X	96.2%		
GREGORY	X	96.2%		
GRESHAM	X	96.2%		
GRIMES	X	96.1%		
GRISSOM	X	93.2%		
GUGGENHEIM	X	93.0%		
GUNSAULUS	X	37.5%		
HAINES	X	96.0%		
HALE	X	95.9%		
HALEY	X	95.7%		
HAMILTON	X	97.6%		
HAMLINE	X	87.5%		
HAMMOND	X	94.5%		
HAMPTON	X	95.0%		
HANSON PARK	X	40.9%		
HARTE	X	96.4%		
HARTIGAN	X	95.7%		
HARVARD	X	97.7%		
HAUGAN	X	95.7%		
HAWTHORNE	X	94.0%		
HAY	X	95.7%		
HAYT	X	70.1%		
HEALY	X	97.2%		
HEARST	X	95.7%		
HEDGES	X	93.5%		
HEFFERAN	X	84.1%		
HENDERSON	X	78.3%		
HENDRICKS	X	91.5%		
HENRY	X	95.7%		
HENSON	X	95.6%		
HERBERT	X	79.1%		

HERZL	X	95.6%		
HIBBARD	X	96.1%		
HIGGINS	X	67.2%		
HINTON	X	95.6%		
HITCH	X	68.1%		
HOLDEN	X	95.5%		
HOLMES	X	92.4%		
HOWE	X	99.3%		
HOWLAND	X	95.5%		
HOYNE	X	77.5%		
HUGHES, C	X	77.5%		
HUGHES, L	X	95.5%		
HURLEY	X	93.1%		
INTER-AMERICAN	X	96.8%		
IRVING	X	16.1%		
IRVING PARK	X	95.4%		
JACKSON, A	X	91.5%		
JACKSON, M	X	84.6%		
JAHN	X	95.4%		
JAMIESON	X	96.7%		
JEFFERSON, T	X	95.4%		
JENNER	X	95.3%		
JENSEN	X	91.8%		
JOHNS	X	95.3%		
JOHNSON	X	95.2%		
JOPLIN	X	94.3%		
JORDAN	X	95.2%		
JUNGMAN	X	26.2%		
KANOON	X	95.2%		
KELLER	X	95.1%		
KELLMAN	X	96.0%		
KELLOGG	X	66.4%		
KERSHAW	X	92.3%		
KEY	X	95.1%		
KILMER	X	96.9%		
KING	X	95.0%		
KINZIE	X	93.6%		
KIPLING	X	83.0%		
KIPP CHG YTH VIL ACD	X	92.6%		

KOHN	X	95.0%		
KOZMINSKI	X	95.0%		
LAFAYETTE	X	93.3%		
LARA	X	67.1%		
LASALLE	X	86.7%		
LATHROP	X	71.8%		
LAVIZZO	X	71.8%		
LAWNDALE	X	94.9%		
LAWRENCE	X	85.3%		
LEE	X	94.9%		
LELAND	X	36.7%		
LEMOYNE	X	94.9%		
LENART	X	70.9%		
LEWIS	X	94.8%		
LIBBY	X	94.8%		
LINCOLN	X	94.8%		
LINNE	X	94.2%		
LITTLE VILLAGE ES	X	94.7%		
LLOYD	X	98.7%		
LOCKE	X	94.7%		
LOGANDALE	X	88.2%		
LOVETT	X	94.6%		
LOWELL	X	94.6%		
LOZANO	X	88.5%		
LYON	X	94.5%		
MADERO	X	94.8%		
MADISON	X	18.4%		
MANIERRE	X	94.5%		
MANN	X	98.3%		
MARCONI	X	94.5%		
MARQUETTE	X	94.4%		
MARSH	X	94.3%		
MARSHALL MIDDLE	X	12.8%		
MASON S	X	93.1%		
MAY	X	97.0%		
MAYER	X	80.2%		
MAYO	X	94.3%		
MAYS	X	94.3%		
MCAULIFFE	X	94.2%		

MCCLELLAN	X	93.5%		
MCCORKLE	X	94.1%		
MCCORMICK	X	94.1%		
MCCUTCHEON	X	98.4%		
MCDADE	X	97.3%		
MCDOWELL	X	94.0%		
MCKAY	X	94.0%		
MCKINLEY PARK	X	88.4%		
MCNAIR	X	93.9%		
MCPHERSON	X	93.9%		
MEDILL	X	93.9%		
MELODY	X	93.8%		
METCALFE	X	70.3%		
MIRELES	X	37.5%		
MITCHELL	X	93.7%		
MOLLISON	X	95.7%		
MONROE	X	93.6%		
MOOS	X	93.6%		
MORGAN	X	24.9%		
MORRILL	X	93.6%		
MORSE	X	93.6%		
MORTON	X	96.8%		
MOZART	X	85.2%		
MT GREENWOOD	X	93.6%		
MT VERNON	X	93.6%		
MURPHY	X	93.0%		
MURRAY	X	97.1%		
NASH	X	93.6%		
NATIONAL TEACHERS	X	93.5%		
NEIL	X	61.0%		
NETTELHORST	X	61.0%		
NEW FIELD	X	65.7%		
NEWBERRY	X	37.4%		
NIA	X	21.1%		
NICHOLSON	X	93.5%		
NIGHTINGALE	X	93.5%		
NINOS HEROES	X	82.5%		
NIXON	X	35.7%		
NOBEL	X	93.4%		

NORTH RIVER	X	93.4%		
NORTHWEST	X	93.4%		
NORWOOD PARK	X	28.3%		
OGDEN	X	44.2%		
OGLESBY	X	93.3%		
O'KEEFFE	X	93.2%		
ONAHAN	X	93.1%		
ORIOLE PARK	X	13.6%		
OROZCO	X	99.2%		
ORR CAMPUS PRE-K	X	25.3%		
OTIS	X	93.0%		
O'TOOLE	X	93.0%		
OVERTON	X	28.3%		
OWEN	X	19.3%		
OWENS	X	93.0%		
PADEREWSKI	X	92.9%		
PALMER	X	92.9%		
PARK MANOR	X	52.4%		
PARKER	X	91.4%		
PARKMAN	X	74.8%		
PARKSIDE	X	92.8%		
PASTEUR	X	92.8%		
PEABODY	X	92.7%		
PECK	X	92.7%		
PEIRCE	X	85.6%		
PENN	X	98.8%		
PEREZ	X	94.8%		
PERSHING EAST	X	86.8%		
PERSHING WEST	X	83.0%		
PETERSON	X	92.5%		
PICCOLO	X	92.9%		
PICKARD	X	92.4%		
PILSEN	X	55.5%		
PIRIE	X	71.6%		
PLAMONDON	X	95.8%		
POE	X	92.5%		
POPE	X	84.4%		
PORTAGE PARK	X	92.4%		
POWELL	X	45.2%		

PRESCOTT	X	92.3%		
PRICE	X	92.3%		
PRINCETON	X	78.9%		
PRITZKER	X	91.8%		
PRUSSING	X	62.7%		
PULASKI	X	92.5%		
PULLMAN	X	91.7%		
RANDOLPH	X	80.8%		
RAVENSWOOD	X	74.8%		
RAY	X	40.0%		
RAYMOND	X	40.0%		
REAVIS	X	91.5%		
RECOVER GIFTED CHILD	X	95.4%		
REED	X	77.6%		
REILLY	X	91.3%		
REINBERG	X	72.3%		
REVERE	X	91.2%		
ROBINSON	X	91.2%		
ROGERS	X	91.1%		
ROSS	X	91.1%		
RUGGLES	X	91.1%		
RUIZ	X	27.9%		
RYDER	X	90.9%		
RYERSON	X	99.9%		
SABIN	X	54.3%		
SALAZAR	X	93.3%		
SANDOVAL	X	90.8%		
SAUCEDO	X	90.7%		
SAUGANASH	X	90.7%		
SAWYER	X	90.4%		
SAYRE	X	90.1%		
SCAMMON	X	99.0%		
SCHILLER	X	89.9%		
SCHMID	X	98.0%		
SCHNEIDER	X	89.9%		
SCHOOL OF LEADERSHIP	X	89.8%		
SCHOOL OF TECHNOLOGY	X	89.7%		
SCHUBERT	X	95.2%		
SEWARD	X	88.4%		

SEXTON	X	93.6%		
SHERIDAN	X	19.6%		
SHERMAN	X	89.7%		
SHERWOOD	X	69.5%		
SHIELDS	X	89.7%		
SHOESMITH	X	53.9%		
SHOOP	X	53.9%		
SKINNER	X	89.6%		
SMITH	X	97.7%		
SMYSER	X	97.7%		
SMYTH	X	87.2%		
SOLOMON	X	95.6%		
SONGHAI	X	89.4%		
SOUTH CHICAGO	X	84.7%		
SOUTH LOOP	X	60.7%		
SPALDING ELEM	X	89.3%		
SPENCER	X	98.7%		
SPRY	X	89.3%		
STAGG	X	92.8%		
STEVENSON	X	11.8%		
STEWART	X	87.7%		
STOCKTON	X	83.2%		
STONE	X	97.0%		
STOWE	X	79.0%		
SUDER	X	88.8%		
SULLIVAN ES	X	49.3%		
SUMNER	X	88.5%		
SUTHERLAND	X	93.9%		
SWIFT	X	91.9%		
TALCOTT	X	79.7%		
TALMAN	X	55.0%		
TANNER	X	88.5%		
TARKINGTON	X	90.5%		
TAYLOR	X	88.4%		
TELPOCHCALLI	X	95.5%		
THORP, J	X	88.3%		
THORP, O	X	96.8%		
TILL	X	92.0%		
TILTON	X	85.1%		

TONTI	X	88.3%		
TRUMBULL	X	80.5%		
TRUTH	X	66.4%		
TURNER-DREW	X	88.2%		
TWAIN	X	88.1%		
VANDERPOEL	X	88.1%		
VOLTA	X	88.1%		
VON HUMBOLDT	X	90.7%		
WACKER	X	95.7%		
WADSWORTH	X	87.8%		
WALSH	X	66.7%		
WARD, J	X	26.7%		
WARD, L	X	87.7%		
WARREN	X	87.6%		
WASHINGTON, G ES	X	87.2%		
WATERS	X	94.9%		
WEBSTER	X	87.0%		
WELLS ES	X	86.8%		
WENTWORTH	X	86.8%		
WEST PARK	X	86.0%		
WEST PULLMAN	X	86.0%		
WESTCOTT	X	85.9%		
WESTINGHOUSE CAREER	X	85.8%		
WHISTLER	X	96.9%		
WHITE	X	79.7%		
WHITNEY	X	85.8%		
WHITTIER	X	67.2%		
WILDWOOD	X	59.9%		
WILLIAMS ES	X	96.1%		
WILLIAMS MEDICINE	X	80.8%		
WILLIAMS MIDDLE	X	85.6%		
WOODLAWN	X	77.4%		
WOODS	X	85.6%		
WOODSON NORTH	X	85.4%		
WOODSON SOUTH	X	92.8%		
WRIGHT	X	92.8%		
YALE	X	85.4%		
YATES	X	85.3%		
YOUNG ES	X	85.2%		

ZAPATA	X	94.7%		
AASTA HS			X	85.1%
AMUNDSEN HS			X	84.8%
AUSTIN COMMUNITY HS			X	84.8%
BEST PRACTICE HS			X	84.4%
BOGAN HS			X	84.2%
BOWEN HIGH			X	84.1%
BRONZEVILLE HS			X	84.0%
BROOKS HS			X	84.0%
CALUMET ACADEMY HIGH			X	83.9%
CARVER MILITARY HS			X	83.6%
CHICAGO ACADEMY HS			X	82.9%
CHICAGO DISCOVERY HS			X	43.8%
CHICAGO MILITARY HS			X	82.9%
CHICAGO VOCATIONAL H			X	82.7%
CLARK HS			X	82.5%
CLEMENTE HS			X	95.6%
COLLINS HS			X	82.5%
COMMUNITY LINKS HS			X	82.4%
CORLISS HS			X	76.5%
CRANE HS			X	69.8%
CURIE HS			X	80.5%
DEVRY HS			X	96.7%
DOUGLASS HS			X	93.2%
DUNBAR HS			X	88.6%
DUSABLE HIGH			X	95.6%
DYETT HS			X	82.2%
ENGELWOOD HS			X	80.7%
EXCEL HS			X	97.5%
FARRAGUT HS			X	82.1%
FENGER ACADEMY HIGH			X	81.4%
FOREMAN HS			X	23.9%
GAGE PARK HS			X	81.0%
GLOBAL VISIONS HS			X	80.9%
HANCOCK HS			X	95.3%
HARLAN HS			X	80.7%
HARPER HS			X	96.8%
HIRSCH HS			X	96.3%
HOPE HS			X	95.8%

HUBBARD HS			X	95.2%
HYDE PARK HS			X	80.5%
INFINITY HS			X	80.4%
JONES HS			X	85.2%
JUAREZ HS			X	80.1%
JULIAN HS			X	79.4%
KELLY HS			X	79.3%
KELVYN PARK HS			X	79.3%
KENNEDY HS			X	89.3%
KENWOOD HS			X	79.0%
KING HS			X	72.2%
LAKE VIEW HS			X	82.0%
LANE TECH HS			X	82.0%
LINCOLN PARK HS			X	93.2%
LINDBLOM COLL PREP H			X	93.2%
LINDBLOM HS			X	97.0%
MANLEY HS			X	95.7%
MARSHALL HS			X	83.6%
MATHER HS			X	78.8%
MORGAN PARK HS			X	77.4%
MULTICULTURAL ARTS H			X	76.8%
NEW MILLENNIUM HS			X	95.6%
NORTH-GRAND HS			X	98.9%
NORTHSIDE HS			X	98.9%
PAYTON HS			X	76.1%
PHILLIPS HS			X	92.4%
PHOENIX MILITARY HS			X	75.8%
PROSSER HS			X	1.3%
RABY HS			X	75.3%
RICHARDS HS			X	74.3%
RICKOVER MILITARY HS			X	58.4%
ROBESON HS			X	72.3%
ROOSEVELT HS			X	74.7%
SCHOOL OF ENTRP HS			X	74.7%
SCHOOL OF THE ARTS H			X	70.5%
SCHURZ HS			X	69.1%
SENN HS			X	66.1%
SIMEON HS			X	64.8%
SIMPSON ALT HS			X	64.4%

SO SHORE COMM ACAD H			X	66.3%
SOCIAL JUSTICE HS			X	80.0%
SPALDING HIGH			X	96.0%
STEINMETZ HS			X	87.5%
SULLIVAN HS			X	87.5%
TAFT HS			X	82.4%
TILDEN HS			X	98.9%
UPLIFT HS			X	90.5%
VINES HS			X	69.6%
VON STEUBEN HS			X	63.8%
WASHINGTON HS			X	61.0%
WASHINGTON, H ES			X	85.9%
WELLS HS			X	58.8%
WORLD LANGUAGE HS			X	52.0%
YOUNG HS			X	48.9%

Project Narrative

Appendix B--Checklist (optional)

Attachment 1:
Title: **Appendix B AUSL/NLU** Pages: **0** Uploaded File: **C:\Documents and Settings\karen.mendoza\Desktop\2009_jUL23_DOCUMENTS FOR UPLOAD\FINAL TQP UPLOAD\2009_Jul22_Checklist.pdf**

APPENDIX B

Checklist

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
[X] (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—**
[X] (A) 3-7	(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.
[X] (B) 12	(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.
[X] (C) CPP1	(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.
[X] (i) 11 (ii) CPP2 8-9	(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.
[X] (E) 11-12 (i) 11-12 (ii) 11-12 (iii) 11-12	(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.

	(F) A description of—
(i) 13-24	(i) how the eligible partnership will meet the purposes of this part;
(ii) 13-24 CPP1	(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;
(iii) 13-24	(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;
(iv) 47-63	(iv) the partnership's evaluation plan under section 204(a);
(v) 47-63	(v) how the partnership will align the teacher preparation program under Section 202(c) with the—
(I) N/A	(I) State early learning standards for early childhood education programs, as appropriate, and with the relevant domains of early childhood development; and
(II) CPP1 30-31	(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;
(vi) 13-14	(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;
(vii) 13-14	(vii) how the partnership will prepare general education and special education teachers to teach students who are limited English proficient;
(viii) 14	(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—
(I) 14	(I) provide high-quality professional development activities to strengthen the content knowledge and teaching skills of elementary school and secondary school teachers;
(II) 14	and
	(II) train other classroom teachers to implement literacy programs that incorporate the essential components of reading instruction;
(ix) 13-36	(ix) how the partnership will design, implement, or enhance a year-long and rigorous teaching preservice clinical program component;
(x) 17-20	(x) how the partnership will support in-service professional development strategies and activities; and
(xi) 17 CPP1	(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.
X	(G) With respect to the induction program required as part of the activities carried out under this section—
(i) 17-20	(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;
(ii) 17-20	(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

(iii) 17-20	scientifically valid research on teaching and learning;
	(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) 19	(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	
[x] (1)	**(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—**
[x] (A) 47-63	(A) Achievement for all prospective and new teachers, as measured by the eligible partnership.
[x] (B) 47-63	(B) Teacher retention in the first three years of a teacher's career.
[ ] (C) n/a	(C) Improvement in the pass rates and scaled scores for initial State certification or licensure of teachers.
[x] (i) 47-63	(D) (i) the percentage of highly qualified teachers hired by the high-need local educational agency participating in the eligible partnership;
(ii) 47-63	(ii) the percentage of highly qualified teachers hired by the high-need local educational agency who are members of underrepresented groups;
(iii) 47-63	(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) 47-63	(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) 47-63	(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) 47-63	(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) 47-63	(vii) as applicable, the percentage of teachers trained—

(I) 47-63 (II) 47-63	(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	
☐ (1)_____	**(1) Implement reforms within each teacher preparation program—**
☐ (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.
☐ (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)_____	Act; and
(iii)_____	(VI) can successfully employ effective strategies for reading instruction using the essential components of reading instruction;
(iv)_____	(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;
(v)_____	(iv) developing and implementing an induction program;
(vi)_____	(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.
☐ (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:**
☐ (A)_____	(A) Incorporate year-long opportunities for enrichment, including—
(i)_____	(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)_____	(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.
☐ (B)_____	(B) Integrate pedagogy and classroom practice and promote effective teaching skills in academic content areas.
☐ (C)_____	(C) Provide high-quality teacher mentoring.
☐ (D)_____	(D) Be offered over the course of a program of teacher preparation.
☐ (E)_____	(E) Be tightly aligned with course work (and may be developed as a fifth year of a teacher preparation program).
☐ (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.
☐ (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.
☐ (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)_____ (ii)_____ (iii)_____	support may include— (i) with respect to a prospective teacher or a mentor, release time for such individual's participation; (ii) with respect to a faculty member, receiving course workload credit and compensation for time teaching in the eligible partnership's activities; and (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.
☐ (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.**
☐ (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.**
☐ (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—**
☐ (A)_____	(A) Individuals from under represented populations.
☐ (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
☐ (C)_____	(C) Mid-career professionals from other occupations, former military personnel, and recent college graduates with a record of academic distinction.
☐ (6)_____	**(6) LITERACY TRAINING.—Strengthening the literacy teaching skills of prospective and, as applicable, new elementary school and secondary school teachers—**
☐ (A)_____	(A) To implement literacy programs that incorporate the essential components of reading instruction.
☐ (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.
☐ (C)_____	(C) To provide individualized, intensive, and targeted literacy instruction for students with deficiencies in literacy skills.
☐ (D)_____	(D) To integrate literacy skills in the classroom across subject areas.

Teacher Residency Program	
[x] (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:**
[x] (A) CPP3 32	(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.
[x] (B) 13	(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.
[x] (C)____ (i) 13 (ii) 14 (iii) 17 (iv) 14-17	(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).
[x] (2)_____	**(2) TEACHING RESIDENCY PROGRAMS.—and conditions specified by the eligible partnership, as necessary.**
[x] (A)_____ (i) 14 (ii) 13 (iii) 14-17 (I) 14-17 (II) 14-17 (III) 14-17 (iv) 15-16 17,30 (I) CPP1	(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 of the following: (I) Planning and preparation, including demonstrated knowledge of content, pedagogy, and assessment, including the use of formative and diagnostic

	assessments to improve student learning.
(II) 17	(II) Appropriate instruction that engages students with different learning styles.
(III) 17	(III) Collaboration with colleagues to improve instruction.
(IV) 17	(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.
(V) 14	(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.
(v) 14	(v) Grouping of teaching residents in cohorts to facilitate professional collaboration among such residents.
(vi)	(vi) The development of admissions goals and priorities—
(I) 20-24	(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
(II) 21-22 CPP3	(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.
(vii) 18	(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.
X	(B) SELECTION OF INDIVIDUALS AS TEACHER RESIDENTS.—
(B)	(i) ELIGIBLE INDIVIDUAL.—In order to be eligible to be a teacher resident in a
(i)	teaching residency program under this paragraph, an individual shall—
(I) 22-23	(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
(II) 23	(II) submit an application to the teaching residency program.
(ii)	(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:
(I) CPP3	(I) Strong content knowledge or record of accomplishment in the field or subject area to be taught.
(II) 22-23	(II) Strong verbal and written communication skills, which may be demonstrated by performance on appropriate tests.
(III) 22-23	(III) Other attributes linked to effective teaching, which may be determined by interviews or performance assessments, as specified by the eligible partnership.
X	(C) STIPENDS OR SALARIES; APPLICATIONS; AGREEMENTS; REPAYMENTS.—
(i) 24	(i) STIPENDS OR SALARIES.—A teaching residency program under this subsection shall provide a one-year living stipend or salary to teaching residents during the one-year teaching residency program.
(ii)	(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
(iii) 23-24	assurances, as the eligible partnership may require.
(I) 23-24	(iii) AGREEMENTS TO SERVE.—Each application submitted under clause (ii) shall contain or be accompanied by an agreement that the applicant will—
	(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) 23-24	(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
(III) 23-24	teach a subject or area that is designated as high need by the partnership;
	(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) 23-24	(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) 23-24	(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) 23-24	(iv) REPAYMENTS.—
(I) 23-24	(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) 23-24	(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) 23-24	(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	
[X] (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:**
[X] (A) 35-36	(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).
[X] (B) CPP3 (i) CPP3 (ii) CPP3 (iii) CPP3 (iv) CPP3 (v) CPP3 (vi) CPP3	(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.
[X] (C) CPP3 (i) CPP3 (ii) CPP3 (iii) CPP3	(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.
[X] (D) CPP3 (i) CPP3 (I) CPP3 (II) CPP3 (ii) CPP3 (iii) CPP3	(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.

[X] (E) CPP3	(E) Creating an induction program for new school leaders.
[X] (F) CPP3 (i) CPP3 (ii) CPP3 (iii) CPP3	(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.
[X] (2) CPP3	**(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—**
[X] (i) CPP3 (ii) CPP3 (iii) CPP3 (iv) CPP3	(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.
[ ] (B) CPP3	(B) Submit an application to the leadership program.

Project Narrative

Appendix C--Matching Waiver

Attachment 1:
Title: **Appendix C AUSL/NLU** Pages: **0** Uploaded File: **C:\Documents and Settings\karen.mendoza\Desktop\2009_jUL23_DOCUMENTS FOR UPLOAD\FINAL TQP UPLOAD\APPENDIX C_FINAL.pdf**

APPENDIX C

Matching Waiver

National-Louis University

Chicago Campus

122 S. Michigan Avenue
Chicago, Illinois 60603-6119

P 312 261 3656
F 312 261 3252

APPENDIX C: WAIVER REQUEST FOR MATCHING FUNDS

July 14, 2009

Peggi Zelinko
Director, Teacher Quality Programs
Office of Innovation and Improvement
U. S. Department of Education

Dear Ms. Zelinko,

After discussions with National-Louis University's (NLU) Vice President of Finance and Administration, Kent Kay, NLU's leadership team has determined that, because of the nation's economic downturn, it expects to be able to meet, with cash or in-kind contributions, **0 percent** of the matching requirement for Years One AND Two of the five-year grant period.

I, George Litman, President of NLU, have received confirmation from authorized representatives from the Academy for Urban School Leadership (AUSL) and Chicago Public Schools (CPS) stating that they join this request for a waiver because their own fiscal situations permit them to provide a non-federal contribution, in cash or in-kind, of **0 percent** of the matching requirement for Years One AND Two of the five-year grant period.

NLU, along with its stated partners, therefore respectfully requests a waiver of the non-federal matching requirement of **100 percent** for Years One AND Two of the five-year grant period because of serious economic hardship and, because, given the lack of matching contributions, National-Louis University would not be able to carry out the authorized activities described in the law.

Documentation of the communications with NLU's fiscal officers and with the other partners is on file in NLU's Grants Office.

NLU, AUSL, and CPS thank you for your consideration.

Sincerely,

George H. Litman, Ed.D
President

Project Narrative

Appendix D--Other

Attachment 1:
Title: **Attachment 1 NLU/AUSL** Pages: **0** Uploaded File: **C:\Documents and Settings\karen.mendoza\Desktop\2009_jUL23_DOCUMENTS FOR UPLOAD\FINAL TQP UPLOAD\APPENDIX D_FINAL.pdf**

APPENDIX

I. Academy of Urban School Leadership Application

II. Academy of Urban School Leadership Resident Contract

III. Curricula Vitas

IV. Itemized Grant Budget

V. Letters of Support

VI. References

VII. Residency Tools

VIII. Tables, Charts, and Graphs

AUSL Application

Academy for Urban School Leadership Online Application

[redacted]

Date Started: 11/9/2008

Personal Data

Name: [redacted] T

(Last) (First) (Middle Initial)

Other name(s) under which transcripts, certificates, and former applications may be listed:

Other:

(Last) (First) (Middle Initial)

Email Address: [redacted]

Postal Address

Permanent Address

Number & Street: [redacted]
City:
State:
Zip Code:
Daytime Phone:
Home/Cell Phone:

Present Address

Number & Street:
City:
State:
Zip Code:
Phone Number:

Employment Desired

Program Selection:

AUSL Resident Teacher - Not previously certified

[redacted]

Experience in Similar Positions

-

Education

Education Information:

College/University	Dates Attended: From - To	Major area of study	Minor area of study	Degree	Date Conferred
[redacted]	[redacted]	[redacted]		[redacted]	[redacted]

Certification

Are you a Golden Apple Scholar? [redacted]

If you do not currently hold an Illinois Certificate, answer the following:

If pending, date test taken

* Have you passed the Basic Skills Exam? [redacted]
* Have you passed the Elementary/Middle Grades Content Area Exam? [redacted]
* Have you passed the appropriate Content Area Exam?

Certification (cont.)

Do you hold a current out-of-state certificate? No

State	Type	Certificate Number	Expiration Date	Current?

List your out-of-state certified teaching/administration fields:

Statement

1. Why do you want to become an urban school teacher in an underserved community? What life experiences and skills do you possess that would enable you to connect with your students and inspire them to learn?

2. Describe a serious challenge you have faced. What role did you play in addressing it, and how has this experience affected your personal development?

Language Skills

If you are multi-lingual, in which languages are you fluent?

Referrals

How did you hear of our vacancy(ies)?

[redacted]

Applicant Checklist

* Two Official Transcripts from all institutions attended.
* Appropriate Transcript Analysis Form (not applicable for Current Illinois Certified Teachers). Form can be downloaded on the AUSL website; http://www.ausl-chicago.org/program-6.html.
* Official Score Reports; all non-certified candidates must submit a report from the Illinois Basic Skills Test. Additionally, elementary candidates must submit a score report from the 110 Middle Grades content area test; secondary candidates must submit a report from their appropriate content test. If your test is pending, you must submit your Registration Conformation to: jwhite@ausl-chicago.org, or fax; 773-283-0903.
* Complete a Free Application for Federal Student Aid, www.studentaid.ed.gov. Please use National-Louis University s FAFSA school code: 001733 (Wheeling). Certified teachers please use University of Illinois-Chicago FAFSA school code: 001776.

Disclosures

If the answer to any question is YES, provide a full explanation in the section below. Have you in Illinois or any other state:

* Ever had a teaching certificate denied, suspended, or revoked?
* Ever been convicted of a felony, or any sex, narcotics, or drug offense in Illinois or any other state?
* Ever been suspended from or required to withdraw from any school or college?
* Ever been separated from any branch of the armed forces of the United States under conditions other than honorable?
* Ever been named by a state agency responsible for child welfare as a perpetrator in an indicated report of child abuse or neglect?

Please provide a full explanation for any of the above questions for which you answered YES:

Additional background questions:

* Have you failed to file a tax return with the Illinois Department of Revenue, or failed to pay any tax, penalty, or interest owed?
* Are you in default on an Illinois student loan?
* Are you a U.S. citizen or permanent resident eligible for employment in the United States?
* Have you ever applied to AUSL before?

Legal Information

I certify that the information given in my application to the AUSL residency program, including my online application and all supporting documentation, is complete and correct to the best of my knowledge, and that any falsification or incorrect information may form the basis for non-acceptance or dismissal from the AUSL program, whenever discovered.
I further certify that I have attended no institutions other than those listed. I understand that I am responsible for enclosing official, sealed transcripts of record from schools I have attended, and that these transcripts, along with all other application materials become the property of the Academy for Urban School Leadership and will not be returned to me. I also give my permission to AUSL to verify my educational records with the institutions I have attended.

* **I, , agree to all of the terms above.**

I agree

AUSL Resident Contract

AUSL RESIDENT TRAINING AGREEMENT

This AUSL Resident Training Agreement (the "Agreement") is entered into by and between _____ ("Resident") and the Academy for Urban School Leadership ("AUSL").

Recitals

WHEREAS AUSL seeks to improve student achievement throughout the Chicago Public School ("CPS") by attracting, training, and retaining exceptional individuals to serve as teachers and school leaders within CPS;

WHEREAS Resident seeks to obtain training, instruction, and coaching from AUSL's Urban Teacher Residency training program (the "AUSL Program"), and agrees to commit to five (5) years in the AUSL Program;

WHEREAS, the five years in the AUSL Program is composed of one (1) year of employment by AUSL as a resident teacher in training (the "First Year") followed by four (4) years of employment by CPS as a teacher in a CPS school currently or prospectively under management by AUSL (an "AUSL School");

WHEREAS, AUSL agrees to pay a salary to Resident for their teaching residency employment in AUSL Schools during the First Year, and to provide a stipend to Resident in connection with the Resident's commitment to serve as a teacher in a CPS school during years Two through Five; and

WHEREAS Resident and AUSL mutually agree that the Agreement is for the benefit of the Resident, AUSL, and the Chicago Public Schools.

Training Agreement

NOW THEREFORE, in consideration of the mutual covenants and agreements set forth below, it is hereby agreed by Resident as follows:

1. TERM. This Agreement shall be effective from June 22, 2009 through June 22, 2014.

2. THE AUSL PROGRAM. The AUSL Program shall include:

   a. Summer, 2008: Course work at AUSL's University Partner _____ ("University Partner") during the summer of 2009.

   b. School Year 2009-10: Continuing university course work and urban teacher residency training in AUSL Schools.

   c. AUSL Alumni Years: Upon successful completion of the First Year, four years of service as a teacher employed by the Chicago Public Schools in an AUSL School selected by AUSL (school years 2010-11, 2011-12, 2012-13, and 2013-14).

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d. The term of this Agreement covers all three phases of the AUSL Program. Resident is an employee of AUSL for the First Year only, with employment ending on or before June 18, 2010. Graduates of the AUSL Program's First Year are referred to as "AUSL Alumni."

3. FIRST YEAR SALARY, STIPEND, AND BENEFITS.

a. Salary. Beginning on June 22, 2009, and continuing for 52 weeks, Resident shall be paid an annual salary of $20,000, paid biweekly, less amounts required to be withheld by applicable federal, state, and local laws. This salary will continue until June 18, 2010 or until the date of the termination of the Resident's employment, whichever is earlier.

b. Stipend. In addition to salary, Resident shall receive an annual stipend of $12,000 in exchange for Resident's agreements in this document related to employment during years Two through Five. This stipend will also be paid biweekly, less amounts required to be withheld by applicable federal, state, and local laws. Stipend payments will continue until June 18, 2010 or until the date of Resident's termination from the AUSL Program, whichever is earlier.

c. Health insurance. AUSL will arrange for each Resident to apply for an optional one-year basic health insurance policy, and AUSL will pay the reasonable premium cost of such a policy. AUSL does not guarantee Resident's eligibility for insurance or for particular coverages. Residents have options, at their own expense, to apply to extend the policy's coverage beyond one year, and/or to purchase coverage for additional family members.

d. Paid time off. During the school year, Resident is entitled to paid time off on days of non-attendance for CPS teachers, which include 10 holidays plus spring and winter breaks. Resident is also entitled to up to 6 days off during the First Year, to be used as needed for illness and personal business. After April 15, Residents who are not placed in AUSL-managed schools may be granted additional paid days off for interviewing. Any additional days of absence, including family or medical leave, will be unpaid. Residents do not receive any compensation for unused days off at the time of termination.

4. RESIDENT REQUIREMENTS.

a. Resident is required to provide documentation of successful completion of all admissions requirements of both AUSL and the University Partner, including required course work and results from State of Illinois certification tests. AUSL may, at its discretion, extend the deadline for providing this documentation. Any Resident not in compliance with all University Partner admissions requirements may be subject to dismissal from the AUSL Program, or may fail to attain the University Partner's Master's degree.

b. Resident is responsible for all costs and expenses of the University Partner's program, including but not limited to tuition, fees, and books. Resident is also responsible for securing financial aid, and for ensuring that any conditions for loans or grants do not conflict with the requirements of this Agreement.

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c. Resident is required to abide by all CPS policies applicable for CPS Student Teachers, as well as the CPS Employee Discipline Code. Resident is also required to satisfy CPS requirements prior to working in a CPS school, including proof of freedom from tuberculosis and satisfactory completion of a criminal background check. AUSL may impose consequences, including paid or unpaid suspension and up to and including dismissal from the program, for violations of CPS policies.

d. Residency in the City of Chicago is recommended, but not required, for the First Year. During the AUSL Alumni Years, AUSL Alumni must comply with the CPS residency requirement (see CPS website) in order to remain in compliance with this Agreement.

e. Resident is expected to attend all 2009 summer University Partner classes. During the 2009-10 school year, Resident is expected to be in attendance on all days when CPS is in session for regular teachers at the school to which the Resident is assigned for training, except on days when the Resident is expected to attend scheduled University Partner classes.

f. If no University Partner class is scheduled on the usual day of the week that classes are held, Resident is expected to be in attendance at his or her assigned school training site.

5. PERFORMANCE DURING THE FIRST YEAR.

a. AUSL shall establish, at its sole discretion, performance requirements for Residents. These may include, but are not limited to: meeting expectations for attendance, course work, and completing degree requirements of the University Partner; and meeting other performance milestones during Resident's First Year of training in AUSL Schools. Also, a prerequisite for successful and timely completion of the First Year is successful and timely completion of the degree requirements of the University Partner.

b. Assessments of Resident performance during the course of the First Year shall be on terms established by AUSL at its sole discretion.

c. AUSL may impose consequences, including paid or unpaid suspension and up to and including dismissal from the program, for unsatisfactory performance and/or conduct, or for failing to comply with the terms of this Agreement.

6. TERMINATION.

a. A Resident whose performance during the First Year is unsatisfactory may be subject to dismissal from the AUSL Program, at AUSL's discretion. Residents dismissed from AUSL's program who wish to complete University Partner course work towards their degree may request this of the University Partner, and are responsible for making arrangements with the University Partner to complete any outstanding requirements.

b. If a Resident is dismissed from the AUSL Program, the Resident's employment and payments of the Salary and the Stipend will be terminated as of the date of dismissal. In

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addition, AUSL will terminate this Agreement and the Resident and AUSL will have no further obligations to one another.

7. PLACEMENT OF RESIDENTS UPON COMPLETION OF THE FIRST YEAR.

   a. As Resident approaches successful completion of the First Year, in consideration for the Stipend and the other costs of training provided by AUSL, Resident covenants and agrees to be interviewed by and, if selected, to be employed by an AUSL School of AUSL's choice, beginning in the 2010-11 school year.

   b. If Resident is not selected to be employed by an AUSL School, Resident is responsible for securing his or her own employment for the 2010-11 school year at a high-need CPS school, including charter schools serving high-needs student populations in the city of Chicago. Since AUSL's mission is to prepare teachers for high-need schools, if a Resident accepts a position at a CPS selective enrollment, magnet, or another non high-need school, or at a private school, he or she will be subject to out-of-compliance requirements.

   c. Finally, if Resident is not employed at any qualifying school in accordance with the definition in 7b above as of October 1, 2010, Resident will be subject to out-of-compliance requirements.

8. AUSL ALUMNI: TRANSFERS.

   a. AUSL Alumni who are employed by a CPS school in compliance with the terms of this Agreement upon completion of their First Year will remain in compliance with this Agreement if they stay employed at that school throughout the term of this Agreement.

   b. AUSL welcomes expressions of interest from AUSL Alumni interested in transferring from their current non-AUSL school to an AUSL School, or from one AUSL School to another. However, AUSL does not guarantee that interested AUSL Alumni will be interviewed by, or receive offers from, any school.

   c. AUSL Alumni interested in transferring from the school in which they are initially employed (whether an AUSL School or not) must present themselves to AUSL to be considered for a placement in an AUSL School to remain in compliance with this Agreement. The process to explore options for a transfer is:

      1) AUSL Alumnus notifies AUSL's Director of Human Resources on or before March 15 to express interest in exploring opportunities for a transfer (call 773-534-0129). Interested AUSL Alumni will be invited to apply for available positions in any AUSL Schools, including but not limited to newly opening AUSL Turnaround schools.

      2) AUSL HR will relay this information to principals of AUSL Schools. If there is interest from one or more of them, AUSL HR will coordinate interviews for the AUSL Alumnus at one or more AUSL Schools selected by AUSL (including prospective AUSL schools).

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3) AUSL Principals will extend offers by April 30. The AUSL Alumnus may either accept the offer, or continue at his or her current place of employment.

d. If an AUSL Alumnus transfers to a non-AUSL school without following the process above, he or she will be subject to out-of-compliance requirements.

9. AUSL ALUMNI: SPECIAL CIRCUMSTANCES.

a. AUSL Alumni who leave their employment as a CPS teacher to become an employee of AUSL in a non-teaching role will continue to be in compliance with this Agreement.

b. AUSL Alumni who must leave their CPS employment involuntarily, or who are informed by their principal that their teaching contract is not being renewed, are not required to limit their search for a new position to AUSL Schools. An AUSL Alumnus in these circumstances is responsible for securing his or her own employment, and will be in compliance with this Agreement if he or she obtains employment at any CPS school, including charter schools serving high-needs populations in the city of Chicago, for the remainder of the term of this Agreement.

c. Other than in the special circumstances above, an AUSL Alumnus who, as of October 1 of any of the years during the term of this contract, is not employed by any CPS or Chicago-based high needs charter school will be subject to out-of-compliance requirements. This includes AUSL Alumni who cease being employed as teachers, or who continue employment as teachers but not in the city of Chicago.

10. OTHER PROVISIONS FOR AUSL ALUMNI.

a. All AUSL Alumni who teach in AUSL Schools will have access to, and are required to participate in, post-graduate professional development (including coaching) during the term of this Agreement.

b. All AUSL Alumni who teach in AUSL Schools are expected to be available to participate in paid professional development in the summer prior to the opening of school. In the case of new Turnaround schools, summer professional development is typically six weeks.

c. All AUSL Alumni who are not employed at AUSL Schools are expected to contact AUSL on or before March 15 of each year to either confirm their plans to stay at their current school for the upcoming year, or to start the process to investigate a possible transfer to a different AUSL School.

d. All AUSL Alumni who are not employed at AUSL Schools are required to contact AUSL's Director of Human Resources to report all updates to their contact information (name, address, phone, email, and current place of employment). Please mail updates to: Director of Human Resources, AUSL, 3400 N. Austin Avenue, Chicago IL 60634.

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e. By signing this Agreement, Resident authorizes CPS Human Resources to respond to requests for information from AUSL to enable AUSL to confirm whether or not Resident is employed in accordance with the terms of this contract.

11. OUT-OF-COMPLIANCE REQUIREMENTS.

a. AUSL and CPS have invested in financial support for the AUSL Program with the expectation that graduating Residents and AUSL Alumni will honor the terms of this Agreement as described above, and be prepared to serve as a teacher in an AUSL School for at least 4 school years following the First Year.

b. Therefore, AUSL Alumni who do not meet their obligation to serve are required to reimburse AUSL for all or a portion of the $12,000 Stipend they received during their First Year. Reimbursement amounts decline over the term of this Agreement, and are based on the date when the Resident or AUSL Alumni first fails to comply with the Agreement. Specifically:

1) Out of compliance as of October 1, 2010: $12,000 due in quarterly installments over 1 year beginning October 1, 2010

2) Out of compliance as of October 1, 2011: $10,000 due in quarterly installments over 1 year beginning October 1, 2011

3) Out of compliance as of October 1, 2012: $8,000 due in quarterly installments over 1 year beginning October 1, 2012

4) Out of compliance as of October 1, 2013: $5,000 due in quarterly installments over 1 year beginning October 1, 2013.

a. At the time a Resident or AUSL Alumnus accepts employment that is not in compliance with the terms of this Agreement, he or she will be required to sign a promissory note confirming arrangements for repayment of the Stipend as described in 11b above.

12. TERMINATION OF AGREEMENT.

a. AUSL may, at its sole discretion, terminate the Agreement, with or without cause, at any time during the term of the Agreement. In the event that AUSL terminates the agreement, Resident shall be entitled to retain the full value of the Stipend received as of the date the Agreement is terminated, and AUSL and the Resident shall have no further obligations under this agreement.

b. Resident may terminate this agreement at any time during the term of the Agreement. However, in the event that Resident terminates the agreement, Resident shall repay the full value of the Stipend paid to the Resident, up to and including the date of termination, via quarterly payments due over one year following the date this Agreement is terminated. After payment is received in full by AUSL, AUSL and Resident shall have no further obligations under this agreement.

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13. GENERAL PROVISIONS.

a. Nothing contained herein shall be deemed or construed as a guarantee of employment or continued employment with AUSL or with CPS.

b. This Agreement represents the entire understanding between AUSL and Resident on the subjects covered herein, and supersedes any prior understandings or agreements between the parties.

c. The Agreement may be modified only by a written agreement signed and authorized by the Executive Director of AUSL and by the Resident or AUSL Alumnus.

d. All notices to AUSL shall be sent to: Director of Human Resources, Academy for Urban School Leadership, 3400 North Austin Avenue, Chicago IL 60634.

e. Any disputes relating to this Agreement shall be governed by Illinois law, without regard to its conflicts of law principles, and brought before a court in Chicago, Illinois.

ACKNOWLEDGMENT

Resident Acknowledges:

I acknowledge that I have read this Agreement in its entirety and understand that the Agreement is legally enforceable.

I acknowledge that I have had the opportunity to confer with anyone of my choice concerning the Agreement.

By signing below, I acknowledge that I am entering into this Agreement voluntarily and intend to be bound by it.

RESIDENT	ACADEMY FOR URBAN SCHOOL LEADERSHIP (AUSL)
(print name) _____	By (print name): _____
Signed: _____	Title: _____
Date: _____	Signed: _____
	Date: _____

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Curricula Vitas

i. Mitra Jane Asgarian
ii. Davin Leslie Aubke
iii. John S. Ayers
iv. Sherri Bressman
v. Ward Canfield
vi. Martha Casazza
vii. Noelle Caskey
viii. Timothy Cawley
ix. Laura Couchman
x. Donald Feinstein
xi. Wendy Gardiner
xii. Alison Hilsabeck
xiii. Virginia Jagla
xiv. Joseph L. McCrary
xv. Anne McCrary Sullivan
xvi. Shaunti Knauth
xvii. Deborah O'Connor
xviii. Diane Salmon
xix. Jarvis T. Sanford
xx. Brian Sims
xxi. Jodie Lu Stout Hoffman
xxii. Michael Whitmore

MITRA JANE ASGARIAN

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EDUCATION

2007	Claremont Graduate University, Claremont, CA, Applied Developmental Psychology and Evaluation	MA
2004	Brigham Young University, Provo, UT, Psychology	BA

PROFESSIONAL EXPERIENCE

2007-present	Research Associate, Evaluation Research, WestEd, Los Alamitos, CA
2005-2007	Research Associate, Claremont Graduate University, Institute of Organizational and Program Evaluation Research, Claremont, CA
2004-2005	Substitute Teacher, Clark County School District, Las Vegas, NV
2002-2004	Research Assistant, Brigham Young University, Provo, UT

REPORTS AND PRESENTATIONS

Davis Sosenko, L., Stout Hoffman, J.L., Asgarian, M., Haagenson , A., Marcus, A., Pedroza, V. (2008). CollegeEd evaluation: year two report. WestEd, Los Alamitos, CA.

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Asgarian, M.J, Barker, D.H., &Wells, M.G. (2004, April). *The Plenk Preschool Questionnaire: A construct validity study*. Poster session presented at the Brigham Young University Psychology Conference, Provo, Utah.

Chambers, A.H., Barker, D.H., Asgarian, M.J, &Wells, M.G (2004, April). *The development of a preschool treatment outcome questionnaire: Plenk Preschool Outcome Questionnaire*. Oral presentation presented at the Rocky Mountain Psychological Association Annual Conference, Reno, Nevada

Barker, D.H., Bailey, JD., Stewart, P.K., Jacobson, P.S., Spencer, R.W., Britto n, L., Asgarian, M.J, &Wells, M.G. (2003, April). *Plenk Preschool Outcome Questionnaire: Expanded referred sample*. Poster session presented at the Brigham Young University Psychology Conference, Provo, Utah.

DAVIN LESLIE AUBLE

(b)(6)

EDUCATION

August 2001	Concordia University, Teaching	MA
June 1991	University of Chicago, Divinity (Religion and the Human Sciences)	MA
August 1988	Northwestern University, Speech (Interdepartmental Studies)	BS

PROFESSIONAL EXPERIENCE

2007-present	Academy for Urban School Leadership, Chicago IL, Elementary Coach Team Leader
2006-2007	Academy for Urban School Leadership, Chicago IL, Field Coach
2001-2006	Chicago Public Schools, Francisco I. Madero Middle School, Chicago IL, Classroom Teacher
1999-2001	Chicago Public Schools, Walter Reed Elementary School, Chicago, IL, Classroom Teacher
1996-1999	Cooney and Conway, Attorneys at Law, Chicago IL, New Case Department Manager
1996-1999	Cooney and Conway, Attorneys at Law, Chicago IL, Project Manager
Spring 1995	Cooney and Conway, Attorneys at Law, Chicago IL, Personal Assistant to Senior (Founding) Partner
1988-1990	C.G. Jung Institute for Analytical Psychology, Evanston IL, Educational Audiotape Coordinator and Librarian

WORKSHOPS AND PRESENTATIONS

Auble, D. L. (January, 2004) Teaching Big Idea Projects. Presented at GEARUP Teacher Leadership Conference.

Auble, D.L. (2006 and 2007) Taking Care of Yourself: Avoiding teacher burnout. Presented at AUSL Summer Academy.

Auble, D.L. (March, 2007) Utilizing Popular Song Lyrics Intelligently in your Classroom. Presented for for AUSL graduates.

Auble, D.L. (2007) Getting Ready for the First Day of School. Presented at AUSL Spring Academy.

Auble, D.L. (August, 2007) Introduction to Cognitive Coaching. Presented for new AUSL mentor teachers and coaches.

Auble, D.L. (June, 2009) Signature Strategies: Strong Voice and Positive Framing. Presented for AUSL network lead and mentor teachers.

Auble, D.L. (2009) An Overview of Engaging and Personalized Instruction for the 2009-10 School Year. Presented at AUSL Leadership Summit.

JOHN S. AYERS

(b)(6)

EDUCATION

1995	Northwestern University, Kellogg School of Management, Evanston, IL	MBA

PROFESSIONAL EXPERIENCE

2008-present	Independent Educational Consultant
2007-2008	Vice President for Strategic Partnerships, National Association of Charter Schools Authorizers, Chicago, IL
2006-2007	Vice President for Communications, National Association of Charter School Authorizers, Chicago, IL
2005-2006	Director of External Affairs, Sargent Shriver National Center on Poverty Law, Chicago, IL
1994-2005	Executive Director, Leadership for Quality Education, Chicago, IL
1989-1990	Policy Associate, Leadership for Quality Education, Chicago, IL
1987-1994	Associate Director, Civic Committee of the Commercial Club of Chicago, Chicago, IL

SERVICE TO THE PROFESSION

2008 – present	Independent Educational Consultant, National-Louis University, Chicago, IL. Currently working to launch a school management organization to create quality high schools and an urban education institute and think tank within a large graduate school of education. Developing models of excellence in urban teacher preparation and induction.
2003-2007	Co-Chair, Steering Committee, Consortium on Chicago School Research. Led committee sustaining a multi-university research effort, created by Tony Bryk, advocate for school policy changes.
2000-2007	Consultant to Lloyd A. Fry Foundation High School Initiative. Analyzed program design, proposals and implementation of an $8 million, five-year program for secondary school innovation.
1996-2001	Board Member, Emergency Fund for Needy People
1994-2000	Founding Board Member, Facing History and Ourselves, Chicago Office
1993-1998	Founding Board Member, Chicago Community Loan Fund
1991-1994	Chair, Education Group, Donors' Forum of Chicago

PUBLICATIONS

"Business and Civic Leadership for Change: The Houston Experience" monograph on business roles in school reform for the University of Houston conference *Making the Grade*. October, 2000. Brookings Institution.

"Picking Principals: Vallas Goes Too Far" article in the collection School Reform in Chicago: Lessons in Policy and Practice, Edited by Alexander Russo, Harvard Education Press (Cambridge, 2004).

SHERRI BRESSMAN

(b)(6)

EDUCATION

19	National-Louis University, Chicago, IL, Instructional Leadership	EdD
19	National-Louis University, Chicago, IL, Administration and Supervision	MSEd
198	University of Illinois-Urbana, Urbana, IL, Elementary Education	BS

PROFESSIONAL EXPERIENCE

20 -20	National-Louis University, Chicago, IL, Elementary and Middle Level Teacher Education, Department Chair
20 -20	National-Louis University, Chicago, IL, Elementary Education, Master of Arts of Teaching, Program Coordinator
19 -20	National-Louis University, Chicago, IL, Elementary Education, Assistant Professor
19 -19	National-Louis University, Chicago, IL, Elementary Education, Instructor
19 -19	National-Louis University, Chicago, IL, Adjunct Faculty
19 -19	Community Consolidated School District 21, Wheeling, IL, Curriculum Coordinator - Gifted Education
198 -19	Community Consolidated School District 21, Wheeling, IL, classroom teacher grades 5,6,7 and one year assistant principalship (K -6)

SERVICE TO THE INSTITUTION

20 -20	Institutional Promotion and Tenure Committee, member
20 -20	Graduate Council, member
20 -20	Senate Curriculum Committee, chair
20	Search Committee For Elementary Education Position, Chair
19 -20	Senate Curriculum Committee, member
19 -20	Undergraduate Admission and Retention Council, chair
19 -20	Summer Student Teaching Committee (4 years), chair
20 -20	Search Committee, Elementary Education, member
19 -20	Portfolio Committee in Elementary Education, member
19 -20	Alternative Certification Committee, chair
19 -19	Dissertation Committee, member
19 -19	Student Teaching Competency Appraisal, chair
19 -19	Teacher Education Advisory Board, chair
19 -19	Faculty Position Search Committee, Baker Demonstration School, member

19 -19 Student Teaching Handbook Committee, member
19 -20 Graduate advisor for Master of Arts in Teaching (MAT) program
19 -20 Undergraduate advisor for elementary education program

SERVICE TO THE PROFESSION AND COMMUNITY

19 - 20 Yeshiva Shearis Yisroel, Chicago, IL
19 -20 Solomon Schechter Day Schools, Northbrook/Skokie, IL
19 -19 Chicago Board of Education, Gale Community Academy
20 -20 School consultant, Ida Crown Jewish Academy, Implementing a supervision model
20 -20 Vice -President for Education, School Board, Ida Crown Jewish Academy
20 -20 North Central Association, External Chair, Ida Crown Jewish Academy
20 -20 School Board Member, ICJA
20 -20 Research Chair, Illinois Association of Teacher Educators
20 -20 Research/Paper Reviewer, Illinois Association of Teacher Education, Committee Member

PUBLICATIONS

Austin, A., Bressman, S., Lee, N. (August 19). *Partners in Teacher Education: A Project Between National-Louis University and Northbrook/Glenview School District 30. Thresholds.*

Austin, A., Bressman, S., Lane, L., Parillo, G., Prokosh, N. (April 19) *Observed differences between "alternatively" and "traditionally" trained teachers: Assessing the varying impact of individuals, preparation, and supervision.* Annual meeting of AERA, San Francisco, CA.

Austin, A., Bressman, S., Lane, L., Parillo, G., Prokosh, N. (February 19) *Teaching as service in the inner city: The match between those that desire to serve and schools in need of teachers.* Annual Meeting of ATE, Detroit, MI.

WARD CANFIELD

(b)(6)

EDUCATION

19	University of Illinois (Chicago Campus), Mathematics	DA
19	Michigan State University, Mathematics	MS
19	Wabburn University, Mathematics	BA

PROFESSIONAL EXPERIENCE

19 -present	National-Louis University, Chicago, IL, Professor
19 -19	Columbia College, Science and Mathematics Learning Center, Chicago, IL, Teacher
19	Oakton Community College, Department of Mathematics, Des Plaines, IL, Teacher
19-19	University of Illinois (Chicago Campus), Department of Mathematics,
19	Statistics and Computer Science, Chicago, IL, Teacher

PRESENTATIONS

Canfield, W. (January, 2007) Writing, Learning and Mathematics. Contributed paper in the special session "Getting Students to Discuss and to Write about Mathematics," AMS/MAA Joint Mathematics Meeting, New Orleans, LA.

Canfield, W. (January, 2006) Korean K -12 Mathematics Education System: What Can We Learn for the Undergraduate Preparation of Teachers in the United States? Contributed paper: AMS/MAA Joint Mathematics Meeting, San Antonio, TX

Candfield, W. (January, 2005) *Easy Curve-fitting Investigations in Pre-calculus Using Finite Differences and Technology.* Contributed paper: AMS/MAA Joint Mathematics Meeting, Atlanta, GA.

Canfield, W. (June, 2005) Korean Language and Mathematics . Association of Christians in the Mathematical Sciences, Huntington, IN.

Canfield, W. (March, 2006) Getting Math Notation Onto WCT: A Confusing Affair Made Simple. 18th International Conference on Technology in Collegiate Mathematics, Orlando, FL.

PUBLICATIONS

Canfield, W. University of Chicago School Mathematics Project (UCSMP): member of authors team for the 3rd edition of the high school mathematics textbook *Precalculus and Discrete Mathematics*.

Canfield, Ward E. (2001), "ALEKS: A Web-based Intelligent Tutoring System," *Mathematics and Computer Education*, Vol. 35, No. 2, 152 -158

MARTHA E. CASAZZA

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EDUCATION

1988	Loyola University of Chicago, Curriculum and Instruction	EdD
1985	Loyola University of Chicago, Curriculum and Instruction	MEd
1980	Miami University of Ohio (Western College for Women), Psychology	BA

PROFESSIONAL EXPERIENCE

2002-Present	National-Louis University, Chicago, IL, Dean, College of Arts and Sciences
1986-2002	National-Louis University, Chicago, IL , Faculty Member

SERVICE TO THE PROFESSION

President Illinois Network of Women in Higher Education
AQIP Quality Checkup Visitor and Systems Appraiser
President, National Association for Developmental Education (NADE)
President, National College Learning Center Association (NCLCA)
Advisory Board, The Center for Research on Developmental Education and Urban Literacy, University of Minnesota

SERVICE TO THE INSTITUTION

Chair, University-wide Proyecto Comunidad Task Force
Chair, University-wide Weekend College Initiative Analysis and Evaluation
Member, University-wide Strategic Planning Group

PRESENTATIONS

Casazza, M. (2009) Keynote Speaker. Community College of Vermont.

Casazza, M. (2008) Invited to deliver daylong professional development session at Parkland College.

Casazza, M. (2008) Interviewed on The Parkland Vice, cable network show at Parkland College.

PUBLICATIONS

Casazza, M.E. & Bauer, L. (2006). *Access, opportunity and success: Keeping the promise of higher education.* Westport, CN: Praeger Publishers.

Silverman, S. & Casazza, M.E. (2000). *Learning and development.* San Francisco: Jossey-Bass Inc., Publishers.

Casazza, M.E. & Silverman, S. (1996). *Learning assistance and developmental education.* San Francisco: Jossey-Bass, Inc., Publishers.

Casazza, Martha and Bauer, Laura (2009). Who is being left behind? In Todd Alan Price and Elizabeth Peterson (Eds.), *The myth and reality of no child left behind* (pp.73-87). Maryland: University Press of America.

Casazza, M.E. (2006). Self-regulation: A multidimensional learning strategy. In Peter Sutherland and Jim Crowther (Eds.), *Lifelong learning: Concepts and contexts* (pp.146-157). London: Routledge.

Casazza, M.E. (2003). Strengthening practice with theory. In Norman Stahl and Hunter Boylan (Eds.), *Teaching developmental reading* (pp.179-192). Boston: Bedford/St. Martin's.

Casazza, M.E. (2003). Using a model of direct instruction to teach summary writing in a college reading class. In Norman Stahl and Hunter Boylan (Eds.), *Teaching developmental reading* (pp.135-143). Boston: Bedford/St. Martin's.

NOELLE CASKEY

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EDUCATION

1989	University of California at Berkeley, Literature, Psychology, and Linguistics, Berkeley, CA	PhD
1970	Harvard University, English History and Literature, Cambridge, MA	BA

PROFESSIONAL EXPERIENCE

2001-present	WestEd, San Francisco, CA, Senior Research Associate, Comprehensive School Assistance Program
1991-2000	Independent Consultant for Evaluation, Facilitation, and Equity Projects, El Cerrito, CA
1987-1990	University of California at Davis, Davis, CA, Associate Director, California Humanities Project
1980-1988	University of California at Berkeley, Davis, and San Francisco, CA, Instructor/Teaching Associate, Teaching Assistant

SERVICE TO THE INSTITUTION

2002-2004	Co-Coordinator for the National College of Education re-accreditation with the National Council of Teacher Educators
2002-2004	University Assessment Council – National College of Education representative
2002-present	National College of Education Assessment Council Chair
2004-present	Member, University Assessment Council
2005-2006	Member, University Strategic Planning Committee
2006 – present	Member, National College of Education Strategic Planning Committee
2007-2008	Curriculum Mapping, Chicago Teaching Fellows/ National College of Education Alternative Certification Program

PRESENTATIONS

Caskey, N. (2008) *Increasing Our Success with African-American Boys* Presentation at Ollie Detwiler Elementary School, Las Vegas, NV

Caskey, N. (2007) *Building Relationships that Sustain Change* Presentation at the Nevada Department of Education training for School Support Team Leads.

Caskey, N. (2004, 2006, 2007, 2008) *Bridging Cultures.* Presentations in California, Utah, and Arizona to a variety of state and district agencies.

Caskey, N. (2000–2001). *How can we achieve equitable outcomes for students of color?* Participant and facilitator for four-session series sponsored by Bay Area Advocates for Excellence and Equity in Education, Oakland, CA.

Caskey, N. (2001, March). *Improving our success with students of color.* Presentation at II/USP Exemplary Practices Institute, Vallejo, CA.

Caskey, N. (2001, January). *Developing the initial report of findings.* Presentation at External Evaluator Professional Development Day, Oakland, CA.

Caskey, N. (2000, December). *Making your meetings work.* Presentation at II/USP Action Team Institute, Oakland, CA.

Caskey, N. (2000, July). *Using data to drive school change.* Presentation at Ninth Annual Evaluation Institute for the Consortium for Research on Educational Accountability and Teacher Evaluation, San Jose, CA.

PUBLICATIONS

Caskey, N., Ramage, K., et al. (1998). *A vision for the teaching of history-social science: Lessons from the California History-Social Science Project.* Inverness, CA: Inverness Research Associates.

Caskey, N. (1995). *Culture, community, and curriculum: Changing teachers in a changing school.* Evaluation report for The HERALD/Balboa New Century Enterprise Partnership for School Change.

Caskey, N. (1995). *A study of the SB1274 Initiative: An exploration of the early phase of the California Demonstration in School Restructuring.* Inverness, CA: Inverness Research Associates.

Caskey, N., St. John, M., et al. (1993). *An annual update and progress report on the California Subject Matter Projects: Exploring the rationale for state investment.* Inverness, CA: Inverness Research Associates.

Caskey, N., St. John, M., et al. (1993). *Professional development: A school and district perspective.* Inverness, CA: Inverness Research Associates.

TIMOTHY J. CAWLEY

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(T) 847 -501 -5226

EDUCATION

1977	University of Notre Dame, Notre Dame, IN	BBA
1994	University of Michigan, Global Leadership Program, Ann Arbor, MI	Cert.

PROFESSIONAL EXPERIENCE

2008 -present	Managing Director, Finance & Administration, The Academy for Urban School Leadership, Chicago, IL
2006 -2007	Senior Vice President, Global Logistics, Motorola, Inc., Schaumburg, IL
2005 -2006	Senior Vice President, Mobile Devices Supply Chain, Motorola, Inc., Schaumburg, IL
2003 -2004	Senior Vice President and General Manager CDMA Product Line, Personal Communication Sector, Motorola, Inc., Schaumburg, IL
2001 -2002	Corporate Vice President and General Manager North America, Personal Communications Sector, Motorola, Inc., Schaumburg, IL
1998 -2001	President, Ameritech International
1997 -1997	President, Ameritech Small Business Services
1995 -1997	Vice President, Marketing, Small Business Services, Ameritech International
1991 -1995	Chief Executive Officer, Board of Directors, Revell -Mongram, Inc., Morton Grove, IL
1990 -1991	Senior Vice President, Marketing, Revell -Mongram, Inc., Morton Grove, IL
1988 -1989	Vice President, Sales & Marketing, TEKNA, Redwood City, CA

ADDITIONAL EXPERIENCE

1987	Co-Manager, San Francisco Mayoral Campaign for Roger Boas

COMMUNITY AFFILIATIONS

2009 -present	Board of Advisors, University of Notre Dame, Nanovic Institute for European Studies
1996 -present	Board of Directors, Northwestern University Settlement Association
2006 -2007	Board of Advisors, Massachusetts Institute of Technology, Leaders for Manufacturing Program
2003 -2007	Board of Directors, The Wireless Foundation
1998 -2001	Board of Trustees, International School of Brussels
1998 -2001	Board of Directors, United Fund for Belgium

16 -18 Co-Chairman of Small Business Council, Chicagoland Chamber of Commerce

LAURA D. COUCHMAN

(b)(6)

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(F) 773-28 -9

EDUCATION

19	Harvard Graduate School of Business Administration, Cambridge, MA	MBA
199	Yale University , Economics, New Haven, CT	BA

PROFESSIONAL EXPERIENCE

20	-present	Director of Recruiting and Human Services, The Academy for Urban School Leadership, Chicago, IL
19	-20	McKinsey & Company, Inc., Chicago, IL Director of Administration and Client Service Support, Midwest Office Director of Professional Development, Midwest Office Administrative Principal Senior Engagement Manager Associate

SERVICE TO THE PROFESSION

19	-present	Member, Board of Trustees, Finance Committee, Frances Xavier Warde School, Chicago, IL

DONALD FEINSTEIN

(b)(6)

87 -90 -99

EDUCATION

12	Loyola University, Foundations in Education	PhD
73	Northeastern University, Special Education	MA
68	University of Illinois, Business Administration	BS

PROFESSIONAL EXPERIENCE

20	– present	Executive Director, Academy for Urban School Leadership
20	– 20	Principal, The Chicago Academy (PK – 8
		The first Teacher Training Academy at Chicago Public Schools
19	– 20	Principal, RNathaniel Dett Elementary School
199	– 19	Central Office Administrator, Program for ED/BD, Chicago Public Schools
196	– 199	District Supervisor in Special Education, Chicago Public Schools
168	– 196	Teacher, Chicago Public Schools

SERVICE TO THE PROFESSION

20	- present	Helped support the opening of 14 CPS/AUSL schools
20	– 20	Probation Manager for West Park Academy
10	– 20	Mentored new CPS principals
199	-19	Administered development of 2 CPS schools for special education students
		Formulated first CPS programs for autistic children
		Established citywide BD/ED school programs

AWARDS

20	New Schools Venture Fund – Entrepreneur of the Year Award
20	CPS Outstanding School Partnership Award
20	Phi Delta Kappa (Northeastern Illinois University) Principal Award
12	CPS Principal Excellence Award

WENDY L. GARDINER

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Chicago, IL 60603

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(F) 312-261-3112

EDUCATION

2006	National-Louis University, Evanston, IL, Curriculum and Social Inquiry	EdD
1997	National-Louis University, Evanston, IL, Curriculum and Instruction	MED
1996	Auckland College of Education, Auckland, New Zealand, Summer Study Program in Literacy	Cert.
1979	The Ohio State University, Columbus, OH, Elementary Education	BS

PROFESSIONAL EXPERIENCE

2007 -present	National-Louis University, Chicago, IL, Assistant Professor, Elementary and Middle Level Teacher Education
2006 -2007	Assistant Professor, Department of Education, Otterbein College
2005 -2006	Visiting Assistant Professor, Department of Education, Otterbein College
2000 -2004	Third Grade Mentor Teacher and Founding Faculty Member, The Chicago Academy, Chicago Public Schools, Chicago, IL
1994 -2000	K-3, Teacher, Duke Ellington Elementary School, Chicago Public Schools, Chicago, IL
1979 -1994	Second Grade Teacher, Our Lady of the West Side, Chicago Archdiocese, Chicago, IL

SERVICE TO THE INSTITUTION

2009 -present	Graduate Council
2009 -present	Leadership team for Academy of Urban School Leadership (AUSL) and NLU realignment
2009 -present	Research Forum Committee
2009 -present	Center for Practitioner Research Leadership Team
2009 -present	Co-editor, Inquiry in Education, the on-line practitioner research journal for the Center for Practitioner Research
2008- present	Student Academic Standards Committee
2008 - present	Dissertation Committee Member: 1 Curriculum and Social Inquiry dissertation
2008 - present	Center for Practitioner Research On -line Journal Committee
2007 - present	Academy for Urban School Leadership Advisor, provide expertise in mentoring and induction

SERVICE TO THE PROFESSION

2008-present	Co-Program Chair, AERA School University Collaborative Research SIG
2007-present	Reviewer, Journal of Teacher Initiated Research
2007	Discussant, Midwest History of Education Society
2006-present	Proposal Reviewer, AERA, Division K and selected SIGs
2006-2007	Editorial Review Board, American Educational History Journal

PRESENTATIONS

Gardiner, W. (2009). Mentoring two student teachers: The impact of peer placement on mentors. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Diego, CA.

Gardiner, W. & Robinson, K. (2009). Partnered field placements: Collaboration "in the real world". Paper presented at the annual meeting of the American Educational Research Association (AERA), San Diego, CA.

Kim, C. & Gardiner, W. (2009). Complexities in collaboration: Teacher professional community in a National Board Certification cohort. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Diego, CA.

Ravid, R., Gardiner, W., Efron, S. & Levanon, M. (2009). Creating spaces for teacher voices: Contexts for inquiry in a silencing era. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Diego, CA.

PUBLICATIONS

Gardiner, W. & Robinson, K. (2009). Paired field placements for preservice teachers: A means for collaboration. *The New Educator, (5)1,* 8-9.

Gardiner, W. (2009). Ridderless as mentors: The challenge of teachers as mentors. *Action in Teacher Education, (30)4,* 56-66.

Gardiner, W. Mentoring two student teachers: The impact of peer placement on mentors. *Teaching Education.*

ALISON R. HILSABECK

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(847) 584 -1578

EDUCATION

1989	Northwestern University, Educational Processes, Evanston, IL	PhD
1982	Northwestern University, Higher Education Administration, Evanston, IL	MSEd
1982	Northwestern University, Fine Arts, Evanston, IL	BPh

PROFESSIONAL EXPERIENCE

2006	-Present	National-Louis University, Wheeling, IL, Dean, National College of Education
2004	-2006	National-Louis University, Wheeling, IL, Interim Dean, National College of Education
2003	-2004	National-Louis University, Wheeling, IL, Associate Dean, National College of Education
2000	-2003	Northwestern University, Evanston, IL Associate Director and Lecturer, Social Policy
1999	-2000	Northwestern University, Evanston, IL Assistant Director and Lecturer, Social Policy
1997	-1999	Northwestern University, Evanston, IL, Academic Advisor and Instructor, Social Policy
1992		Northwestern University, Evanston, IL, Research Consultant, Third International Math & Science Study
1989	-1992	Northwestern University, Evanston, IL, Assistant Dean, School of Education & Social Policy
1987	-1989	Northwestern University, Evanston, IL Manager of Student Services, Medill School of Journalism

PROFESSIONAL WRITING AND PUBLICATIONS

Hilsabeck, A. (2009). NLU and the Academy for Urban School Leadership. Presentation, Urban Teacher Residencies United. Chicago, Illinois

Hilsabeck, A. (2009). A Promising Solution to Pressing Problems: Implications of Urban Teacher Residencies for Higher Education in Addressing the Shortage of Qualified Teachers in Urban Schools. Panel presentation at the national meeting of the American Association of Colleges of Teacher Education. Chicago, Illinois

Hilsabeck, A. (2009). "Teacher Residency Programs: What Role Should Ed Schools Play? Panel presentation at the national meeting of the American Association of Colleges of Teacher Education. Chicago, Illinois

Hilsabeck, A. (2009). Refusing to be Driven Apart: Challenges and Opportunities for Shared Action within a Consortium of Urban Deans of Education. Panel presentation at the national meeting of the American Association of Colleges of Teacher Education. Chicago, Illinois

Hilsabeck, A. (2009). Looking Back to Look Forward: Reflections on NCE's Second NCATE-ISBE Visit. Paper presented at the national meeting of the American Association of Colleges of Teacher Education. Washington, D.C.

Harris, R., Hilsabeck, A., McMahon, S., Salmon, D. (2009). What is the good in it? Creating Occasions for Substantive Dialogue around Assessment. Paper presented at the national conference for the American Association for Higher Education. Denver, Colorado.

Burnaford, G. and Hilsabeck, A. (April, 2009). The Master's Project: Negotiating Identities as Teacher Researchers. Paper presented at the American Educational Research Association national conference. New Orleans, La.

Hilsabeck, Alison R. (1998). Stratification of Collegiate Attainment: Are Talented Students Disadvantaged by Entering Community Colleges? (dissertation).

Hilsabeck, Steven A. and Hilsabeck, Alison R. (1999). They Shall Beat Their Blades into Bats. Paper presented at the American Studies Association/Popular Culture Association National Conference. San Antonio, Texas.

VIRGINIA M. JAGLA

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EDUCATION

1989	University of Illinois at Chicago, Curriculum &nstruction	PhD
1976	University of Chicago, Reading	MS
1970	DePaul University, Elementary Education	BS

PROFESSIONAL EXPERIENCE

2009-present	Associate Professor, National-Louis University, Chicago, IL
2003-2009	Assistant Professor, National-Louis University, Chicago, IL
1999-2003	Half-time Faculty, DePaul University, Chicago, IL
1995-1997	Adjunct Faculty, Roosevelt University, Chicago, IL
1993-1997	Advisory Council, University of Illinois at Chicago (CUERD), Chicago, IL

SERVICE TO THE INSTITUTION

2008-2009	NCE Curriculum Council Co-Chair
2008-2009	NLU Service-Learning Team Leader – coordinate cross college initiative, Service-Learning Center, and created new NLU Civic Engagement Center
2008-2009	Elementary Middle Level Teacher Education Department Representative on NCE Curriculum Council
2008-2009	NLU/Academy for Urban School Leadership Liaison and Academic Advisor for Residents
2008-2009	Middle Level Education Program Common Spot Writer

SERVICE TO THE PROFESSION AND COMMUNITY

2007-2009	Member of the Review Board of *The Journal of Community Engagement and Higher Education* of Indiana State University, Terre Haute, IN
2007-2009	Proposal Reader for American Association of Colleges for Teacher Education
2007-2009	Officer of the Middle School Educators SIG of the Association of Teacher Educators
2006-2009	Proposal Reader for American Educational Research Association Division K

2005-2009 Proposal Reader for American Educational Research Association Middle Level Education Research SIG

PRESENTATIONS

Jagla, V(2009) Transforming Urban Schools: Lessons from an Urban Teacher Residency Program. 16th Annual International Conference on Learning.

Jagla, V(2009) Service-Learning Prepares Teachers to Meet the Needs of Urban Middle-Level Learners. American Educational Research Association Annual Meeting.

Jagla, V(2009) Transforming Urban Schools: Lessons for America from an Urban Teacher Residency Program. American Educational Research Association Annual Meeting.

Jagla, V(2009) Running an Effective Urban Teacher Residency Program: The Opportunities and Challenges for University Faculty. American Association of Colleges of Teacher Education Annual Conference.

Jagla, V(2009) Transforming Urban Schools through the Urban Teacher Residency Model. Association of Teacher Educators Annual Conference.

PUBLICATIONS

Jagla, V(2009). *Transforming Urban Schools: Lessons for America from an Urban Teacher Residency*. (in progress).

Jagla, V(1994) *Teachers' Everyday Use of Imagination and Intuition: In Pursuit of the Elusive Image*. SUNY Press: Albany, NY.

Jagla, V, Lukenchuk, A. (2009) Our Journey toward Institutionalizing Service-Learning: Emergent Paradigms and Integrative Practices. In *Service-Learning in Higher Education: Paradigms and Challenges*. M. Moore & L. Lin (Eds.). University of Indianapolis Press: Indianapolis IN.

JOSEPH L. McCRARY

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EDUCATION

2002	University of Georgia, Athens, GA, Public Administration	DPA
1995	University of Georgia, Athens, GA, Public Administration	MPA
1993	University of Georgia, Athens, GA, Sociology	MA
1990	Rutgers University, New Brunswick, NJ, Sociology	BA

PROFESSIONAL EXPERIENCE

2006-present	Senior Research Associate, Evaluation Research, WestEd, Los Alamitos, CA
2004-2006	Management and Program Analyst, Policy and Program Studies Service, U.S. Department of Education, Washington, DC
2003-2004	Interim Director of Research Services, Division of Research, Evaluation, Assessment, and Accountability, Baltimore City Public School System, Baltimore, MD
2002-2003	Researcher II, Division of Research, Evaluation, Assessment, and Accountability, Baltimore City Public School System, Baltimore, MD
2003	Expert Panel Peer Reviewer, U.S. Department of Education, Washington, DC
2001-2002	Statistical Research Analyst, Governor's Office of Education Accountability, Atlanta, GA
1997-2001	Research Coordinator, Carl Vinson Institute of Government, University of Georgia, Athens, GA

PUBLICATIONS AND PRESENTATIONS

McCrary, J, J Zobrowski, & Bojorquez. (2008). *America's Choice in Arkansas: Achievement after One Year*. WestEd. Washington, DC

Stullich, S., L. Eisner, J McCrary, & C. Roney. (2007). *National Assessment of Title I Final Report: Volume I: Implementation of Title I.* U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. Washington, DC.

Stullich, S., L. Eisner, J McCrary, & C. Roney. (2006). *National Assessment of Title I Interim Report: Volume I: Implementation of Title I.* U.S. Department of Education, Institute of

Education Sciences, National Center for Education Evaluation and Regional Assistance. Washington, DC.

McCrary, J L. (2006). *Evaluating Comprehensive School Reform in Schools, Districts, and States.* Served as session chair. Annual Meeting of the American Education Research Association, San Francisco, CA, April 7-11, 2006.

McCrary, J L. (2005). *An Evaluation of the Faith-Based and Community-Based Organizations in U.S. Department of Education Discretionary Grant Programs and as Supplemental Educational Service Providers.* Washington, D.C.: U.S. Department of Education, Policy and Program Studies Service.

McCrary, J L. (2005). *Opening the Black Box in CSR: A Review of Findings from AERA.* Presented to the Center for Comprehensive School Reform and Improvement Technical Working Group. June 23, 2005.

McCrary, J L. (2005). *Evaluating Comprehensive School Reform in Schools, Districts, and States*. Served as session chair and discussant. Annual Meeting of the American Education Research Association, Montreal, CA, April 11-15, 2005.

McCrary, J L. and M. E. Yakimowski. (2004). *The Relationship between Student Test Performance and Teacher Assigned Classroom Grades.* Baltimore, MD: Baltimore City Public Schools.

McCrary, J L . and S. E. Condrey. (2003). "The Georgia Lottery: Assessing its Administrative, Economic, and Political Effects." *The Review of Policy Research.* 20(4): 691-711.

Yakimowski, M. E., J L. McCrary, and F. Connolly. (2003). *Baltimore City Public School System Master Plan II: The Needs Assessment.* Baltimore, MD: Baltimore City Public Schools.

Yakimowski, M. E., C. A. Wilson, and J L. McCrary. (2003). *Student Performance on the Maryland School Assessment Program.* Baltimore, MD: Baltimore City Public Schools.

Yakimowski, M. E., J G. Gresham, C. A. Wilson, E. S. Vaughn, F. Connolly, and J L. McCrary. (2003). *Student Performance on the TerraNova: 1998-99 through 2002-03.* Baltimore, MD: Baltimore City Public Schools.

McCrary, J L. and M. E. Yakimowski. (2003). *From Where Do Students Enroll: 1998-99 through 2002-03.* Baltimore, MD: Baltimore City Public Schools.

McCrary, J L. (2003). *Evaluating Education Research.* Presented to the staff of the Division of Research, Evaluation, Assessment, and Accountability. December, 2003.

ANNE MCCRARY SULLIVAN

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EDUCATION

1996	University of Florida, English Education	PhD
1992	Warren Wilson College, Fine Arts	MFA
1968	University of North Carolina at Wilmington, French	BA

PROFESSIONAL EXPERIENCE

2007-present	National-Louis University, Tampa, FL, Professor
1996-2007	National-Louis University, Tampa, FL, Assistant and Associate Professor
1994-1996	University of Florida, Gainesville, FL, Instructor
1976-1992	Robert E. Lee High School, Baytown, TX, Teacher

SERVICE TO THE INSTITUTION

2006-2008	IDS Program Director
2007-2008	Committee for Development of IDS/ARA (Action Research in Assessment)
2008	IDS Committee to Revise IDS Program Outcomes
2008	Search Committee, IDS TT Faculty, Florida
2004-2008	IDS Assessment Committee
2004-2008	Senate committee: Out of Chicago Campus Affairs (OCCA), Chair '05-'06
2005-2008	Senate committee: Sabbatical Committee
2007-2008	ISTTI Retreat Planning Committee
2005-2006	IDS UCO Revisions: CIC528, CIC529
1996-2008	Various IDS Committees, usually 2 per year

SERVICE TO THE PROFESSION

2006-2008	Consultant: Weekend Workshops in Poetry across the Curriculum, Lesley University
2006-2008	Consultant: Weekend Workshops in Arts-Based Research, Lesley University
2005-2007	Classroom literacy volunteer / individual conferencing with 5th grade students; group lessons in poetry writing; field trip assistant (Charlotte County Schools)

PRESENTATIONS

Sullivan, A.M. (2008). Attention and poetic sensibility: Educating for authenticity and for intimacy with the world. AERA. New York City.

Sullivan, A.M. (2008). Learning Big Cypress through the lens of poetry. Big Cypress National Preserve: Ochopee, FL.

Sullivan, A.M. (2007). When it's hard to say 'I'm sorry,'" the poem. National Council of Teachers of English. New York City.

Sullivan, A.M. (2007). Defining poetic occasion in inquiry. International Symposium on Poetic Inquiry. University of British Columbia: Vancouver.

Sullivan, A.M. (2007). Poetry performance: increasing fluency, vocabulary, and comprehension. Pan African Reading for All Conference. Accra, Ghana.

Sullivan, A.M. (2007). The learning of nature & the nature of learning. American Educational Research Association. Chicago, IL

Sullivan, A.M. (2006). Science + imagination = poetry. Imagination for Everyone Conference. Chicago, IL.

PUBLICATIONS

Sullivan, A.M. In Press, January 2009. *Ecology II: throat song from the Everglades*. Cincinnatti, OH: WordTech Communications. (Poetry)

Sullivan, A.M. (In Press, 2008). Defining poetic occasion in inquiry: Locating concreteness, voice, tension, ambiguity, and associative logic. *Poetic Inquiry: Vibrant Voices in the Social Sciences*. Rotterdam: Sense Publishers.

Sullivan, A.M. (2006). The Everglades: a poetic lens. *Florida Studies*. Cambridge Scholars Press.

Sullivan, A.M. (2005). Lessons from the Anhinga Trail: poetry and teaching. In *Artistic Ways of Knowing: Expanding Opportunities for Teaching and Learning in Adult Education*. R. Lawrence, ed. San Francisco: Jossey Bass.

Commeyras, M., Mazile, Bl, & Sullivan, A.M. (2004). Educating through imagination: poetics of life in another country on another continent. In *Vocalizing Africa: Perspectives on Governance, Education, Resource Management and Health in Africa*. Athens, GA: African Studies Institute, University of Georgia.

SHAUNTI KNAUTH

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EDUCATION

2006	University of Chicago, Education	PhD
1985	University of California, Berkeley, Social Sciences	BA

PROFESSIONAL EXPERIENCE

2008-present	National Louis University, Chicago IL, Associate Director of University Assessment
2007-present	National Louis University, Chicago IL, Evaluation Consultant
2006	Learning Point Associates, Naperville, IL, Senior Program Associate
2005-2006	Learning Point Associates, Naperville, IL, Senior Research Associate
2004-2005	Learning Point Associates, Naperville, IL, Research Associate
2004	Northwestern Illinois University, Chicago, IL, Adjunct Lecturer
2003-2004	Technology, Alliance, Chicago, IL Educational Consultant
2000-2001	The Spencer Foundation, Chicago, IL, Assistant to the President
1996	University of Chicago, Chicago, IL, Teaching Assistant
1993-1997	Sloan Study of Youth and Social Development, University of Chicago, Chicago, IL, Research Assistant
1992-1993	Teachers for Chicago, Chicago, IL, Program Evaluator
1990-1992	Consortium on Chicago School Research, Chicago, IL, Research Assistant
1991	Manpower Demonstration Research Corporation (MDRC), New York, NY, Research Intern
1989-1990	The Door, New York, NY, Teacher
1987-1990	New York State Education Department, Office of School Improvement and Support, New York, NY, Program Assistant
1984-1985	San Francisco Education Fund, San Francisco, CA, Program Evaluator

PRESENTATIONS

Durland, M., Knauth, S. (2008) Adding Value through Debrief: Techniques, Purposes, Applications and Contributions. Annual Meeting of the American Evaluation Association (AEA). Denver, CO.

Ali, A., Knauth, S. (2005) Mixed Methods: A Needs Assessment. Annual Meeting of the American Evaluation Association (AEA). Toronto, Canada.

Knauth, S. Schmidt, J (1999) Course Sequences and Work Information. Annual Meeting of the American Educational Research Association. Montreal, Canada.

Knauth, S. (1998) How Curricular Stratification Affects What Students Learn About Careers. Annual Meeting of the American Educational Research Association. San Diego, CA.

Knauth, S., Makris, E., Schneider, B. (1997) The Quality of Learning Experiences in School. Annual Meeting of the American Educational Research Association. Chicago, IL.

Knauth, S. (1996) Tech-prep and What Students Know About What to Do Next. Annual Meeting of the American Educational Research Association. New York, NY.

PUBLICATIONS

Knauth, S. and Cowgill, C. "Networking with a Purpose" in Viola, J.J., &McMahon, S.D. (In Press). *Consulting and evaluation with community based organizations: Tools and strategies to start & build a practice.* Boston: Jones &Bartlett Publishers.

Csikszentmihalyi, M., Schneider, B., et al. (2000) *Becoming Adult: How Teenagers Prepare for the World of Work.* USA:Basic Books. (Co-author on Chapters 7 and 8)

Schneider, B., Csikszentmihalyi, M. &Knauth, S. (1995) "Academic Challenge, Motivation, and Self-Esteem: The Daily Experiences of Students in High School." In M. Hallinan (Ed) Making Schools Work: Promising Practices and Policies. New York: Plenum Publishing Corporation.

Knauth, S. (1994) "Teachers for Chicago: Changing the Connections." The Educational Forum, vol. 58 no. 2, Winter.

DEBORAH O'CONNOR

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EDUCATION

2000	National Louis University, Educational Leadership	CAS
1989	Loyola University of Chicago, Curriculum and Instruction	MEd
1978	DePaul University, Secondary Education, Mathematics Concentration	BA

PROFESSIONAL EXPERIENCE

2000	-present	National-Louis University, Elgin, IL, Program Coordinator, Elementary Education
1990	-present	National-Louis University, Elgin, IL, Assistant Professor Elementary Education
1994	-1999	National-Louis University, Elgin, IL, Adjunct Faculty Education
1989	-1998	Loyola University, Chicago, IL, Adjunct Faculty Education

SERVICE TO THE INSTITUTION

2007		Participated in HLC/NCA visits to off campus sites
2000	-present	Undergraduate Program Coordinator Elementary Education
2002	- present	Schedule Coordinator of Undergraduate Elementary Education Program
2000	- present	Collaborated with enrollment to establish Undergraduate Elementary Education Cohorts and four campuses and McHenry College
1997	- present	Member of Undergraduate (Preservice) Council

SERVICE TO THE PROFESSION

O'Connor, D. (2009) Using Video Taping as a Reflective Process for Teacher Candidates. AACTE, Chicago, IL.

O'Connor, D. (2007 and 2008) Dealing With Difficult Students. Fall Connection, National-Louis University, Chicago, IL.

O'Connor, D. (2007) Partnership Between University and Local School District. AERA, Chicago, IL.

O'Connor, D. (2006) Partnership Between NLU and District U46 Elgin ITEP. Fall Connection, National-Louis University, Skokie, IL.

PUBLICATIONS

Schiller, D., O'Connor D., Thomas C., and Jagielski, D.A. (1992). *IT'S IN THE CARDS!*. Loyola University of Chicago: Chicago IL

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EDUCATION

1989	University of Wisconsin	- Madison	PhD
1979	University of Wisconsin	- Milwaukee	MED
1977	Marquette University		BA

PROFESSIONAL EXPERIENCE

1989 -present	National-Louis University, Chicago, IL, Associate Professor, Educational Psychology
2000 -2010	National-Louis University, Chicago, IL, Interim Associate Dean, National College of Education
1989 -2000	School Training Program, Director

SERVICE TO THE INSTITUTION

2010 -2011	Co-Coordinator for the National College of Education re-accreditation with the National Council of Teacher Educators
2010 -2011	University Assessment Council – National College of Education representative
2010 -present	National College of Education Assessment Council Chair
2011 -present	Member, University Assessment Council
2006 -2007	Member, University Strategic Planning Committee
2006 – present	Member, National College of Education Strategic Planning Committee
2007 -2008	Curriculum Mapping, Chicago Teaching Fellows/ National College of Education Alternative Certification Program

SERVICE TO THE PROFESSION

2000 -2006	Nancy Jefferson Project: Co-director of a project to enhance the literacy of youth in temporary detention at the Cook County Temporary Detention Center. Research at the site focuses on the nature of effective teaching learning relationships, students' views of literacy and the self as reader/writer, the nature of culturally relevant texts for the NJ students, poetry as a tool in literacy development, and professional development of the NJ teachers.
2006 -2007	Evanston District 65; Professional development discussions with Curriculum Leadership regarding assessment and action research projects

PRESENTATIONS

Salmon, D., & Kelly, M. (June, 2008). Exploring concept maps and knowledge integration in teacher learning. Paper presented at the annual meeting of the International Conference on Learning, Chicago.

Salmon, D., Rossman, A., Kimeny, V. & Walter, J. (April, 2007). Teacher decision-making. Paper presented at the American Association for Educational Research, Chicago.

Salmon, D., Rossman, A., Kimeny, V. & Walter, J. (February, 2006). Teacher decision-making in student driven environments. Paper presented at the Association for Teacher Educators, Atlanta.

Salmon, D. Rossman, A. Kimeny, V. & Walter, J. (September, 2006) Making Research Central: Examining a framework for teacher learning. Research presented at the National -Louis University Fall Connection, Lisle, IL

Salmon, D., Hilsabeck, A., Harris, B. & McMahon, S. (June, 2004). What is the good in it? Creating Occasions for Substantive Dialogue around Assessment, Paper presented at the annual American Association for Higher Education Assessment Conference, Seattle.

Fisher, P, Salmon, D., Keesling, R., Whitington, D., & O'Hollearn, D. (May, 2002). The Nancy Jefferson Tutoring Project: Working with Youth Offenders. Paper presented at the International Reading Association Annual Conference, San Francisco.

PUBLICATIONS

Salmon, D., & Freedman, R. (2002). *Facilitating Interpersonal Relationships in the Classroom: The Relational Literacy Curriculum*, Mahwah, New Jersey: Lawrence Earlbaum Press.

Freedman, R., & Salmon, D. (2001). The Relational Literacy Curriculum: A Collaborative Research Project. In Rivid and M. Handler (Eds.), *The many faces of school-university collaboration (p179-192).* Englewood, CO: Libraries Unlimited.

Salmon, D., Rossman, A., Kimeny, V. & Walter, J. (2000) Meaning -Mechanics Tensions in Teacher Decisions. *Action in Teacher Education* (p.50-63).

Salmon, D., & Kelly, M. (2000). Exploring what concept maps reveal about knowledge integration in teacher learning. *The International Journal of Learning, 15*(6).

JARVIS T. SANFORD

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EDUCATION

2002	Northern Illinois University, Curriculum and Instruction	EdD
1999	Northern Illinois University	MBA
1991	Morehouse College	BS

PROFESSIONAL EXPERIENCE

2009	-present	Chicago Public Schools, Wendell Smith Elementary School, Chicago, IL, Principal
2008	-present	Chicago Public Schools, Burnham Anthony Mathematics and Science Inclusive Academy, Chicago, IL, Principal Intern – New Leaders for New Schools
1994	-present	Anti-Defamation League, Chicago, IL, Cultural Diversity Consultant
2001	-2002	Chicago Public Schools, Chicago, IL, Fifth Grade Teacher
2000	-2001	District 148, Dolton Public Schools, Dolton, IL, Eighth Grade Teacher
1998	-2000	Chicago Public Schools, Chicago, IL, Middle School Teacher
1996	-2002	Elgin Community College, Elgin, Illinois, Part-Time Instructor
1995	-1996	Concordia University, Mequon, Wisconsin, Instructor
1995	-1996	University of Wisconsin—Milwaukee, Milwaukee, WI, Equal Opportunity Specialist
1995	-1995	University of Wisconsin—Milwaukee, Milwaukee, WI, Coordinator of Student Development

PRESENTATIONS

Sanford, JT. (Fall, 2002) Testing, Data and Student Achievement. Presented at Burnham Anthony Academy Faculty In-service, Chicago Public Schools, Chicago, IL.

Sandford, JT . (Summer, 2002) No Child Left Behind. Presented at Burnham Anthony Inclusive Academy Faculty In-service, Chicago Public Schools, Chicago, IL.

Sanford, JT. (June, 2002) The Power of Pray. Presented at Christian Education Department, Progressive Baptist Church, Chicago, IL.

Sanford, JT. (September, 20) Serving Jesus Is da' Bomb. Presented at Christian Education Department, Progressive Baptist Church, Chicago, IL.

Sanford, JT. (June, 19) Mary's Maya's, Martin's, and Malcolm's are still being Made: Catch the Vision. Presented at Annual ACUHO-I Conference, San Antonio, TX.

Sanford, JT. (19) Keynote Address. Presented at Grant Towers South 19 Leadership and Academic excellence Awards Program; Northern Illinois University, DeKalb, IL.

Sanford, JT. (February, 19) Strategic Business Plans and There Impact on Small Business Development. Presented at Northern Illinois University Business Symposium, DeKalb, IL.

Sanford, JT. (19) Ethnocentrism. Presented at Spring Training Conference, Northern Illinois University, DeKalb, IL.

Sanford, JT. (Fall, 19) The Challenge of Entering Graduate School. Presented at request of faculty, served as co-presenter on African American males entering graduate school.

BRIAN D. SIMS

(b)(6)

EDUCATION

2003	National-Louis University - New Leaders for New Schools	Cert.
1999	Stanford University, Palo Alto, CA, American History and Social Sciences in Education	MA
1993	Dartmouth College, Hanover, NH, History	BA

PROFESSIONAL EXPERIENCE

2004-present	Principal, Chicago Academy High School, Chicago Public Schools, Chicago, IL
2003-present	Director of High School Programs, The Academy for Urban School Leadership, Chicago, IL
2001-2003	Dean of Studies, Dean of Students, Teacher, Project Week Director, Gateway Charter High School, San Francisco, CA
1999-2001	Teacher, Summer Semester Director, Scheduler, Advisor, The Link Community School, Newark, NJ
1998-1999	Consultant, Bill Traylor Foundation, Evanston, IL
1994-1997	Teacher, Assistant College Counselor, Coach, The Episcopal School of Acadiana, Lafayette, LA

SERVICE TO THE PROFESSION

2003-present Director of High School Programs, The Academy for Urban School Leadership: Part of leadership team of this nonprofit organization that trains new teachers and runs six Chicago public schools. In 2003, led AUSL's effort to launch Chicago Academy High School (CAHS), the high school model for its unique teacher-training program. Wrote successful school design proposal that was awarded start-up funds from the Gates Foundation and the Chicago High School Redesign Initiative. Worked with Executive Committee to develop three-year strategic plan for overall organization, including budget, recruitment, training, and placement. Currently oversee secondary education operations for AUSL, including replication of CAHS and operations of teacher-training program. Partner with National-Louis University to refine and implement residency-based teacher training program at CAHS. Also currently co-leader of an extensive assessment project involving thirteen high schools in the city using data to inform instruction.

OTHER

	Endorsed by the Illinois State Board of Education with a Type 75 General Administrative Certificate
	Invited presenter at major conferences organized by the Gates Foundation, New Leaders for New Schools, New Schools Venture Fund
1998-1999	School assessment consultant at San Francisco's Leadership High School
1998-1999	College and SAT prep counselor at Achieva College Prep Centers
1997-1999	Tutor and communications consultant for African-American youth development program (R.I.S.E.) at Menlo Atherton (CA) High School
1998	Consultant to Vice President at Score!Kaplan, San Francisco

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EDUCATION

2001	Stanford University, Policy Analysis and Evaluation, Stanford, CA	MA
1998	University of California at Santa Barbara, English, Santa Barbara, CA	BA

PROFESSIONAL EXPERIENCE

2001-present	Research Associate, Evaluation Research, WestEd, Los Alamitos, CA
2001	Stanford University Medical Media and Information Technologies, Research Assistant, Stanford, CA
2000-2001	Researcher, Center for Technology and Learning, SRI International, Menlo Park, CA
1999-2000	Acting Director of Events, Communication Associate/Event Coordinator, Stanford University Office of Medical Development, Palo Alto, CA
1998-1999	Editor/Teacher, SinoFile Information Services, Beijing, China
1997-1998	Head News Editor, University of California at Santa Barbara Daily Nexus, Santa Barbara, CA

REPORTS AND PRESENTATIONS

Hoffman, JL.S., (2006, October). *Collecting parent and home data.* Panel presentation (Building a Comprehensive Mixed Methods Evaluation Design: Examples From a national Evaluation of Public Broadcasting Service's Ready To Learn) at the annual meeting of the American Evaluation Association, Portland, OR.

Horowitz, JE., Davis Sosenko, L., H offman. JL.S., Zobrowski, J, Tafoya, A., Haagenson, A., Hahn, S. (2006, August). *Evaluation of the PBS Ready To Learn Cell Phone Study: Learning Letters with Elmo.* Summary report to the Public Broadcasting Service (PBS) Ready To Learn.

Tushnet, N., Hoffman, JL.S., Zobrowski, J, Salaam. K., Ochoa, I. (2006, June). *Evaluation of the National Center for Engineering and Technology Education.* Year two report to the National Science Foundation.

Horowitz, JE., Davis Sosenko, L.J, Hoffman, JL.S., Bojorquez , JC., Dailey, K., Holmes, E., Wingren, G., Zobrowski, J (2005, December). *Evaluation of the PBS Ready To Learn comprehensive treatment study*. Summary report to Public Broadcasting Service (PBS) Ready To Learn.

Horowitz, JE., Davis Sosenko, L.J, Hoffm an, JL.S., Bojorquez, JC., Dailey, K., Holmes, E., Wingren, G., Zobrowski, J (2005, December). *Evaluation of the PBS Ready To Learn comprehensive treatment study*. Summary report to Public Broadcasting Service (PBS) Ready To Learn.

Davis Sosenko, L.J, Hoffman, JL.S., (2005, October). *Online, paper and pencil, or telephone interview: Nationwide survey responses from parents and educators of children Ages 3-8*. Panel presentation (The Cost Effectiveness of Using the Web to Survey Various Populations in Education) at the annual meeting of the American Evaluation Association, Toronto, Canada.

Horowitz, JE., Jaffer, K., Davis Sosenko, L.J, Hoffman, JL.S., Bojorquez, JC., Dailey, K., Wingren, G. (2005, September). *Data Collection of the federal performance indicators for PBS Ready To Learn*. Year five summary report to Public Broadcasting Service (PBS) Ready To Learn.

Tushnet, N., Hoffman, JL.S., Zobrowski, J (2005, June). *Evaluation of the National Center for Engineering and Technology Education*. Year one report to the National Science Foundation.

Horowitz, JE., Davis, L.J, Stout, JL., (2004, November). *Correlates and predictors of survey respondent's choice of response method: Telephone interview, paper and pencil survey, or internet*. Paper presentation at the annual meeting of the American Evaluation Association, Atlanta, GA.

Horowitz, JE., Jaffer, K., Davis, L.J, Stout, JL., Bojorquez, JC., Dailey, K., Holmes, E. (2004, August). *Data collection of the federal performance indicators for PBS Ready To Learn*. Year four summary report to Public Broadcasting Service (PBS) Ready To Learn.

Tushnet, N.C., Horowitz, JE., Stout, JL. (2004, July). *Evaluation of the Stupski Foundation District Alliance Partnerships: Pasadena Unified School District, academic year 2003-04*. Report of progress toward goals to the Stupski Foundation.

Horowitz, JE., Bojorquez, JC., Stout, JL., Tafoya, A. (2003, September). *Evaluation of the NEARStar (Network for English Acquisition and Reading Star Schools Program)project*. Second implementation report to Pacific Resources for Education and Learning.

Tushnet, N.C., Ann Millsap, M.A., Stout, JL., Johnston, K., Ormsby, C., Martinez, A. (2003, March). *Instructional materials development dissemination and implementation site evaluation*. Final report to the National Science Foundation.

MICHAEL WHITMORE

(b)(6)

PROFESSIONAL EXPERIENCE

2006 - present **Academy for Urban School Leadership**
Director, Urban Teacher Residency Program

1993 – 2006 **District 201, J. Sterling Morton East High School**
(Four Small Schools - Business and Finance, Science and Technology, Health and Human Services, and Arts and Communications) – approximately 800 students, 40 teachers, and one assistant principal per school.

Assistant Principal/Director of Health and Human Services Small School (2004 – 2006)
Served as Small schools restructuring coordinator, SIP committee chairman, and Dean's Office Director. Roles included Operations, Teacher evaluation and professional development, Special Education IEP, and Parent/community coordinator

Director of English, History, and Fine Arts Departments for all four schools (2004–present)
Roles included Department Coordination, Master Schedule creation, Staff Development, Budget Creation, and grant writing

English Department Coordinator (2002-2004)
Developed curriculum and technology (Including Textbooks, E-Technology, and Literacy). Roles included test-prep development and programming, Post-secondary planning, Professional Development, and literacy training and development

English Teacher (1993-2004)
Taught Senior AP English and Humanities to all grade and ability levels

Senior Trip Advisor (1999-2002)
Successfully completed four student tours: England, Greece and Rome, Spain, and Mexico

Club Advisor and Athletic Sponsor (1999-2001)
Served as advisor and sponsor for Morton East Gay and Straight Alliance and Intramural basketball

SERVICE TO THE PROFESSION

2002 – 2004	Organized *The Chicago Area Reading and Writing Workshop*
1999 – 2002	**Golden Apple Scholars Committee, Academy Committee** Evaluated, interviewed, and selected aspiring teachers Helped determine the philosophical direction of the Golden Apple Foundation
1999 – 2003	**Golden Apple Foundation Summer Scholars Program, DePaul University and Elmhurst College** Designed and taught Reflective Seminar in teaching to future teachers Observed and evaluated Golden scholars at local Chicago Schools Provided advanced instructional training to graduating Scholars
1991 – 1993	**University of Illinois at Chicago, Teaching Assistantship** Taught two sections of Research writing and the American Mythos Taught Introduction to Composition

EDUCATION

2009	National-Louis University	EdD Candidate
2003	University of Illinois at Chicago, Education (Leadership and Administration)	MA
1996	University of Illinois at Chicago, English Literature	MA
1990	Wheaton College, History and Secondary Education	BA

AWARDS

1998	Golden Apple award for excellence in teaching

Itemized Grant Budget

APPENDIX D

	TQP Grant Request Overview: Budget Years 1-5					
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Total**
Personnel	-	-	-	-	-	-
Fringe Benefits	-	-	-	-	-	-
Travel	9,000	20,000	20,000	20,000	20,000	89,000
Equipment	-	-	-	-	-	-
Supplies	65,380	10,000	10,000	10,000	10,000	105,380
Contractual	2,172,599	2,620,329	2,144,031	2,360,419	2,543,373	11,840,751
Construction	-	-	-	-	-	-
Other	170,000	40,000	27,500	30,000	30,000	297,500
Training Stipends	541,609	947,254	684,902	721,315	748,946	3,644,026
Total Direct Costs	2,416,979	2,690,329	2,201,531	2,420,419	2,603,373	12,332,631
Indirect Costs	-	112,159	176,122	193,634	208,270	690,185
Total Grant Costs	2,958,588	3,749,742	3,062,555	3,335,368	3,560,589	16,666,842

	TQP Matching Dollars Overview: Budget Years 1-5					
	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Personnel	(b)(4)					
Fringe Benefits						
Travel						
Equipment						
Supplies						
Contractual						
Construction						
Other						
Training Stipends						
Total Direct Costs-Match						
Indirect Costs						
Total Grant Costs-Match						

APPENDIX D

	Year 1							
	AUSL	AUSL Match	CPS	CPS Match	NLU	NLU Match	Total YR 1 Request	Total YR 1 Match
Personnel								
Assoc. Prof. Second Ed @ 90%	(b)(4)				-	(b)(4)	11,872	(b)(4)
Urban Institute Assoc. Dir. @ 25%					-		-	
Dept Chair Ed Psychology @ 20%					-		-	
Dept Chair, Elem/Mid Teacher Ed @ 20%					-		-	
Assoc. Prof, Elem Education @ 20%					-		-	
NCE Dean @ 5%					-		-	
CAS Dean @ 5%					-		-	
VP Marketing @ 5%					-		-	
Sr. Creative Director, Marketing @ 5%					-		-	
Web Designer, Marketing @ 5%					-		-	
Web Designer, Marketing @5%					-		-	
Media Relations Manager @ 5%					-		-	
NCE Reading @ 10%					-		-	
CAS Writing @ 10%					-		-	
CAS Science @ 10%					-		-	
C & I faculty @ 10%					-		-	
Online Curric. Dev. @ 20%					-		-	
Dept Chair, Secondary Ed @ 10%					-		-	
Assoc. Prof, Special Education @ 10%					-		-	
Administrative Assistant, CAS @ 10%					-		-	
Budget Manager, NCE @ 10%					-		-	
Administrative Assistant, NCE @ 6%					-		-	
Director Partnership Office @ 20%					-		-	
Assoc. Dir. University Assessment@ 15%					-		-	
Dir. Outreach/Academic Progs @ 20%					-		-	
Assoc. Dir. Career Services @ 10%					-		-	
Assoc. Prof, Math Department, CAS @ 10%					-		-	
Residency Program Administration:								
Grant Project Director @ 100%							46,590	
Dir. of Univ Partners. (TBD) @ 100%							36,268	
Career Mentor (TBD) @ 100%							24,179	
AUSL Mentors Teachers								
63 mentors @ 100%							330,585	
AUSL Mentor Resident Coaches:								
6 MRC's @ 100%							217,722	
AUSL Assistant Principals:								
5 AP @ 100%							158,888	
AUSL Recruiting:								
Admissions Manager @ 100%							18,678	
Recruitment Manager @ 100%							20,857	
AUSL TBD @ 100%							15,112	

APPENDIX D

	Year 1								
	AUSL	AUSL Match	CPS	CPS Match	NLU	NLU Match	Total YR 1 Request	Total YR 1 Match	
AUSL Induction Coaching:	(b)(4)							(b)(4)	
14 coaches @100%							342,435		
AUSL Central Program:									
Director of Induction Coaching @ 100%							25,838		
Director of Curriculum @ 100%							27,519		
Dir. High School Effectiveness @ 100%							27,519		
Knowledge Manager (Data Eval) @ 20%							4,534		
Managing Dir. High Schools @ 50%							23,348		
High School Deputy (TBD) @ 20%							7,254		
Elementary Director @ 20%							5,603		
CPS Project Dir @ 45% AUSL and 5% CPS							29,786		
AUSL Administration/Leadership:									
Director of HR and Recruiting @ 50%							18,678		37,439
Exec. Dir. AUSL @ 35%							16,343		
Finance Manager @ 10% (Grant Admin)							2,418		
Fringe Benefits @ 26% (AUSL 15%, CPS 35%)							145,961		
Travel							18,067		
Equipment:									
Technology							3,022		
Software							604		
IT Expansion re residency							30,224		
Supplies							71,425		
Contractual:									
PCI Public Relations							30,224		
Link It Assessment							17,530		
Life Long Learning							36,228		
WestEd							300,000		
Rick Stiggins							20,000		
Construction									
Other							331,668		
Training Stipends							*541,609*		
Total Direct Costs**							**2,416,979**		
Indirect Costs							-		
Total Costs							**2,958,588**		

****Direct & Indirect Figures Do Not Include Training Stipends - as Mandated by US Dept of Ed**

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APPENDIX D

	Year 2							
	AUSL	AUSL Match	CPS	CPS Match	NLU	NLU Match	Total YR 2 Request	Total YR 2 Match
Personnel								
Assoc. Prof. Second Ed @ 90%	(b)(4)						13,297	(b)(4)
Urban Institute Assoc. Dir. @ 25%							-	
Dept Chair Ed Psychology @ 20%							-	
Dept Chair, Elem/Mid Teacher Ed @ 20%							-	
Assoc. Prof, Elem Education @ 20%							-	
NCE Dean @ 5%							-	
CAS Dean @ 5%							-	
VP Marketing @ 5%							-	
Sr. Creative Director, Marketing @ 5%							-	
Web Designer, Marketing @ 5%							-	
Web Designer, Marketing @5%							-	
Media Relations Manager @ 5%							-	
NCE Reading @ 10%							-	
CAS Writing @ 10%							-	
CAS Science @ 10%							-	
C & I faculty @ 10%							-	
Online Curric. Dev. @ 20%							-	
Dept Chair, Secondary Ed @ 10%							-	
Assoc. Prof, Special Education @ 10%							-	
Administrative Assistant, CAS @ 10%							-	
Budget Manager, NCE @ 10%							-	
Administrative Assistant, NCE @ 6%							-	
Director Partnership Office @ 20%							-	
Assoc. Dir. University Assessment@ 15%							-	
Dir. Outreach/Academic Progs @ 20%							-	
Assoc. Dir. Career Services @ 10%							-	
Assoc. Prof, Math Department, CAS @ 10%							-	
Residency Program Administration:							-	
Grant Project Director @ 100%							52,223	
Dir. of Univ Partners. (TBD) @ 100%							40,653	
Career Mentor (TBD) @ 100%							27,102	
AUSL Mentors Teachers							-	
87 mentors @ 100%							536,551	
AUSL Mentor Resident Coaches:							-	
6 MRC's @ 100%							255,890	
AUSL Assistant Principals:							-	
5 AP @ 100%							186,742	
AUSL Recruiting:								
Admissions Manager @ 100%							20,936	
Recruitment Manager @ 100%							23,379	

APPENDIX D

	Year 2							
	AUSL	AUSL Match	CPS	CPS Match	NLU	NLU Match	Total YR 2 Request	Total YR 2 Match
AUSL TBD @ 100%	(b)(4)						16,939	(b)(4)
AUSL Induction Coaching:							-	
15 coaches @100%							410,145	
AUSL Central Program:							-	
Director of Induction Coaching @ 100%							28,962	
Director of Curriculum @ 100%							30,846	
Dir. High School Effectiveness @ 100%							30,846	
Knowledge Manager (Data Eval) @ 20%							5,082	
Managing Dir. High Schools @ 50%							26,170	
High School Deputy (TBD) @ 20%							8,131	
Elementary Director @ 20%							6,281	
CPS Project Dir @ 45% AUSL and 5% CPS							32,967	
AUSL Administration/Leadership:							-	
Director of HR and Recruiting @ 50%							20,936	
Exec. Dir. AUSL @ 35%							18,319	
Finance Manager @ 10% (Grant Admin)							2,710	
Expected growth							24,668	
Fringe Benefits @ 26% (AUSL 15%, CPS 35%)							209,386	
Travel							30,361	
Equipment							-	
Technology							3,454	
Software							-	
IT Project expansion cont.							16,445	
Supplies							10,000	
Contractual							-	
PCI Public Relations							34,535	
Link It Assessment							20,030	
Life Long Learning							41,442	
WestEd							300,000	
Rick Stiggins							-	
Construction							-	
Other							204,901	
Training Stipends							*947,254*	
Total Direct Costs							**2,690,329**	
Indirect Costs							112,159	
Total Costs							**3,749,742**	

****Direct & Indirect Figures Do Not Include Training Stipends - as Mandated by US Dept of Ed**

APPENDIX D

	Year 3							
	AUSL	AUSL Match	CPS	CPS Match	NLU	NLU Match	Total YR 3 Request	Total YR 3 Match
Personnel	(b)(4)							(b)(4)
Assoc. Prof. Second Ed @ 90%							9,917	
Urban Institute Assoc. Dir. @ 25%							-	
Dept Chair Ed Psychology @ 20%							-	
Dept Chair, Elem/Mid Teacher Ed @ 20%							-	
Assoc. Prof, Elem Education @ 20%							-	
NCE Dean @ 5%							-	
CAS Dean @ 5%							-	
VP Marketing @ 5%							-	
Sr. Creative Director, Marketing @ 5%							-	
Web Designer, Marketing @ 5%							-	
Web Designer, Marketing @5%							-	
Media Relations Manager @ 5%							-	
NCE Reading @ 10%							-	
CAS Writing @ 10%							-	
CAS Science @ 10%							-	
C & I faculty @ 10%							-	
Online Curric. Dev. @ 20%							-	
Dept Chair, Secondary Ed @ 10%							-	
Assoc. Prof, Special Education @ 10%							-	
Administrative Assistant, CAS @ 10%							-	
Budget Manager, NCE @ 10%							-	
Administrative Assistant, NCE @ 6%							-	
Director Partnership Office @ 20%							-	
Assoc. Dir. University Assessment@ 15%							-	
Dir. Outreach/Academic Progs @ 20%							-	
Assoc. Dir. Career Services @ 10%							-	
Assoc. Prof, Math Department, CAS @ 10%							-	
Residency Program Administration:							-	
Grant Project Director @ 100%							38,892	
Dir. of Univ Partners. (TBD) @ 100%							30,276	
Career Mentor (TBD) @ 100%							21,184	
AUSL Mentor Teachers							-	
87 mentors @ 100%							418,983	
AUSL Mentor Resident Coaches:							-	
6 MRC's @ 100%							199,820	
AUSL Assistant Principals:							-	
5 AP @ 100%							145,823	
AUSL Recruiting:							-	
Admissions Manager @ 100%							15,592	
Recruitment Manager @ 100%							17,411	

APPENDIX D

	Year 3							
	AUSL	AUSL Match	CPS	CPS Match	NLU	NLU Match	Total YR 3 Request	Total YR 3 Match
AUSL TBD @ 100%	(b)(4)						12,615	(b)(4)
AUSL Induction Coaching:							-	
16 coaches @100%							324,472	
AUSL Central Program:							-	
Director of Induction Coaching @ 100%							21,569	
Director of Curriculum @ 100%							22,972	
Dir. High School Effectiveness @ 100%							22,972	
Knowledge Manager (Data Eval) @ 20%							3,784	
Managing Dir. High Schools @ 50%							19,490	
High School Deputy (TBD) @ 20%							6,055	
Elementary Director @ 20%							4,678	
CPS Project Dir @ 45% AUSL and 5% CPS							25,911	
AUSL Administration/Leadership:							-	
Director of HR and Recruiting @ 50%							15,592	
Exec. Dir. AUSL @ 35%							13,643	
Finance Manager @ 10% (Grant Admin)							2,018	
Expected growth							36,207	
Fringe Benefits @ 26% (AUSL 15%, CPS 35%)							159,629	
Travel							27,866	
Equipment							-	
Technology							2,622	
Software							-	
Supplies							22,485	
Contractual							-	
PCI Public Relations							26,219	
Link It Assessment							15,207	
Life Long Learning							31,463	
WestEd							300,000	
Rick Stiggins							-	
Construction							-	
Other							186,164	
Training Stipends							684,902	
Total Direct Costs							**2,201,531**	
Indirect Costs							176,122	
Total Costs							**3,062,555**	

****Direct & Indirect Figures Do Not Include Training Stipends - as Mandated by US Dept of Ed**

APPENDIX D

	Year 4							
	AUSL	AUSL Match	CPS	CPS Match	NLU	NLU Match	Total YR 4 Request	Total YR 4 Match
Personnel								
Assoc. Prof. Second Ed @ 90%	(b)(4)						10,754	(b)(4)
Urban Institute Assoc. Dir. @ 25%							-	
Dept Chair Ed Psychology @ 20%							-	
Dept Chair, Elem/Mid Teacher Ed @ 20%							-	
Assoc. Prof, Elem Education @ 20%							-	
NCE Dean @ 5%							-	
CAS Dean @ 5%							-	
VP Marketing @ 5%							-	
Sr. Creative Director, Marketing @ 5%							-	
Web Designer, Marketing @ 5%							-	
Web Designer, Marketing @5%							-	
Media Relations Manager @ 5%							-	
NCE Reading @ 10%							-	
CAS Writing @ 10%							-	
CAS Science @ 10%							-	
C & I faculty @ 10%							-	
Online Curric. Dev. @ 20%							-	
Dept Chair, Secondary Ed @ 10%							-	
Assoc. Prof, Special Education @ 10%							-	
Administrative Assistant, CAS @ 10%							-	
Budget Manager, NCE @ 10%							-	
Administrative Assistant, NCE @ 6%							-	
Director Partnership Office @ 20%							-	
Assoc. Dir. University Assessment@ 15%							-	
Dir. Outreach/Academic Progs @ 20%							-	
Assoc. Dir. Career Services @ 10%							-	
Assoc. Prof, Math Department, CAS @ 10%							-	
Residency Program Administration:							-	
Grant Project Director @ 100%							42,188	
Dir. of Univ Partners. (TBD) @ 100%							32,842	
Career Mentor (TBD) @ 100%							21,894	
AUSL Mentors Teachers							-	
87 mentors @ 100%							476,560	
AUSL Mentor Resident Coaches:							-	
6 MRC's @ 100%							227,279	
AUSL Assistant Principals:							-	
5 AP @ 100%							165,862	
AUSL Recruiting:							-	
Admissions Manager @ 100%							16,914	
Recruitment Manager @ 100%							18,887	

APPENDIX D

	Year 4							
	AUSL	AUSL Match	CPS	CPS Match	NLU	NLU Match	Total YR 4 Request	Total YR 4 Match
AUSL TBD @ 100%	(b)(4)						13,684	(b)(4)
AUSL Induction Coaching:							-	
17 coaches @100%							372,011	
AUSL Central Program:							-	
Director of Induction Coaching @ 100%							23,397	
Director of Curriculum @ 100%							24,919	
Dir. High School Effectiveness @ 100%							24,919	
Knowledge Manager (Data Eval) @ 20%							4,105	
Managing Dir. High Schools @ 50%							21,142	
High School Deputy (TBD) @ 20%							6,568	
Elementary Director @ 20%							5,074	
CPS Project Dir @ 45% AUSL and 5% CPS							22,784	
AUSL Administration/Leadership:							-	
Director of HR and Recruiting @ 50%							16,914	
Exec. Dir. AUSL @ 35%							14,800	
Finance Manager @ 10% (Grant Admin)							2,189	
Expected growth							58,016	
Fringe Benefits @ 26% (AUSL 15%, CPS 35%)							163,143	
Travel							28,698	
Equipment							-	
Technology							2,899	
Software							-	
Supplies							23,807	
Contractual							-	
PCI Public Relations							28,994	
Link It Assessment							16,816	
Life Long Learning							34,792	
WestEd							300,000	
Rick Stiggins							-	
Construction							-	
Other							190,745	
Training Stipends							*721,315*	
Total Direct Costs							**2,420,419**	
Indirect Costs							193,634	
Total Costs							**3,335,368**	

****Direct & Indirect Figures Do Not Include Training Stipends - as Mandated by US Dept of Ed**

APPENDIX D

	Year 5							
	AUSL	AUSL Match	CPS	CPS Match	NLU	NLU Match	Total YR 5 Request	Total YR 5 Match
Personnel	(b)(4)							(b)(4)
Assoc. Prof. Second Ed @ 90%							11,498	
Urban Institute Assoc. Dir. @ 25%							-	
Dept Chair Ed Psychology @ 20%							-	
Dept Chair, Elem/Mid Teacher Ed @ 20%							-	
Assoc. Prof, Elem Education @ 20%							-	
NCE Dean @ 5%							-	
CAS Dean @ 5%							-	
VP Marketing @ 5%							-	
Sr. Creative Director, Marketing @ 5%							-	
Web Designer, Marketing @ 5%							-	
Web Designer, Marketing @5%							-	
Media Relations Manager @ 5%							-	
NCE Reading @ 10%							-	
CAS Writing @ 10%							-	
CAS Science @ 10%							-	
C & I faculty @ 10%							-	
Online Curric. Dev. @ 20%							-	
Dept Chair, Secondary Ed @ 10%							-	
Assoc. Prof, Special Education @ 10%							-	
Administrative Assistant, CAS @ 10%							-	
Budget Manager, NCE @ 10%							-	
Administrative Assistant, NCE @ 6%							-	
Director Partnership Office @ 20%							-	
Assoc. Dir. University Assessment@ 15%							-	
Dir. Outreach/Academic Progs @ 20%							-	
Assoc. Dir. Career Services @ 10%							-	
Assoc. Prof, Math Department, CAS @ 10%							-	
Residency Program Administration:							-	
Grant Project Director @ 100%							45,119	
Dir. of Univ Partners. (TBD) @ 100%							35,122	
Career Mentor (TBD) @ 100%							23,415	
AUSL Mentors Teachers							-	
87 mentors @ 100%							534,400	
AUSL Mentor Resident Coaches:							-	
6 MRC's @ 100%							254,864	
AUSL Assistant Principals:							-	
5 AP @ 100%							185,993	
AUSL Recruiting:							-	
Admissions Manager @ 100%							18,088	

APPENDIX D

	Year 5							
	AUSL	AUSL Match	CPS	CPS Match	NLU	NLU Match	Total YR 5 Request	Total YR 5 Match
Recruitment Manager @ 100%	(b)(4)						20,199	(b)(4)
AUSL TBD @ 100%							14,635	
AUSL Induction Coaching:							-	
18 coaches @100%							397,849	
AUSL Central Program:							-	
Director of Induction Coaching @ 100%							25,022	
Director of Curriculum @ 100%							26,650	
Dir. High School Effectiveness @ 100%							26,650	
Knowledge Manager (Data Eval) @ 20%							4,390	
Managing Dir. High Schools @ 50%							22,610	
High School Deputy (TBD) @ 20%							7,025	
Elementary Director @ 20%							5,426	
CPS Project Dir @ 45% AUSL and 5% CPS							24,366	
AUSL Administration/Leadership:							-	
Director of HR and Recruiting @ 50%							18,088	
Exec. Dir. AUSL @ 35%							15,827	
Finance Manager @ 10% (Grant Admin)							2,341	
Expected growth							81,597	
Fringe Benefits @ 26% (AUSL 15%, CPS 35%)							171,947	
Travel							29,483	
Equipment							-	
Technology							3,161	
Software							-	
Supplies							10,000	
Contractual							-	
PCI Public Relations							31,610	
Link It Assessment							18,333	
Life Long Learning							37,931	
WestEd							300,000	
Rick Stiggins							-	
Construction							-	
Other							192,707	
Training Stipends							*748,946*	
Total Direct Costs							**2,603,373**	
Indirect Costs							208,270	
Total Costs							**3,560,589**	

<u>Direct & Indirect Figures Do Not Include Training Stipends - as Mandated by US Dept of Ed</u>**

Letters of Support

i. Bill & Melinda Gates Foundation

ii. Chicago Public Education Fund

iii. City Year

iv. Governor Pat Quinn, State of Illinois

v. Illinois State Board of Education

vi. Linda Darling-Hammond, EdD

vii. Michael & Susan Dell Foundation

viii. New Leaders for New Schools

ix. NewSchools Venture Fund

x. Urban Teacher Residency Program

xi. WestEd

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July 14, 2009

Ms. Peggi Zelinko
Director, Teacher Quality Programs
Office of Innovation and Improvement
Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Ms. Zelinko:

The Bill and Melinda Gates Foundation is pleased to submit this letter of support on behalf of the Academy for Urban School Leadership (AUSL). AUSL, in partnership with the Chicago Public Schools (CPS), National-Louis University (NLU), is submitting an application for the Teacher Quality Partnership Grant program.

We believe that improving education is the best way to create equal opportunity for all. The Gates Foundation focuses its efforts on improving student success for African-American, Hispanic, and low-income students. We share AUSL's belief that every student deserves an opportunity to attend a good school.

AUSL is the only national program of its kind to combine a teacher training residency with a school turnaround strategy to dramatically improve academic achievement. AUSL's Urban Teacher Residency program pairs recent college graduates and mid-career teachers with experienced anchor teachers who serve as their mentors for an intensive, year-long apprenticeship.

We believe that AUSL's model of aggressively targeting struggling schools and also effectively supporting students and staff is one promising solution to a national education crisis. In July 2007, the Bill and Melinda Gates Foundation awarded a four-year, $10.3 million grant to AUSL, in support of the following three purposes: a) building the organizational infrastructure of AUSL, b) designing a high school turnaround model including replication strategy, and c) expanding AUSL's teacher residency program.

Thank you for considering their request. If you have further questions about AUSL, please do not hesitate to contact me.

Sincerely,

Colleen Oliver
Senior Program Officer
US Program - Education

THE CHICAGO PUBLIC EDUCATION FUND

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July 20, 2009

The Honorable Arne Duncan
United States Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

On behalf of The Chicago Public Education Fund, I am delighted to endorse the *AUSL/NLU/CPS: Innovations in Urban Education* program in its application for the Teacher Quality Partnership grant. Both NLU and AUSL have at the forefront of their missions the urgency and mandate to help revitalize Chicago Public Schools. I am sure you agree that both organizations have truly produced results in CPS, having yourself worked with both NLU and AUSL. If funded, I have full confidence that they would bring national acclaim to their efforts in reforming CPS highest need schools.

Notably, and with The Fund's help, National-Louis was able to create a strong NBC preparation program and integrate it into one of their key Master's programs; helping to raise the total number of NBC Teachers to 1,192 in CPS, now the fastest growing big-city school district for NBCTs. Likewise, as you may already know, The Fund is delighted to inform you that we actually provided seed funding to AUSL to launch its successful residency and induction program. AUSL is one of only three programs of its kind in the nation.

The Chicago Public Education Fund has been asked by Chicago Public Schools' CEO, Ron Huberman, to play a lead role in human capital strategic planning for the district. Key initiatives focused on improving teacher quality, such as the one being proposed by AUSL and NLU, are strongly aligned with CPS' vision for school leadership and will ensure The Fund and CPS' primary objectives for leadership support are carried out in the most economic and strategic manner. In this way we will certainly leverage public support well beyond the grant request.

I hope this finds you well. Thank you for your consideration and support.

All the best,

Janet Knupp

Janet Knupp
Founding President and CEO

TEL: 312.558.4500
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July 17, 2009

Ms. Peggi Zelinko, Ed.D.
Director, Teacher Quality Programs
Office of Innovation and Improvement
U.S. Department of Education
400 South Maryland Avenue, SW
Washington, DC 20202

Dear Ms. Zelinko:

We are pleased to submit a letter of support for the Academy for Urban School Leadership's (AUSL) application for the Teacher Quality Partnership Grant program. City Year Chicago partners with AUSL to deliver literacy tutoring in AUSL/Chicago Public Schools turnaround schools.

City Year unites young people of all backgrounds for a year of full-time service (as tutors and mentors), giving them the skills to make a difference in the lives of children and transform schools, neighborhoods across the United States. In Chicago, AUSL and City Year enjoy a unique partnership serving children in high-need Chicago Public Schools. This past school year (2008-2009), City Year teams of 8-10 young adults (corps members) served at three AUSL schools. Each team provided intensive one-on-on pull out literacy tutoring, service learning after school programs, and civic engagement initiatives to involve family and community members in school improvement efforts. We look forward to partnering with AUSL this upcoming school year and expanding the partnership to all seven AUSL elementary turnaround schools.

AUSL and City Year share common goals: serve the Chicago Public Schools; educate those most in need; increase academic performance; and engage the community in education. While AUSL prepares quality teachers through an innovative urban teacher residency and places their graduates in turnaround schools, City Year focuses on one student at a time; together both organizations work to achieve the same mission. AUSL schools are filled with disadvantaged low-income, minority students who are most in need of City Year's resources. Using balanced literacy based on Calkins and Fountas & Pinell, AUSL's literacy instruction matches City Year's tutoring methodology. In addition, both AUSL and City Year actively seek opportunities to engage community members to strengthen the programs and education within the schools.

Many of our corps members' social justice nerve have been touched by students in AUSL schools. For those who wish to pursue their service as an urban teacher, we encourage our graduates to apply for AUSL's highly competitive urban teacher residency program.

City Year partners with many entities and community-based organizations in Chicago. I have been thoroughly impressed with AUSL's management and their vision for giving each child an education they deserve. We believe that AUSL will continue to perform high-quality training (teacher residency program) and service (turnaround schools) and look forward to working with them to deepen the partnership. We hope you give AUSL's application for the Teacher Quality Partnership Grant serious consideration.

Should you like additional information about City Year or AUSL, please do not hesitate to contact me at 312-423-7172 or lmorrisonbutler@cityyear.org.

Sincerely,

Lisa Morrison Butler
Executive Director

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STATE OF ILLINOIS

OFFICE OF THE GOVERNOR

SPRINGFIELD, ILLINOIS 62706

Pat Quinn
GOVERNOR

July 15, 2009

Ms. Peggy Zelinko
Director, Teacher Quality Programs
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Washington D.C., 20202

Dear Ms. Zelinko:

I am pleased to write this letter of support on behalf of National-Louis University (NLU) and the Academy for Urban School Leadership's (AUSL) application for the Teacher Quality Partnership Grant program.

National-Louis University is one of the premier institutions in the country in the preparation of teachers. The Academy for Urban School Leadership and National Louis provide training for teachers who work in some of the most troubled schools in the city of Chicago. The training program combines coursework with classroom experience where a mentor teacher provides guidance and support. This approach develops well-trained teachers who are able to work effectively in high-need schools and who can change the culture of a school to one with high academic expectations.

I strongly support this proposal from NLU and AUSL. I know that they are committed to quality and excellence in their teacher preparation programs. I also know that how important they have been to educational reform in Illinois. I appreciate your consideration for funding this very critical initiative for our State.

Sincerely,

Pat Quinn

Pat Quinn
Governor

Illinois State Board of Education

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State Superintendent of Education

July 14, 2009

Ms. Peggi Zelinko
Director, Teacher Quality Programs
Office of innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Washington D.C., 20202

Dear Ms. Zelinko:

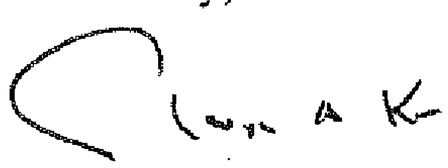
I am pleased to write this letter of support on behalf of National-Louis University (NLU) and the Academy for Urban School Leadership's (AUSL) application for the Teacher Quality Partnership Grant program.

AUSL and NLU started the first teacher residency program in the country in 2001. Modeled after a medical residency, the program combines master's degree coursework with classroom training under the guidance of a mentor teacher. Unlike other residencies, NLU and AUSL train teachers specifically for the highest need schools in Chicago. These are schools that have been failing students for years, even decades. AUSL staffs these schools with a cohort of NLU-AUSL residency graduates. This cohort of like-minded and well-trained teachers, combined with a visionary principal, help to transform the school culture into one of high expectations.

The Illinois State Board of Education is also pleased to support AUSL's post-graduate induction program this summer. This program prepares fully-released teacher coaches to guide AUSL's new graduates in the coming school year. We believe that AUSL's residency training combined with this post-graduate support is the key reason that AUSL retains over 85% of its teachers past three years.

ISBE feels confident that AUSL will continue to do high-quality work, and hope that you will give their application serious consideration.

Sincerely,



Christopher A. Koch, Ed.D.
State Superintendent of Education

July 2009

Ms. Peggi Zelinko
Director, Teacher Quality Programs
Office of innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Washington DC, 20202

Dear Ms. Zelinko:

I am pleased to write this letter of support on behalf of the Academy for Urban School Leadership's (AUSL) application for the Teacher Quality Partnership Grant program.

AUSL started the first teacher residency program in 2001. Modeled after a medical residency, AUSL combines master's degree coursework with classroom training under the guidance of a mentor teacher. AUSL teachers are highly prepared because they combine their content knowledge with a full year of student teaching with a specially-trained and selected mentor teacher. They also receive significant post-graduate support from fully-released induction coaches. The results are impressive. AUSL's graduates have an 85% retention rate after three years.

AUSL continues to be an innovative partner in urban school reform. Starting in 2006, AUSL began to place its graduates into school cohorts along with a visionary principal. This combination of great leadership and well-trained teachers changed the culture of the school from one of failure to one with high expectations. These AUSL-managed schools continue to lead the district on state tests, improving an impressive 16% in the last year alone compared to a 3% improvement in the district. This year three of AUSL's four turnaround elementary schools will be off probation for the first time in eight years.

As we seek to close the achievement gap caused by years of neglect, AUSL's model offers hope for other urban school districts. I feel confident that AUSL will continue to innovate to meet the needs of Chicago's students. I hope that you will give their application serious consideration.

Sincerely,

Linda Darling-Hammond, EdD
Stanford University

Michael & Susan Dell
FOUNDATION

July 20, 2009

Ms. Peggi Zelinko
Director, Teacher Quality Programs
Office of Innovation and Improvement
Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Ms. Zelinko:

The Michael & Susan Dell Foundation is pleased to submit this letter of support on behalf of the Academy for Urban School Leadership (AUSL). AUSL, in partnership with the Chicago Public Schools (CPS) and National-Louis University (NLU), is submitting an application for the Teacher Quality Partnership Grant program.

We believe all children are capable of learning and achieving at high levels and deserve a high-quality public education, regardless of their background, location or economic means. In the U.S., we concentrate on transforming public school systems into high-performing organizations through the use of data-driven decision-making, strong school leadership and innovative models for success. The Michael & Susan Dell Foundation is committed to supporting programs that transform the lives of children living in urban poverty through education.

Since its founding in 2001, AUSL has expanded both its scope and its impact on the Chicago Public School system. What began primarily as a teacher training academy is now a comprehensive program focused on turning around Chicago's chronically underperforming schools - strategically placing graduates (now more than 300) from their teacher residency program in these schools. The Michael & Susan Dell Foundation has invested $1.2 million in AUSL - supporting their efforts to transform underperforming CPS schools via their innovative and rigorous teacher residency program. As one of only three not-for-profit urban teacher residency programs in the country, AUSL is a true pioneer.

Thank you for considering their request. If you have further questions about AUSL, please do not hesitate to contact me.

Sincerely,

Joe Siedlecki
Program Officer, U.S. Education
Michael & Susan Dell Foundation

July 22, 2009

Peggi Zelinko, Ed.D.
Director, Teacher Quality Programs
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Washington D.C., 20202

Dear Dr. Zelinko:

With this letter I offer my enthusiastic support for the proposal of National-Louis University (NLU) and the Academy for Urban School Leadership (AUSL) to serve as a Chicago Public Schools provider of alternative certified teachers through an expanded teacher residency program.

Our organization, New Leaders for New Schools, has worked closely with both groups. For several years I was stationed in the city as our Chicago program director. During that time I became familiar with the leadership and workings of these two exceptional organizations, and since that time New Leaders for New Schools has maintained and even deepened our partnership with each organization. Our New Leaders aspiring principals also go through a carefully designed residency while simultaneously gaining a Masters' degree through a close partnership with NLU. A number of our graduates have actually become successful principals of AUSL schools.

Based on our own experience with aspiring principals and the results we have seen from the teacher residencies in Chicago, we strongly believe that these residencies work. Hundreds of graduates of the one-year teaching residencies commit to working in high-need CPS schools for four years; we have seen these teachers make a lasting difference in the lives of children. I understand that over 80% of the AUSL/NLU graduates continue to serve in CPS schools, a remarkable rate of retention. This statistic reveals that teachers who have experienced a quality residency are fully prepared for the rigors of the urban classroom, and have the skill and resilience to anchor real school improvement efforts in many schools as a result.

National & New York
Program Office
30 West 26th Street
2nd Floor
New York, NY 10010
Tel: 646-792-1070
Fax: 646-792-1071
www.nlns.org

This proposal represents a new level of innovation and reach for two Chicago institutions with strong track records working to renew CPS. AUSL basically invented urban teacher residencies as a more comprehensive way to prepare teachers, and now they have taken on another even more daunting challenge: turning around failing and discouraged schools in the inner-city environment. NLU is an entrepreneurial and responsive institution working hard to innovate in ways that meet the human capital needs of Chicago Public Schools. Their commitment to groups like AUSL and ours reveals that the university understands the pressing need to reinvent and advance both teacher and leader education for the changing times.

This proposal shows these two pivotal organizations continuing to partner and collaborate creatively, and with this project they are moving residencies to the next level. By taking on Chicago's most distressed sites, this joint venture is on a course to make our urban schools work for all learners. Our principals working in AUSL turnaround schools have

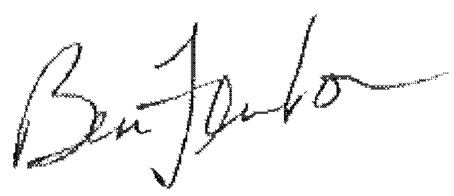
PR/Award # U405A090042

seen firsthand the benefits of having a pool of strongly prepared and mission-aligned teachers to draw from as they work to make dramatic gains in student achievement.

AUSL and NLU see this turnaround work as an urgent undertaking. By committing to the level of activity in this application, they fully intend to make a strong educational experience a reality for thousands of youngsters in Chicago. And they plan to do it today, and over the next five years, not at some undetermined future time.

I hope the Department gives full consideration to this intelligent proposal to advance and expand residencies for Chicago and the nation.

Sincerely,



Benjamin Fenton
Co-Founder and Chief Strategy and Knowledge Officer

newschools
venture fund

July 16, 2009

Ms. Peggi Zelinko
Director, Teacher Quality Programs
Office of Innovation and Improvement
Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Ms. Zelinko:

The NewSchools Venture Fund (NewSchools) is pleased to submit this letter of support on behalf of the Academy for Urban School Leadership (AUSL). AUSL, in partnership with the Chicago Public Schools (CPS) and National-Louis University (NLU), is submitting an application for the Teacher Quality Partnership Grant program.

NewSchools is a national nonprofit venture philanthropy firm that has been working since 1998 to transform public education for underserved children by supporting education entrepreneurs who create organizations that have the power to catalyze system-wide change. Our investments are designed to make a significant systemic impact in some of the nation's most challenged urban communities, including Chicago.

AUSL is a unique organization. It leverages its very innovative and successful human capital component, a new teacher residency program, in order to take over the management of and transform chronically underperforming public schools in Chicago (turnarounds). There are more than 5,500 schools in need of such intervention nationwide yet there is a paucity of organizations engaged in this critical work. AUSL is one of the few organizations in the country addressing this challenge and one of only three or four that is doing it and scaling.

We believe that AUSL plays an important role in school reform and community development in Chicago and will help inform other similar organizations and efforts around the country. NewSchools has invested $2.5 million in AUSL and I serve on their Board of Directors. Our investment is helping AUSL develop its organizational infrastructure and help the organization increase the number of students served.

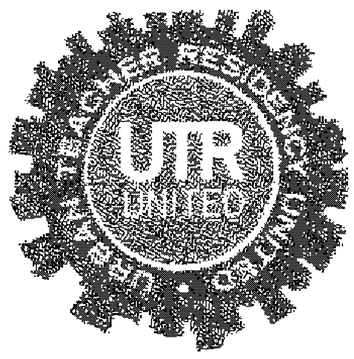
Thank you for considering their request. If you have further questions about AUSL, please do not hesitate to contact me.

Sincerely,

Jordan Meranus
Partner

NewSchools Venture Fund
211 Congress Street, 10th Floor
Boston, MA 02110

T: 415.615.6860
F: 617.589.9448
www.newschools.org



July 14, 2009

Ms. Peggi Zelinko
Director, Teacher Quality Programs
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Washington D.C., 20202

Dear Ms. Zelinko:

We are pleased to write this letter of support on behalf of the Academy for Urban School Leadership (AUSL), National-Louis University (NLU) and the Chicago Public Schools' (CPS) application for the Teacher Quality Partnership Grant program.

AUSL is a founding partner of the Urban Teacher Residency United (UTRU) network, and as such, have been active participants in the sharing, analysis, and codification of promising program practices for residencies. In collaboration with UTRU and the other two founding programs (the Boston Teacher Residency in Boston and the Boettcher Teachers Program in Metro-Denver), AUSL played a key role in developing Network-Wide Quality Standards for all residencies. AUSL also contributed their expertise to our innovative "train the trainer" program, the Residency for Residencies Program, by participating in panel discussions, leading break out sessions on key topics, and facilitating an in-depth site visit. In this way, their program has served as a model for new programs in Denver, New York City, Philadelphia, and Chattanooga.

In our work with this program, the AUSL directors, staff, and participants have demonstrated a deep commitment to program quality, reflection and innovation, and serving the students of their district. In its eight years, AUSL, NLU, and CPS have already produced dramatic results:

- 312 graduates of AUSL's residency program (2003-2009);
- AUSL's graduates are a diverse, 55 percent African American, Latino/Hispanic, or Multi-Racial;
- 83 percent of AUSL's graduates remained in CPS as teachers, principals, or other CPS instructional support staff*;
- 80 percent of AUSL's graduates are still CPS classroom teachers*;
- AUSL/CPS schools have seen steady increases in Illinois Standards Achievement (ISAT) scores. Preliminary ISAT scores from 2008-09 school year show that three of our four elementary schools received some of the highest gains in Chicago. Specifically:
    - The Harvard School of Excellence has been a turnaround school for two years. In that short time it has gone from 31% of students meeting/exceeding state standards to 56% meeting/exceeding state standards.
    - The Sherman School of Excellence was the first turnaround school in Chicago. In 2006 only 29% of its students were meeting/exceeding state standards. This year 51% are meeting/exceeding state standards, an increase of 21 points in just three years.
    - The Howe School of Excellence is a new turnaround school. In just one year the percent of students meeting/exceeding state standards has increased from 42% to 50%.

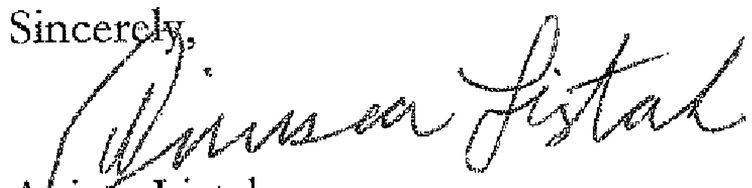
- The Dodge Renaissance Academy, a teaching academy with many similarities to turnaround schools, has continued its successful transformation. The school was closed by CPS in 2003 and re-opened in 2004 under AUSL management. Since then, Dodge has increased the percent of students meeting/exceeding state standards from 22% to over 77%.
- Our first teaching academy, The Chicago Academy now has 90% of students meeting or exceeding state standards, better than every charter school in the city.

**From 2003-2008. 2009 graduates begin in September.*

UTRU feels confident that AUSL, NLU and CPS will continue to do high-quality work on behalf of all residency programs nationwide, and hope that you will give their application serious consideration.

Should you require additional information about UTRU or the AUSL, please do not hesitate to contact me at 773-308-6333.

Sincerely,



Anissa Listak
Managing Director

WestEd

excellence in research, development, and service

Tuesday, August 21, 2009

Dr. George H. Litman
Interim President
National-Louis University
Chicago Campus
122 S. Michigan Avenue
Chicago, IL 60603

Dear Dr. Litman,

WestEd is pleased to express our support, and to serve as the evaluator, for the AUSL/NLU proposal to the U.S. Department of Education's Office of Innovation and Improvement Teacher Quality Partnership Grant application. The AUSL model of school turnaround is one of the most promising models in the country, and the Teacher Residency Program that you have proposed in your grant application should enhance your work turning around chronically low-performing schools. Given WestEd's mission to "promote excellence, achieve equity, and improve learning for children, youth, and adults," we strongly support your projects core goals of,

- Using student achievement data to build teacher effectiveness and transform the teacher preparation curriculum;
- Developing a career ladder for high quality teacher to become school leaders;
- Expanding the number of teachers who can serve in CPS; and
- Expanding the number of teachers who teach in high-need schools, subjects, and areas.

We look forward to working with you and benefiting from this effort.

Sincerely,

Joseph L. McCrary
Senior Research Associate
WestEd

1350 Connecticut Avenue NW, Suite 1050 • Washington, DC • 20036-1709 t: 202.429.9722 f: 202.429.9732 w: www.WestEd.org

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Residency Tools

i. AUSL Selection Rubric

ii. Building Your Classroom PD for new AUSL Teachers

iii. Candidate File

iv. Mentor Observation Tool

v. Mentor-Resident Expectations Matrix – Elementary

vi. Mentor-Resident Expectations Matrix – High School

vii. Resident Summative Assessment

viii. Summer Turnaround Academy Schedule

AUSL RESIDENT SELECTION COMPETENCIES

Evidence of competence | *Red flags*

1. Commitment to achievement and results

- Track record of achievement and success
- "Life experience," has faced and overcome adversity
- Efficacy/"locus of control"/acceptance of personal responsibility for students' learning
- Persistence (Haberman)
- Willing to go above and beyond for results
- Believes in the value of, and invests effort in, planning

- Errors in resume/application
- Careless, "dashed off" application essays or writing sample
- Believes teaching will be "easier" than prior job
- Job hopper, resume gaps
- Comfortable upbringing, just out of school, has never faced life challenges
- Does not articulate examples of being/getting self organized

2. Beliefs about at-risk students and children's learning

- Believes that all children can learn and that teacher/school can make a difference
- Professional (vs. personal) orientation to teaching (Haberman). Willing to apply high expectations, not sympathy, and to teach kids you don't love and/or who don't love you
- Experience with high-poverty urban environments (in work or in life)
- Can create and apply curriculum that appeals to urban students' interests and cultural heritage
- Understands that children learn in many different ways, willing to try a variety of approaches

- Believes that upside potential of at-risk children/youth is limited by their environment
- Sees minority kids differently from other kids
- Does not accept that it's appropriate to treat individual children differently to meet their different needs
- Repelled by children/youth who are dirty, don't dress well
- No exposure to or life experience at all with high-poverty urban settings

3. Impact and influence with children/youth

- Enjoys being with children/youth; cares about and respects them
- Prior experience working/volunteering with urban children/youth
- Professional appearance and dress
- Strong presence, energy, and oral communications skills
- Warm demeanor; consistently uses positive and proactive structures and responses
- Comfortable with firmness, "tough love," and directiveness
- Adaptability, flexibility, and real-time problem solving
- "With-it-ness:" evidence of competency to be aware of and manage many children/youth at once

- Has never spent much time with children/youth, or has never spent any time with urban children/youth
- Eccentric, distracting mannerisms or appearance; thick accent or poor command of standard English
- Soft spoken or diminutive (especially for secondary)
- Idealistic and wants to help, but not yet committed to teaching
- Wants to teach mostly out of excitement for the content area, rather than balancing that with a desire to manage and influence children/youth
- Interviewer just doesn't like the candidate; candidate is disrespectful, not genuine, arrogant, or whatever

4. Maturity, confidence and self-management

- Response to authority (Haberman)
- Adequately respectful of authority, procedures, processes
- Self-control and mature judgment
- Empathetic, not highly judgmental of others
- Fallibility (Haberman)
- Reflective, self-aware practitioner

- Unreasonably fearful for personal safety in our schools
- Afraid of or repelled by children/youth who don't behave well
- Inclination to use physical approaches to controlling children
- Sense of entitlement, tendency to blame others for "not giving me what I need to succeed"
- Angry, rebellious, or resentful attitude towards authority

5. Intellect and critical thinking

- Adequate academic performance (GPA > 3.0)
- Ability to generalize (Haberman)
- Adequate writing ability and willingness to create written plans
- Willingness and ability to use data to plan and adapt instruction
- Conveys enthusiasm for the content area
- Reflective, curious "lifelong learner"

- Barely passing test scores
- Previously failed test, needs to take again
- Weak grades, especially if from not-so-selective school
- Poorly written application essays and/or writing sample
- Just doesn't seem very smart in the interviews

6. Habits of collaboration and teamwork

- Teamwork/inclination to plan with and learn from others
- Pride in significant team-based life experiences, e.g., varsity sports, team-based professional accomplishments
- Ability to avoid burnout and reach out to others for help (Haberman)

- Poor listener
- Critical of former colleagues and/or bosses
- Not open to coaching - always needs to be right

© 2008, Academy for Urban School Leadership. Evidence for some competencies, as indicated above, is also gathered using the Haberman Foundation Star Teacher Interview.

PR/Award # U405A090042

Elementary Turnaround Training Academy 09—Building your classroom the "AUSL Way"
August 3-6, 2009

8:30 a.m.-12:30 p.m. sessions
Location: Tarkington School of Excellence

TURNAROUND TRAINING ACADEMY SUMMER 2009 Building your Classroom the "AUSL Way" OVERVIEW

Sessions at a Glance

Monday, August 3: Morning routines and procedures; establishing rules and expectations
Tuesday, August 4: Positive incentives and logical consequences; AUSL classroom environment rubric; organizational systems and procedures; physical transitions and movement
Wednesday, August 5: Work session to finalize plans and create script for first days of school

Outcomes/Objectives:

- Teachers will be able to set positive classroom culture and climate, build community (i.e., know students as individuals)
- Teachers will be able to create positive, structured classroom environment through development of consistent routines and procedures and the AUSL classroom environment rubric
- Teachers will create detailed plans of the first days/week of school utilizing Signature Management Strategies
- Teachers will develop a classroom management plan that includes anticipated rules/expectations, and a system of positive incentives and logical consequences

Product/Deliverable:

- Teachers will create detailed plan of procedures
- Teachers will develop a set of potential classroom rules that are positively framed, developmentally appropriate, enforceable, logical, and concise
- Teachers will develop systems of positive and negative consequences to enforce class rules/expectations

Facilitators (AUSL turnaround classroom coaches):

- Nina Weisling (middle school/upper grades breakouts) with Bill Suttles
- Mary Grezlik (intermediate grades breakouts) with Melissa Monaco
- Keri Mendez and Lisa Peloquin (primary grades breakouts)
- Co-facilitation and support from new turnaround administrators Pamela Creed, Alice Henry and Zipporah Hightower, Sheila Barlow, Jasmine Mitchell, and Kamau La Raviere

Notes: _____ _____

TSC = Turnaround School Coach
Demo T = Demonstration Teacher

PR/Award # U405A090042

Monday 8/3: Nuts and bolts	
A Morning routines and procedures	**B Rules, incentives and consequences**
• Student entry • Greeting • Put away bookbags/coats • Getting materials from bookbags/lockers • Do Now • Taking attendance (not including IMPACT training) • Notes collection • Late students • Lunch tickets counted/distributed • Move to rug/meeting area	• Incentives • Consequences • Rules • Getting students' attention/ Quiet signals • Getting teacher's attention • Noise levels • How and when students leave seats • Self-monitor behavior

TSC = Turnaround School Coach
Demo T = Demonstration Teacher

PR/Award # U405A090042

Elementary Turnaround Training Academy 09—Building your classroom the "AUSL Way"
August 3-6, 2009

Tuesday 8/4 nuts and bolts	
C Organizational systems and procedures • Passing out papers and supplies • Distribute notes, forms, letters • Material recollection, storing • Homework assigned, distributed • Homework collected • Organize student materials • Turn in homework/classwork • Pencils • Clean desks/notebook/trash	**D Physical transitions and movement** • Lining up for specials/bathroom/lunch • Receive coats, bags, pack up • End of day cleanup **E Classroom environment** • Physical setup • AUSL rubric guidelines and expectations

TSC = Turnaround School Coach
Demo T = Demonstration Teacher

Candidate name (Last) [redacted] First) [redacted]
CANDIDATE PROFILE - AUSL CLASS OF 2010

A. Candidate data
Name (Last) [redacted] (First) [redacted]
(Nickname) _____ (Maiden surname) _____
email address: [redacted]
Daytime phone: [redacted]
Home/cell phone: (_____) _____
Street address: [redacted]
City Chicago State IL Zip [redacted]
Application date: 11/14/08
How heard about AUSL: CPS website

B. Program (circle)
NLU UIC
Elementary Secondary
Elementary age level interest: PK -3 4-6 7-8
Content area (secondary or middle) : _____
Specialty interest: Literacy Sped Middle grades

C. Demographic
Date of birth: _____
Gender (circle): M F
Race/ethnicity (circle): Asian AA H Mixed White

D. Test data (include upcoming test dates if registered)
ITBS test date: 3/8/08 ITBS score: 253
Elem Type 110 test date: 4/30/05 Elem Type 110 score: 246
Secondary test date: _____ Secondary content test score: _____
Secondary test content area: _____

E. Academic
Undergraduate college/university #1: [redacted]
Undergraduate college/university #2: [redacted]
Undergraduate college/university #3: [redacted]
Undergraduate major: [redacted]
Date Bachelor's degree conferred (or expected) : _____
Advanced degree #1 (degree, university): _____
Advanced degree #2 (degree, university): _____

Bachelor's degree GPA (from transcript): [redacted]
Latest 60 hours GPA: _____
Transcript sent to NLU for review (date) _____
NLU transcript review result received (date) _____
Academic deficiencies? None, or (list): _____

NLU transcript review comments

Candidate name (Last) [redacted] (First) [redacted]
CANDIDATE PROFILE - AUSL CLASS OF 2010 U

F. Screening process results (0,1,2,3 or IB)
1. Achievement and results
2. Beliefs about at-risk students
3. Impact and influence with children
4. Maturity, confidence, self-management
5. Intellect and critical thinking
6. Collaboration and teamwork

Recommendation: Enthusiastic pass (E), Good pass (G), Hold/uncertain (H), or Turndown (TD)

File #1	File #2	File #3	Interview #1	Interview #2
2	0	2.5	2	2
3	1	3	2	2
3	IB	3	2	2.5
IB	IB	IB	1.5	1.5
IB	IB	2	IB	2
IB	1	IB	1	2
G	H ~~MH~~	G	G.	G
Reviewer name				
Bingham	Moy	Sosa	White	Sosa

G. Haberman results (0,1,2,3). *= score of "0" should be disqualifying
1. Achievement and results
- [ ] Persistence (A)* (multiple ideas)
- [ ] Persistence (B)* (persists daily)

2. Beliefs about at-risk students
- [ ] Approach to At-risk students (A)* (all children can learn)
- [ ] Approach to At-risk students (B)* (teachers/schools have responsibility to teach)
- [ ] Professional vs. personal (A)* (I can teach kids who don't like me)
- [ ] Professional vs. personal (B)* (I can teach kids who I don't like)

3. Impact and influence with children
4. Maturity, confidence, self-management
- [ ] Response to authority (A) (pushes back with the boss)
- [ ] Response to authority(B)* (in the end, backs up the boss with the children)
- [ ] Fallibility (A)* (admits fallibility to oneself)
- [ ] Fallibility (B)* (admits fallibility to others, including to children)

5. Intellect and critical thinking
- [ ] Application of generalizations (A)* (accepts value of theory as a guide to effective practice)
- [ ] Application of generalizations (B)* (understands how theory is manifested in practice)

6. Collaboration and teamwork
- [ ] Burnout (A) (acknowledges that burnout is a risk for those who care)
- [ ] Burnout (B) (willing to support and receive support from colleagues)

H. Any Red Flags noted in earlier reviews (write-in line to describe)
1. Achievement and results: _____
2. Beliefs about at-risk students: _____
3. Impact and influence with children: Soft spoken
4. Maturity, confidence, self-management: _____
5. Intellect and critical thinking: _____
6. Collaboration and teamwork: _____

I. Comments/questions from other reviewers for future reviewers:

Academy for Urban School Leadership Online Application

[redacted]

Date Submitted: 11/14/2008

Certification

Are you a Golden Apple Scholar? **No**

If you do not currently hold an Illinois Certificate, answer the following:

		If pending, date test taken
* Have you passed the Basic Skills Exam?	Yes	
* Have you passed the Elementary/Middle Grades Content Area Exam?	Yes	
* Have you passed the appropriate Content Area Exam?		

Do you hold a current out-of-state certificate? No

State	Type	Certificate Number	Expiration Date	Current?

List your out-of-state certified teaching/administration fields:

Statement

1. Why do you want to become an urban school teacher in an underserved community? What life experiences and skills do you possess that would enable you to connect with your students and inspire them to learn?

[redacted]

2. Describe a serious challenge you have faced. What role did you play in addressing it, and how has this experience affected your personal development?

[redacted]

2. Describe a serious challenge you have faced. What role did you play in addressing it, and how has this experience affected your personal development?

[redacted]

Language Skills

If you are multi-lingual, in which languages are you fluent?

Referrals

How did you hear of our vacancy(ies)?

Chicago Public Schools Website

Applicant Checklist

Two Official Transcripts from all institutions attended.

Appropriate Transcript Analysis Form (not applicable for GA Scholars). Form can be downloaded on the AUSL website.

Official Score Reports; all candidates must submit a report from the Illinois Basic Skills Test. Additionally, elementary candidates must submit a report from the 110 Middle Grades content area test; secondary candidates must submit a report from their appropriate content test.

Complete a Free Application for Federal Student Aid,
www.studentaid.ed.gov
. Please use National-Louis University's FAFSA school code: 001733 (Wheeling). GA Scholars please use University of Illinois-Chicago FAFSA school code: 001776.

[redacted]

EXPERTISE

- Working within a team or individual environment
- Organization & systematic approach to problem solving
- MS Office 2003 – Word, PowerPoint, Excel

EXPERIENCE

Country Club Hills School District 160

Country Club Hills, IL
Substitute Teacher 02/2008-Present

Followed teacher's lesson plans while maintaining classroom discipline by keeping the student engaged in activities.

West at Home Omaha, NE
Home Agent 12/2007-04/2008

Received incoming calls for insurance, products and other consumer services

Prairie Hill School District 144 Markham, IL
Para Professional & Substitute Teacher 11/2004 – 06/2007

Communicated with parent, teacher, and education support staff concerning student's progress.
Planned, prepared & developed activities to aide student's in reaching prescribed I.E.P. goals.

Chicago Public Schools Chicago, IL
Substitute Teacher 09/2008-Present
School Based Problem Solving Leader, Project Assistant 11/1999-04/2003
Homework Club Assistant and College Tutor

Coordinated & assigned team members with students & monitored weekly progress
Directed weekly meeting with SB team members
Assisted in planning, developing, ways of tutoring "at risk" students

Advance Bank Evergreen Park, IL
Teller/Personal Banker 02/1993 –04/1994,
07/1998- 04/2000

Maintained professional standards and processed confidential information
Promoted NEW banking services to new and existing customers

EDUCATION

Bachelor of Arts, Business Administration & Psychology, Governors State University (8/04)

THE STAR TEACHER SELECTION INTERVIEW CONTINUA RATING FORM

© Martin Haberman

NAME [redacted] Date: _____ Score: _____

Areas of Certification _____ Interviewer: _____

1. (Something about yourself) _____
2. (Work Experience) _____
3. (Experience working with children) _____
4. Grade level/age interested in teaching: _____

I. PERSISTENCE

A. 0 — 1 — 2 — 3	B. 0 — 1 — 2 — 3
0: Makes irrelevant suggestions. Tentative about one or two suggestions, then stops.	0: Respondent does not seem to see persisting as part of a teacher's daily work.
3: Makes five or more clear suggestions and seems willing and able to continue process.	3: Respondent seems to see persisting as a vital, daily activity of teacher.

Problem: _____

II. RESPONSE TO AUTHORITY

A. 0 — 1 — 2 — 3	B. 0 — 1 — 2 — 3
0: When his/her ideas are challenged, candidate responds in an aggressive or defensive manner. Immediately backs down, or confronts.	0: Candidate would inform class that Principal forbids continuing activity.
3: When his/her ideas are challenged, candidate continues to deal with the issues in a patient and good humored manner. Tries to keep negotiating.	3: Candidate would take responsibility with class for stopping or redirecting activity.

Hobby: _____

Response to "B": _____

III. APPLICATION OF GENERALIZATIONS

A. 0 — 1 — 2 — 3	B. 0 — 1 — 2 — 3
0: Candidate sees generalizing to be dangerous practice. Rejects generalizations about human behavior.	0: Candidate is unable to connect a generalization about teaching with any teaching practice.
3: Candidate seems able to test generalizations against his/her experience, the collective experience, theory, research, expert opinion or logic. Accepts that workable generalizations may have exceptions.	3: Candidate gives several examples of what a teacher might do to implement a particular generalization.

0 — 1 — 2 — 3

Generalization: _____

Behaviors: _____

Observations/conclusions: _____

IV. APPROACH TO AT-RISK STUDENTS

A. 0 — 1 — 2 — 3		B. 0 — 1 — 2 — 3	
Youngsters have deprivations and lack advantages which destine them to fail in school.	Teachers need more know-how about effectively motivating and reaching at-risk students.	People outside of schools need to work on debilitating life conditions before teachers or schools can be held accountable.	What we now do in schools isn't working. Maybe schools ought to try x, y, z.

At risk means: _____

Causes: _____

Solutions: _____

V. PERSONAL VS. PROFESSIONAL ORIENTATION TOWARD TEACHING

A. 0 — 1 — 2 — 3		B. 0 — 1 — 2 — 3	
Unless children/youth actually love their teachers, no real learning can occur. Feelings toward teachers completely control pupil learning.	If children/youth experience success, their feelings toward their teachers become more positive. In any event, the teacher's goal is to generate learning, not adulation.	I expect to love every child/youth I teach.	I expect to be an effective teacher with some children/youth I may actively dislike. I recognize that not all children are loveable. That won't lessen my efforts to teach them.

Comments: _____

VI. BURNOUT

A. 0 — 1 — 2 — 3		B. 0 — 1 — 2 — 3	
Some teachers are inadequate. They get into ruts. They lack commitment. Burnout shouldn't happen to good teachers.	Dealing with the bureaucracy wears down everyone. The job is wearing on a teacher's' physical/emotional health. Really caring and trying causes it.	Teachers should take vacations. Teachers should take a course. Each teacher is responsible for upgrading himself/herself.	Expect it and plan to fight it. Develop a network of colleagues to serve as a support group. Work toward reasonable school changes with a group of teachers.

Causes: _____

Solutions: _____

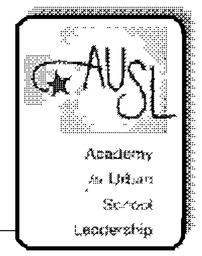
VII. FALLIBILITY

A. 0 — 1 — 2 — 3		B. 0 — 1 — 2 — 3	
I don't make mistakes. Possible misspellings or slips of the tongue might occur while teaching. I forget names.	I might fail to motivate or help students be successful. I might hurt a child's feelings or break trust in some way.	Check spellings. Be certain of the facts before you teach. Know pupils' names.	Learn more about the students. Learn how to use their interests to help them achieve more. Always apologize to the child.

Mistakes: _____

Solutions: _____

Observation Tool
AUSL Signature Strategy—Chunk, Chew, Check



Resident Name: Mentor Name:

Date/Time of Instruction: Grade/Subject Area:

Time	**Chunk** (What is the chunk of content being taught?)	**Chew** (What strategy is being used to process the content?)	**Check** (What is the check for understanding?)

Specific strategies are listed on the second page of this tool.

Save This Form **Print This Form**

School Year 2009-2010

SPECIFIC STRATEGIES LIST
AUSL SIGNATURE STRATEGY—CHUNK, CHEW, CHECK

Chunk Strategies	Chew Strategies	Check Strategies
Direct Instruction—Lecture Group Investigation Hands-on Exploration Video Input Simulation/Role Play Socratic Seminar Reading Selection Cornell Note-Taking	HOT Questions Make Analogies/Synectics Explain attributes to partner Summarize Learning Create a Graphic Organizer Compare and Contrast Connect to Prior Knowledge Hypothesize what will happen Categorize Items Cause and Effect Silent Conversation on Big Paper 4 Corners Human Graph Essential Questions Think-Pair-Share Communications Line KWL Structure Controversy or Debate 3 Word Summary Ticket to Leave The Most Important Thing Create an ad or postcard that shows… Bio-poem Give a Report Card or Grade It Create a Sensory Figure Create a Picto-word Create a Cartoon Create a POV conversation Cartoon	Thumbs Up/Down Fists of Five (show number of fingers) Quick Write Think-Pair-Share Exit Slips Popsicle Sticks (random) Red, Yellow, Green Cups Mini White Boards Show Index Cards (Strongly Agree to Strongly Disagree or A, B, C, D)

				AUSL - UTR ELEM Resident Expectations Matrix, Traditional Calendar Year, 2009			
		Accountability Framework					
		Student Achievement Framework					
		Support Framework					
	Accountablility Framework						
Cycle	Week #	Required Resident Teaching	Danielson Component Focus	AUSL signature strategies / Uncommon Schools Professional Development Cycles	UTR Program Features: Time Frame, Lead Teaching. Field Visit Windows, Evaluations, and CPS/AUSL Events		
	Q1: Student Achievement Framework Focus			Classroom Environment and Professional Disposition			
	Support Framework: Teaching / Coaching Style: I do, We do, You do; Side-by-Side; Co-Teaching; Independent Practice						
1	W1 9/7	Do now; transitions	2c;2d	100% and Strong Voice	Google Reflection; Mentor Resident Agreements Due; 9/7 - Labor Day Holiday		
1	W2 9/14	2-3 lessons or hours/wk	2c;2d	100% and Strong Voice			
1	W3 9/21	2 lessons or hours/wk; Reflection for the week -- what worked / didn't work	2c;2d	100% and Strong Voice	9/25 - PD Day		
1	W4 9/28	2 lessons or hours/wk; Reflection for the week -- what worked / didn't work	2c;2d	100% and Strong Voice	Turnaround Field Visit Walk-through		
2	W5 10/5	3-4 lessons or hours/wk	2b; 2c	What to Do; Do it Again; Positive Framing			
2	W6 10/12	2 lessons or hours/wk	2b; 2c	What to Do; Do it Again; Positive Framing	10/12 - Columbus Day Holiday		
2	W7 10/19	3-4 lessons or hours/wk	2b; 2c	What to Do; Do it Again; Positive Framing			
2	W8 10/26	2 mornings or 2 afternoons or a combination	2b; 2c	What to Do; Do it Again; Positive Framing	Resident Formative Assessment 10/23 - PD Day		
3	W9 11/2	3 mornings or 3 afternoons: 3 half days	2a; 2b	Cold Call; Call and Response; No Opt Out	Q1: Ends November 6, 2009		
	Q2: Student Achievement Framework Focus			Instruction and Professional Disposition			
	Support Framework: Teaching / Coaching Style: Side-by-side; Co-teaching; Independent Practice						
3	W10 11/9	Turnaround Field Visits	2a; 2b	Cold Call; Call and Response; No Opt Out	Turnaround Field Visit - 3 days; 11/11 - Veteren's Day Holiday;		
3	W11 11/16	3 mornings or 3 afternoons: 3 half days	2a; 2b	Cold Call; Call and Response; No Opt Out	11/19 - Report Card Pick up;		
3	W12 11/23	1 lesson or 1 hour	2a; 2b	Cold Call; Call and Response; No Opt Out	Turnaround Field Visit - 3 days; Thanksgiving Holiday; Planing & Preparation for Lead Teaching		
4	W13 11/30	4 mornings or 4 afternoons; 4 half days or 2 full days	2a; 2b	*Chunk and Chew; Think Pair Share*	12/4 - PD Day; Planing & Preparation for Lead Teaching		
4	W14 12/7	4 mornings or 4 afternoons; 4 half days or 2 full days	2a; 2b	*Chunk and Chew; Think Pair Share*	Planing & Preparation for Lead Teaching		
4	W15 12/14	4 mornings or 4 afternoons; 4 half days or 2 full days	2a; 2b	*Chunk and Chew; Think Pair Share*	Lesson plans and unit plans due; backward mapping with mentor; Summative Assessment		
	12/21 - 1/3	Winter Break	Winter Break	Winter Break	Winter Break		
4	W16 1/4	Lead Teaching Gradual Takeover	4a; 4e	*Chunk and Chew; Think Pair Share*	Gradual Takeover Week		
5	W17 1/11	Lead Teaching Full Takeover	4a; 4e	Reflecting on Teaching / Growing and Developing Professionally	Lead Teach Full Takeover Week		
5	W18 1/18	Lead Teaching Full Takeover	4a; 4e	Reflecting on Teaching / Growing and Developing Professionally	Lead Teach Full Takeover Week; 1/18 - Martin Luther King Holiday		
5	W19 1/25	Lead Teaching Gradual Release	4a; 4e	Reflecting on Teaching / Growing and Developing Professionally	Gradual Release Week; Q2: Ends January 29, 2010		

	Q3: Student Achievement Framework Focus			**Assessing Student Work and Professional Disposition (Diagnostic Assesement and Backwards Mapping)**	
	Support Framework: Teaching/Coaching Style: Co-Teaching; Independent Practice				
5	**W20 2/1**		3a; 3b; 3c	Reflecting on Teaching / Growing and Developing Professionally	
6	**W21 2/8**		3a; 3b; 3c	Talking to the Text; Socratic Questioning	2/11 - PD Day; 2/12 - Lincoln's Birthday Holiday;
6	**W22 2/15**		3a; 3b; 3c	Talking to the Text; Socratic Seminar (Questioning)	2/15 - Presidents Day Holiday;
6	**W23 2/22**	Turnaround Field Visits		Talking to the Text; Socratic Seminar (Questioning)	
6	**W24 3/1**	Co-teaching model; assist in test prep	3a; 3b; 3c	Talking to the Text; Socratic Seminar (Questioning)	**ISAT Testing Begins; Resident Formative Assessment; Co-teaching Model; Finalize Lead Teaching Plans3/1 - Pulaski Day Holiday;**
7	**W25 3/8**	Co-teaching model; assist ISAT testing; teach 1-2 lessons in PM; gradual lead teaching takeover	4a; 4e	Reflecting on Teaching / Growing and Developing Professionally	Lead Teaching 2 - Gradual Takeover - teach in PM
7	**W26 3/15**	LT - Full Takeover	4a; 4e	Reflecting on Teaching / Growing and Developing Professionally	LT2 - continues
7	**W27 3/22**	LT - Full Takeover	4a; 4e	Reflecting on Teaching / Growing and Developing Professionally	LT2 - continues
7	**3/29 - 4/5**	**Spring Break**	**Spring Break**	**Spring Break**	**Spring Break**
8	**W28 4/5**	LT - Full Takeover		Reflecting on Teaching / Growing and Developing Professionally	**Q3: Ends April 9, 2010**
	Q4: Student Achievement Framework Focus			**Turnaround Teaching: Putting it all together**	
	Support Framework: Teaching/ Coaching Style: I do, We do, You do; Co-Teaching; Indep. Practice				
8	**W29 4/12**	LT - Gradual Release back to mentor	3b	Reflecting on Teaching / Growing and Developing Professionally	Report Card Pick up
8	**W30 4/19**		3b	Reflecting on Teaching / Growing and Developing Professionally	4/21 - Report Card Pick Up;
8	**W314/26/2009**	**TSA**		Reflecting on Teaching / Growing and Developing Professionally	**Turnaround School Academy: Principals provided PD with new resident hires**
9	**W32 5/3**	Turnaround Induction			Turnaround Induction Assignment; Year Reflections; Resident Grades; Feedback on the Program; Memorial Day
9	**W33 5/10**	Turnaround Induction			Turnaround Induction Assignment; Year Reflections; Resident Grades; Feedback on the Program;
9	**W34 5/17**	Turnaround Induction			Turnaround Induction Assignment; Year Reflections; Resident Grades; Feedback on the Program;
9	**W35 5/24**	Turnaround Induction			Turnaround Induction Assignment; Year Reflections; Resident Grades; Feedback on the Program;
10	**W36 5/31**				5/31 - Memorial Day
10	**W37 6/7**	Co-teach/closing the year			Resident Returns from training site
10	**W38 6/6**	**Resident Graduation**	**Resident Graduation**	**Resident Graduation**	**Resident Graduation**
10	**W39 6/13**	Co-teach/closing the year			6/17 - Teacher Institute Day; Q4: Ends June 18, 2010

		Accountability Framework						
		Student Achievement Framework						
		Support Framework						
	Accountablility Framework							
Cycle	**Week #**	**Required Resident Teaching**	**AUSL signature strategies and Uncommon Schools Professionl Development Cycles**	**Danielson Component Focus**	**Expectations**	**Calendar**		
	Q1: Student Achievement Framework Focus		**Management and Professional Disposition**					
	Support Framework: Teaching / Coaching Style: I do, We do, You do; Side-by-Side; Co-Teaching; Independent Practice							
	W1 9/7	A part of each lesson		2c;2d		Google Reflection; Mentor Resident Agreements Due; 9/7 - Labor Day Holiday		
C1	**W2 9/14**	45 - 60 min/day	100% and Strong Voice	2c;2d		Discuss Unit for LT 1		
C1	**W3 9/21**	45 - 60 min/day	100% and Strong Voice	2c;2d		9/25 - PD Day		
C1	**W4 9/28**	90 min/day	100% and Strong Voice	2c;2d		**Collegial Resident Visit (2 days); First Draft Unit plans for LT 1 due**		
C1	**W5 10/5**	90 min/day & 1/2-1 full day	100% and Strong Voice	2b; 2c		Final Unit Plans due for LT 1		
C2	**W6 10/12**	90 min/day & 1/2-1 full day	What to Do; Do it Again; Positive Framing	2b; 2c		**10/12 - Columbus Day Holiday; First Draft Lesson Plans for LT 1 due**		
C2	**W7 10/19**	2-3 blocks/wk	What to Do; Do it Again; Positive Framing	2b; 2c		10/23 - PD Day; Final Lesson Plans for LT 1 due		
C2	**W8 10/26**	4-5 blocks/wk	What to Do; Do it Again; Positive Framing	2b; 2c		Formative Assessment		
C2	**W9 11/2**	5-6 blocks/wk	What to Do; Do it Again; Positive Framing	2a; 2b		**Q1: Ends November 6, 2009**		
	Q2: Student Achievement Framework Focus		**Instruction and Professional Disposition**					
	Support Framework: Teaching / Coaching Style: Side-by-side; Co-teaching; Independent Practice							
C3	**W10 11/9**	LT 1 (Full Takeover)	Cold Call; Call and Response; No Opt Out	2a; 2b		11/11 - Veteren's Day Holiday; Start Lead Teach 1 cycle (r		
C3	**W11 11/16**	LT 1 (Full Takeover)	Cold Call; Call and Response; No Opt Out	2a; 2b		11/19 - Report Card Pick up; LT 1 - Resident 1 continues		
C3	**W12 11/23**	LT 1 (Full Takeover)	Cold Call; Call and Response; No Opt Out	2a; 2b		Thanksgiving Holiday; LT 1 - Resident 1 continues		
C3	**W13 11/30**	Team Teach	Cold Call; Call and Response; No Opt Out	2a; 2b		Transition Week; 12/4 - PD Day		
C4	**W14 12/7**	5-6 blocks/wk (or LT 1)	Reflecting on Teaching / Growing and Developing Professionally	4a; 4e		**Lead Teach 1 (resident 2)**		
C4	**W15 12/14**	5-6 blocks/wk (or LT 1)	Reflecting on Teaching / Growing and Developing Professionally	4a; 4e		**LT 1 - Resident 2 continues; Summative Assessment**		
	12/21 - 1/3	**Winter Break**	**Winter Break**	**Winter Break**		**Winter Break**		
C5	**W16 1/4**	Team Teach	Chunk and Chew; Think Pair Share	1e; 2a; 2b		Draft LT 2 Unit Plan Due		
C5	**W17 1/11**	4-5 blocks/wk	Chunk and Chew; Think Pair Share	3a; 3b; 3c		Final LT 2 Unit Plan Due		
C5	**W18 1/18**	4-5 blocks/wk	Chunk and Chew; Think Pair Share	1e; 2a; 2b		**1/18 - Martin Luther King Holiday; Draft LT 2 Lesson Plans Due**		
C5	**W19 1/25**	5-6 blocks/wk	Chunk and Chew; Think Pair Share	3a; 3b; 3c		**Q2: Ends January 29, 2010; Final LT2 Lesson Plans**		
	Q3: Student Achievement Framework Focus		**Assessing Student Work and Professional Disposition (Diagnostic Assesement and Backwards Mapping)**					
	Support Framework: Teaching/Coaching Style: Co-Teaching; Independent Practice							
C6	**W20 2/1**	Lt 2	Reflecting on Teaching / Growing and Developing Professionally			Start Lead Teach 2; Begin Turnaround Interviews		
C6	**W21 2/8**	Lt 2	Reflecting on Teaching / Growing and Developing Professionally			2/11 - PD Day; 2/12 - Lincoln's Birthday Holiday; Continue LT 2		
C6	**W22 2/15**	Lt 2	Reflecting on Teaching / Growing and Developing Professionally			2/15 - Presidents Day Holiday; Continue LT2		
C6	**W23 2/22**	Lt 2	Reflecting on Teaching / Growing and Developing Professionally			Continue LT2; Formative Assessment		
C7	**W24 3/1**	6-7 Blocks per week, Transition week	Talking to the Text; Socratic Seminar (Questioning)	3b		3/1 - Pulaski Day Holiday; Transition Week		
C7	**W25 3/8**		Talking to the Text; Socratic Seminar (Questioning)	3b		LT 2 - if second resident		
C7	**W26 3/15**		Talking to the Text; Socratic Seminar (Questioning)	3b		LT2 - continues		

C7	W27 3/22		Talking to the Text; Socratic Seminar (Questioning)	3b		LT2 - continues
	3/29 - 4/5	Spring Break	Spring Break	Spring Break		Spring Break
	W28 4/5	6-7 Blocks per week				Q3: Ends April 9, 2010
	Q4: Student Achievement Framework Focus		Turnaround Teaching: Putting it all together			
	Support Framework: Teaching/ Coaching Style: I do, We do, You do; Co-Teaching; Indep. Practice					
C8	W29 4/12	6-7 Blocks per week				Report Card Pick up
C8	W30 4/19	6-7 Blocks per week				4/22 - Report Card Pick Up
C8	W31 4/26	Turnaround School Academy	Turnaround School Academy			Turnaround School Academy
	W32 5/3	Turnaround Teaching				
	W33 5/10	Turnaround Teaching				
	W34 5/17	Turnaround Teaching				
	W35 5/24	Turnaround Teaching				
	W36 5/31	Co-teach/closing the year				5/31 - Memorial Day
	W37 6/7	Co-teach/closing the year				
	6/6/2009	Resident Graduation	Resident Graduation	Resident Graduation		Resident Graduation
	W38 6/14	Co-teach/closing the year				6/17 - Teacher Institute Day; Q4: Ends June 18, 2010

AUSL Resident Summative Assessment

Mentor

Resident Name:	Reviewer Name:	School:	Date:

Department, Grade Level, and Meetings with Mentor	Absences:	Tardies:	Comments:
Resident takes initiative and is proactive in all ongoing teaching responsibilities:			
Comments/concerns:			

Unsatisfactory: No knowledge or limited use of instructional practices as it relates to student engagement, learning, and lesson effectiveness. Does not comply, resists, and/or avoids professional expectations.

On Track: Resident monitors and adjusts instructional practices based on reflection of student engagement, learning, and lesson effectiveness. Participates, accepts, and/or finds limited ways to comply with professional expectations.

Exceeds: Based on assessment data, students demonstrate proficiency as a result of resident lesson. Seeks out opportunities, welcomes feedback, and/or participates actively in professional expectations.

No Evidence: Not observed or not applicable.

Please circle appropriate descriptor.

Instruction	Uses knowledge of students' culture, community, past and current experiences, and individual needs to plan engaging and meaningful instruction	**U**	**OT**	**E**	**NE**
	Uses knowledge of higher order and critical thinking skills to plan instruction; holds all students to rigorous expectations and standards	**U**	**OT**	**E**	**NE**
	Is fully prepared for daily classroom responsibilities including planning, materials, grading, communicating with parents, room maintenance, etc.	**U**	**OT**	**E**	**NE**
	Effectively delivers instruction utilizing a variety of recognized best practice strategies	**U**	**OT**	**E**	**NE**
	Incorporates teaching of positive social/interactive skills alongside academic content	**U**	**OT**	**E**	**NE**
	Uses frequent, formative assessment data to drive/inform/design instruction	**U**	**OT**	**E**	**NE**
	Assumes responsibility for student learning by providing frequent feedback and connected support	**U**	**OT**	**E**	**NE**
Comments:					

Classroom Management	Assumes responsibility for classroom management and culture.	**U**	**OT**	**E**	**NE**
	Consistently maintains mentor's classroom rules, routines, and procedures.	**U**	**OT**	**E**	**NE**
	Consistently utilizes "proactive" and "positive" structures and responses	**U**	**OT**	**E**	**NE**
	Uses knowledge of students to drive/inform/design classroom management strategies	**U**	**OT**	**E**	**NE**
	Builds, maintains, and promotes positive relationships with and among students and their families	**U**	**OT**	**E**	**NE**
	Demonstrates *with-it-ness*: a vigilant awareness and management of what all students in the classroom are doing at any moment in time	**U**	**OT**	**E**	**NE**
	Displays willingness to try new strategies when confronted with challenges.	**U**	**OT**	**E**	**NE**
Comments:					

Content Specific Strategies	(Describe resident progress in content specific areas (ie. Guided Reading, DBQ, Lit Circles, etc.)	**U**	**OT**	**E**	**NE**
		U	**OT**	**E**	**NE**
		U	**OT**	**E**	**NE**
		U	**OT**	**E**	**NE**
Comments/Concerns:					

Cognitive Coaching	Is prepared for and participates fully in pre-conferences and post-conferences.	**U**	**OT**	**E**	**NE**
	Adapts subsequent teaching practices as a result of reflection.	**U**	**OT**	**E**	**NE**
Comments:					

Professional Disposition	Reflects on own role and assumes responsibility for student learning, school culture, professional growth, and conduct	**U**	**OT**	**E**	**NE**
	Demonstrates timely compliance with all administrative and professional requirements	**U**	**OT**	**E**	**NE**
	Demonstrates the ability to be “resilient” (plan, try, analyze, recover/reflect, try again)	**U**	**OT**	**E**	**NE**
	Exhibits a collaborative disposition and a willingness to go "above and beyond"	**U**	**OT**	**E**	**NE**
	Interacts appropriately with supervisors, mentor, colleagues, parents, students	**U**	**OT**	**E**	**NE**
Comments:					

Resident Development (circle one)**:**	**On Track**	**On Track with Recommendations for Improvement**	**Not On Track**
Recommendations for Improvement			
Comments:			

Date of Conversation: _____

Mentor: _____ Resident: _____

Academy for Urban School Leadership

Elementary Summer Turnaround Training Academy 2009

Sessions last from 8:30 a.m.-12:30 p.m. (teachers paid for 4 hours)

Dates	Topics	Planning and delivery
WEEK 1: 7/13-7/16 Location: Morton School of Excellence	**OVERVIEW/Big Picture- all staff**	**AUSL and Turnaround Leadership Teams**
Monday, July 13	8:30-9:30 AUSL mission and track record 9:45-12:30 PRINCIPALS: Individual school mission &vision, teambuilding etc.	1 hour AUSL 3 hours principals
Tuesday, July 14	Teambuilding @Irons Oaks	Principals
Wednesday, July 15	8:30-11:30 – Keynote: Chike Akua "Using Culture and Character to Close the Achievement Gap: Culturally competent teachers for high performing, high poverty schools" 11:30-12:30 –Principals lead mission/vision building sessions	AUSL Principals
Thursday, July 16	School-driven PD – continued building of vision, mission, and high-functioning teams	Principals
Friday, July 17 **Location: Orr Academy**	Life Long Learning - introduction of curriculum projects to all AUSL teachers (unpaid day, open to all network schools)	Steve Ramirez and Wendy Chalk, AUSL Curriculum Team
WEEK 2: 7/20-7/23 Location: Tarkington School of Excellence	**Literacy Week**	**AUSL Curriculum Team & Chicago Literacy Group**
Friday July 24 **Location: National Teachers Academy**	Lucy Calkins Keynote address &networking event (unpaid day, open to all AUSL teachers)	Lucy Calkins
WEEK 3: 7/27-7/30 Location: Tarkington School of Excellence	**Monday – Concluding Literacy Week Session Tuesday-Thursday – Math Training Sessions**	**AUSL Curriculum Team**
WEEK 4: 8/3-8/6 Location: Tarkington School of Excellence	**"THE AUSL WAY"- All staff Putting the pieces together before teacher break**	**AUSL Coaching Team**
Monday-Wednesday, August 3-5	Building your classroom the AUSL way: community, culture &limate; classroom routines, procedures, behavior management, divided into grade level groups	AUSL Coaching Team
Thursday, August 6	Special education &differentiating instruction	AUSL Coaching Team
STAFF VACATION WEEK: 8/10-8/14	**Concurrent with start dates for Track E schools**	

WEEK 5: 8/17-8/20 Location: To be announced (based on building readiness)	**Putting the pieces together - Preparing each school and school team for dramatic success in year 1**	**Turnaround Leadership Teams**
Monday, August 17	PBIS Overview and Universal Rules	Principals
Tuesday, August 18	Creating the School-Wide Matrix	Principals
Wednesday, August 19	Teaching Universal Rules to Students	Principals
Thursday, August 20	Creating a Logic Model and Action Plan – Beyond Discipline	Principals
Friday, August 21	No sessions—building open to all staff	N/A
WEEK 6: 8/24-8/27 Location: To be announced (based on building readiness)	**Putting the pieces together – preparing to receive students and scaffold dramatic results from day 1**	**Turnaround Leadership Teams**
Monday, August 24	PBIS	Principals
Tuesday, August 25	Student Policies/School Practices	Principals
Wednesday, August 26	Staff Policies/Procedures/Expectations	Principals
Thursday, August 27	Building Walkthroughs	Principals
Friday, August 28	No sessions—building open to all staff	
Saturday, August 29	Community BBQs	Principals & leadership coaches
CPS Institute Week: 8/31-9/4 Location: Bethune, Dulles, and Johnson Schools of Excellence	**Institute week (Wednesday, Thursday, Friday are official Institute days, paid by CPS)**	N/A
Mon. August 31	No sessions—building open to all staff	
Tues. Sept. 1	No sessions—building open to all staff	
Wed. Sept. 2 Institute Day 1	Principal directed	Principals
Thurs. Sept. 3 Institute Day 2	Principal Directed	Principals
Fri. Sept. 4 Institute Day 3	Principal directed	Principals

Tables, Charts and Graphs

i. **Alignment of Cohorts to Graduate Semester Hours**

ii. **Alignment of State Requirements to AUSL/NLU Coaching Requirements**

Alignment of Cohorts to Graduate Semester Hours

Cohort Program	SH	Courses
Elementary Education with Middle-level Endorsement	40	• Methods for Teaching Elementary School Science • Methods for Teaching Social Studies • Methods Literacy I: K-4 • Methods for Teaching Elementary School Mathematics • Methods of Teaching Arts Education • Methods of Teaching Health & Physical Education • *Introduction to Exceptional Children & Adolescents** • *Human Learning & Development in Instructional Contexts* • Methods Literacy II: Grades 5-9 • Resident Teacher Practicum in Elementary Education • *Social Justice Perspective on History & Philosophy of American Education* • Resident Student Teaching in Elementary Education • Educational & Diagnostic Assessment of Exceptional Children & Adolescents • *Research in Action: Becoming Practitioner Researchers*
Elementary Education with Special Education Approval	42	
Secondary Education with Middle-level Endorsement	36	• *Research in Action: Becoming Practitioner Researchers* • *Human Learning & Development in Instructional Contexts* • *Social Justice Perspective on History & Philosophy of American Education* • Introduction to Teaching at the High School Level • *Introduction to Exceptional Children & Adolescents* • American Urban Education: Culture and Sociopolitical Contexts • Exploration of Technology as an Instructional Tool • Teaching Biology in the Secondary School • Teaching English in the Secondary School • Teaching Mathematics in the Secondary School • Teaching Physical Science in the Secondary School • Teaching Social Studies in the Secondary School • Communicative Language: Teaching in the Foreign Language Classroom • Teaching Content and Advanced Reading • Resident Student Teaching in Secondary Education in Subject Area
Secondary Education with Special Education Approval	39	

**Italicized indicate courses taken by all cohorts.*

Alignment of State Requirements to AUSL/NLU Coaching Requirements

IL State Board of Higher Ed	AUSL/NLU
1. Must hold or have retired while holding a Standard or Master certificate, to the extent possible, be the same type of certificate held by the beginning teacher	Coaches must undergo rigorous screening and interviewing process in addition to a : • Minimum 5 yrs successful teaching in urban setting • Masters degree in relevant field • Demonstrated success teaching/mentoring adults • Commitment to success of ***all*** students
2. Must have ratio of 5 or less beginning teachers to 1 coach (this ratio is for coaches who continue to teach full time)	All coaches are full-release, full-time and assigned no more than 10-12 teachers (including new and veteran teachers)
3. Must complete training addressing: • Content knowledge • Adult learning theory • Verbal and non -verbal communication skills • Attributes and styles of positive critiques • Classroom observation skills related to assessment of performance • Strategies for providing constructive feedback and social support • Problem-solving skills • Formative assessment and self-assessment	Initial training includes: • CDAS providing weekly feedback to teachers regarding students' level of mastery of learning objectives on • Training in Formative Assessment System (FAS) to collect teacher data and guide coaching conversations. • Job -shadowing current coaches • Customized PD determined by management Ongoing training includes: • Monthly group sessions to share best practices and recent research (particularly around methods of formative assessment and ongoing improvement of teacher practice assessments); to collaborate with curriculum/assessment specialists, and to discuss standardized assessment tools. • Access to on-line coaching network and toolbox. • Coaches participate in Chicago New Teacher Center Mentor Academy (12-24 days of training in formative assessment and coaching of teachers, as well as participation in the city- and statewide community of induction professionals)

Budget Narrative

Budget Narrative Attachment Form

Attachment 1:
Title: **Budget Narrative** Pages: **0** Uploaded File: **C:\Documents and Settings\karen.mendoza\Desktop\2009_jUL23_DOCUMENTS FOR UPLOAD\FINAL TQP UPLOAD\BUDGET NARRATIVE_FINAL.pdf**

BUDGET NARRATIVE

Budget Narrative

BUDGET NARRATIVE[1]

YEAR 1

1. PERSONNEL
NOTE: All NLU staff and faculty time serves as 100% in-kind donation to this project. In-kind matches from NLU are based on the general operating budget that is supported through tuition revenue, gifts, grants and other contractual revenue streams.

In Year 1 NLU's Personnel totals $204,870.

NLU Project Advisors. NLU's Deans of the College of Arts and Sciences (CAS) and the National College of Education (NCE) will both serve as advisors;each Dean will spend 5% of their time on an annual basis reviewing the quality of the project, outcomes, and providing continual feedback and making suggestions for improvements, working with internal and external evaluators:

- Dean, NCE: $41,326.51 @ 5% FTE. The $2,066 represents an in-kind match.
- Dean, CAS: $37,472 @ 5% FTE total time. The $1,874 represents an in-kind match to the grant.

NLU's Project Director. The Director of NLU's Institute of Urban Education (TBD) will provide overall project leadership by assuring that NLU's: (1) goals, objectives, and activities of the grant are completed;(2) grant budget is adhered to; (3) Project Coordinators and Staff communicate well with one another and the Directors at each partner organization;(4) Independent Evaluator has access to the data needed to conduct the evaluation;(5) project staff collect data directed by Independent Evaluator;(6) Leadership Team meets regularly to review progress and make suggestions for improvements;(7) annual reports are completed and submitted to the funding agency;(8) all other tasks and responsibilities of the project are carried out. The project director is an FTE @ $120,000/year and will serve at 25% on the grant;therefore, the $30,000 represents an in-kind match.

NLU Faculty: Content, Curricula, and Pedagogy Developers. Twelve cross-college NLU faculty members will be lending their expertise to carry out NLU's role and responsibilities in partnering with CPS and AUSL to ensure that the pedagogy is correctly translated and understood in each subject area and that best practices in learning are implemented to better prepare a new generation of teachers. Following are the NLU FTE faculty members, titles, annual salary, and grant rate:

1. Dr. Scott Sullivan, Assoc. Professor, Secondary Education, NCE; (b)(6) time through an in-kind donation. NOTE: NLU only pays for 20% of his salary. The other 80% is paid for by AUSL (b)(6). His grant-funded time is part of the AUSL contract. Dr. Scott Sullivan, High School Curriculum and Induction Coach;

[1] Please see **Appendix D** for the complete detailed budget.

10% of his time will be spent on the grant. $ 11,872 will be supported by grant funds. (b)(6) represents an in-kind donation.

2. Dr. Diane Salmon, Department Chair Educational Psychology, NCE: (b)(6) (b)(6) of her time is an in-kind donation.
3. Dr. Sherri Bressman, Department Chair, Elementary and Middle Level Teacher Education, NCE: (b)(6) an in-kind donation.
4. Dr. Wendy Gardiner, Assoc. Professor, Elementary Education, NCE: (b)(6) time is an in-kind donation.
5. Dr. Harry Ross, Department Chair, Secondary Education, NCE: (b)(6) time: (b) is an in-kind donation.
6. Dr. Pat VanSlyke, Assoc. Professor, Special Education, NCE: (b)(6) is an in-kind donation.
7. Dr. W. Canfield, Assoc. Professor, Math Department, CAS: (b)(6) is an in-kind donation.
8. TBD, Faculty Lead, Curriculum & Instruction, NCE: $5,000 [2]: 20% time: 10% is an in-kind donation.
9. TBD, Faculty Lead, Curriculum & Instruction, NCE: $5,000: 10% time is an in-kind donation.
10. TBD, Faculty Lead, Reading Department, NCE: $5,000: 10% time is an in-kind donation.
11. TBD, Faculty Lead, Science Department, CAS: $5,000: 10% time is an in-kind donation.
12. TBD, Faculty Lead, Written Communications, CAS: $5,000: 10% time is an in-kind donation.

Based on previous experience, we anticipate these time allocations are accurate.

Marketing Staff. The following FTE staff design all outreach and PR materials for dissemination and publication, build the online component to create an ongoing support tool for residents and mentors, and is built into the budget through in-kind donations.

- Jannie Hartig, Vice President, Marketing and Communications: (b)(6) is an in-kind donation.
- Robin Hunter, Sr. Creative Director, Marketing and Communications: (b)(6) 5% time is an in-kind donation.
- Jonathon Wells, Web Designer, Marketing and Communications: (b)(6) time is an in-kind donation.
- Andrew Volk, Web Designer, Marketing and Communications: (b)(6) is an in-kind donation.
- Tracy Kremer, Media Relations Manager, Marketing and Communications: (b)(6) 5% time is an in-kind donation.

National College of Education Support Staff. Upon award notification, the NLU FTE coordinators and support staff will be hired and will report through Deans to the Project Director. Responsibilities include: provide support to faculty, staff, and students;provide

[2] $55,000 is the average NCE faculty salary.

support to external partners;assist in preparing content for virtual resource center; maintain communications as needed;collect data as directed by Independent Evaluator; maintain documentation;supervise fellowship student s;monito r budget.

- Mark Larson, Director Partnership Office and Assoc. Professor, Secondary Education, NCE: (b)(6) is an in -kind donation.
- Karen Haworth, Director of Outreach and Academic Programs, NCE: (b)(6) time is an in-kind donation.
- Cynthia Shaw, Budget Coordinator, NCE: (b)(6) is an in -kind donation.
- Kristin Chong, Administrative Assistant, NCE: (b)(6) is an in -kind donation.

CAS Support Staff. CAS support staff will serve the same function as the NCE support staff. However their scope is narrower; therefore only one assistant is necessary. Neacie Metcalf, Administrative Assistant, CAS. (b)(6) is an in -kind donation.

Career Services. The Associate Director of Career Services will work directly with AUSL and NLU faculty to support all long-term, career ladder initiatives. They will make workshop presentations and offer one-on-one counseling for any participants enrolled in an MAT cohort at NLU. Andrew Cusick, Assoc. Director of Career Services: (b)(6) is an in -kind donation.

Evaluation. The Office of Institutional Research and Evaluation will lend its expertise to oversee all evaluation efforts and work directly with the external evaluation team at WestEd. Shaunti Knauth, Assoc. Director of University Assessment: (b)(6) is an in-kind donation.

NOTES: Additionally all project personnel includes a budgeted 3% annual increase in each subsequent grant year.

2. FRINGE BENEFITS

National-Louis University has a fringe benefits rate of 26.5% for all University personnel. NLU benefits include health and dental insurance, FICA, retirement fund, long term disability coverage, life insurance, unemployment and worker's compensation. NLU Fringe benefits for participation faculty and staff are an in-kind donation to this project. In Year 1 fringe totals $4,291.

3. TRAVEL

Dissemination/Conference Travel. Travel funds are requested for NLU's Project Director and Project staff members to attend up two conferences each year to disseminate project results to other IHEs at national conferences (2 people per conference). Funds will cover airfare ($00), lodging ($00), per diem ($00 x 4 days), conference fee s ($50) and ground transportation ($00) costs at an estimated amount of $,250 each. Funds are requested for all five years. Travel in Year 1 is requested at $,000.

4. EQUIPMENT

5. SUPPLIES

NLU's total supplies in Year 1 totals $148,851. NLU's costs include the following:

1. Postage costs include program marketing, recruiting efforts and evaluation among prospective students, current students, and faculty: 4 mailings @4 to 5,000 individuals for a total of $,800.
2. Printing expenses such project pamphlets, surveys, curricular materials, and training resources total $4 ,000. Note: average $,000 per print job x 5.
3. Telephone: $,681 .
4. For long-term sustainability, NLU must grow its data mining capabilities to be able to track and link student outcomes to the courses and professional development that NLU offers through this joint partnership project. NLU is interested in a way to quantify qualitative information. NLU intends to purchase two programs: SPSS PASW Text Analytics and PASW Modeler.
   a. PASW Text Analytics is a text mining workbench that will enable NLU to extract key concepts, sentiments, and relationships from textual or "unstructured" data from the project and convert it to a structured format that can be used to create predictive models. PASW Text Analytics uses a proven natural language processing (NLP) linguistic extraction process. It was chosen because this has been shown to improve the "lift" or accuracy of predictive data models and significantly improve results.
   b. PASW Modeler (Clementine®) makes it easy to discover insights in your data. Its simple graphical interface puts the power of data mining in the hands of business users and high-performance increases analyst productivity. It will help NLU to gain an unprecedented level of insight and prediction from your data with PASW Modeler.

   Both SPSS tools will allow the AUSL/NLU project to quickly uncover learning patterns and trends in our data more easily, using a unique visual interface supported by advanced analytics. SPSS tools will cost $6,7 70. Staff training (including SPSS additional costs such as travel) will cost $7,600.

We are seeking $5,380 in grant support with $3, 471 as an in-kind match.

6. CONTRACTUAL

Vendors and Project Partners provide expert services which NLU cannot duplicate in-house:

1. The external evaluator, such as WestEd, will be bid out for grant services at a rate of 10% of overall direct grant costs for $00,000/year.
2. NLU will also contract with Rick Stiggins in Year 1 only to help inform all assessment materials developed by WestEd to better meet CPS' needs. Rick Stiggins founded the Assessment Training Institute (ATI) in 1992. We estimate the cost of his services at $0,000.
3. Chicago Public Schools is a key project partner. Grant dollars supporting CPS will be disseminated via a contract as a sub-award recipient:

a. *CPS Substitute Fees*. CPS substitute fees are calculated at 100 teachers @ 10 days for $39/day for a total of $39,000 annually.
b. *CPS Project Advisor*. Jarvis Sanford, Managing Director of Elementary Schools and CPS Area Instruction Officer, is responsible for managing all four elementary training schools as well as the placement and support of all elementary school residency graduates and selecting and mentoring candidate principals for the leadership program. (Sanford is a CPS on-loan staff member of AUSL; all fiscal details are listed below). CPS will be supporting (b) his position at (b)(6 with a matching grant request.
c. CPS fringe is 35%. We are requesting (b)(6) with a 1:1 in-kind match.

4. AUSL is also a key project partner. Grant dollars supporting AUSL will be disseminated via a contract as a sub-award recipient (See below). NOTE: All grant funding for AUSL's expenditures will be outlined in a formal MOU if funding awarded. AUSL budget costs and matching dollars are outlined per category budget.

NOTE: ALL AUSL matching funds are supported by their operating budget which comprises corporate, foundation and government grants. Notably, all federal funding has been deducted when calculating matches. Therefore, in many cases below there is a gap between total salary, grant request, and match which is the result of non-applicable Title II funding from Chicago Public Schools to AUSL.

AUSL PERSONNEL

AUSL Project Director. Michael Whitmore's role corresponds directly to the responsibilities of NLU's project director. However, he also will oversee and manage the entire Residency program: NOTE: Whitmore is a a CPS on-loan employee of AUSL. AUSL pays a fixed sum back to CPS to cover his rate, much like a consultant. His cost-rate is (b)(6) of his time will be spent directing the residency program and the overall grant: $ 6,590 of salary will be supported by the grant. (b)(6) will be an in-kind match.

AUSL Residency Program Administration. Three administrators will manage the residency and the new leadership career ladder.

- Michael Whitmore (described above)
- *CPS Project Advisor*. Jarvis Sanford, Managing Director of Elementary Schools and CPS Area Instruction Officer, is responsible for managing all four elementary training schools as well as the placement and support of all elementary school residency graduates and selecting and mentoring candidate principals for the leadership program. For the 5-year grant period, (b)(6 his total time will be assigned to this project. His fixed rate is (b)(6) 61 will be supported by grant funds with another (b)(6) match by AUSL.

- Director of University Partners is a new position created to administer the new leadership program described in the proposal. The FTE salary will be $20,000. This position will spend 100% of time working on this project: $ 6,268 of salary will be covered by grant funds. $6,2 68 will be supported through an in-kind match.
- Career Mentor is another new position created to assist the growing number of AUSL/NLU graduates to understand the various career paths and certifications required. We anticipate a FTE salary of $80,000. This position will spend 100% of time working on this project. $ 4,179 will be covered by grant funds. $4,1 79 will be an in-kind match.

AUSL Mentor Teachers. Mentor teachers are selected, trained and compensated to take on the additional responsibility of training 1 or 2 resident(s). Mentor Teachers are CPS employees on-loan to AUSL. AUSL pays a fixed sum back to CPS to cover rates, much like a consultant. He/she receives a 20% increase to his/her salary for these additional responsibilities. The average fix-cost for each mentor is $7, 362. In Year 1 there are 63 mentor teachers for a total of $,093,791. $330,585 will be covered by grant funds. $30, 585 is an in-kind match.

AUSL Mentor Resident Coaches (MRC). MRCs are responsible for administering the residency at a specific training site. Their onsite leadership is critical to support new teachers in training. MRCs are CPS employees on-loan to AUSL. AUSL pays a fixed sum back to CPS to cover rates, much like a consultant. There will be 6 FTE MRCs working 100% on the grant @ $20, 062/person totaling $20,369. $ 217,722 will be covered by grant funds, while $17, 722 will serve as an in-kind match.

AUSL Assistant Principals (APs). Five CPS principals who work at the teacher training sites take on the added responsibilities inherent in creating a residency at a neighborhood CPS school by teaching both adult learners and children. Principals play an integral role in the grant by assuring each partner AUSL/CPS school is run efficiently and effectively throughout the duration of the project. APs are CPS employees on-loan to AUSL. AUSL pays a fixed sum back to CPS to cover rates, much like a consultant. Each FTE principal's fixed-rate is $05, 141 annually for a total of $25,707. $ 58,888 will be covered by grant funds. $58,8 88 will be supported by an in-kind match.

AUSL Recruiting Team. The recruiting and admissions team are responsible for increasing the number of quality applicants and managing the selection process. They will be working closely with NLU's marketing team and CPS to recruit more diverse candidates from underserved populations. Three FTE recruiters from AUSL will be assigned 100% to this grant:

1. Kathy Sosa, Admissions Manager, earns (b)(6) $ 18,678 of total salary will be grant funded: (b)(6) will be an in-kind donation.
2. Jennifer White, Recruitment Manager, earns (b)(6) $ 20,857 will be supported by the grant: (b)(6) will be supported by an in-kind match.
3. TBD will be hired Fall 2010 to expand grant recruitment activities. We estimate this position will be budgeted @ $80,000. They will spend 100% time on this grant: $15,112 of total salary will be covered by grant funds. $5,11 2 will be an in-kind match.

AUSL Induction Coaching. The induction team provides coaching to new teachers after they graduate from the residency. This is integral for new teacher support and reducing the attrition rate: 14 FTE induction coaches each earn $80,928 and will be assigned to the grant project @ 100% of their time. Of the total $1,133,000, $342,435 is being requested through grant funding. $42, 435 serves as an in-kind match.

AUSL Central Program Staff. Central staff provides critical ongoing support throughout the duration of the grant period as described below. Without this support, the grant objectives and goals would not be able to be met.

1. Davin Auble, Director of Induction Coaching, manages the elementary induction coaching team. Induction is a singularly major component of the grant. Her FTE salary is (b)(6) her time will be assigned to this project. $ 5,838 will be covered by grant funds. (b)(6) will be an in-kind match.
2. Colleen Fulkerson, Director of High School Effectiveness, manages the high school induction and curriculum coaching team. (b)(6) her time will be assigned to this project. FTE salary is (b)(6) $ 27,519 will be covered by grant funds. (b)(6) will be an in-kind match.
3. Diane Deckert, Director of Curriculum, manages CDAS and all elementary curriculum coaching. (b)(6) her time will be assigned to this project. Her FTE salary is (b)(6) of that $ 7,519 of total salary will be covered by grant funds. (b)(6) represents an in-kind match.
4. Brian Sims, Managing Director of High Schools, responsible for managing all three training high schools as well as the placement and support of all high school residency graduates, and selecting and mentoring candidate principals for the leadership program. His FTE salary is (b)(6) of his time will be assigned to this project, of which $23,348 will be covered by grant funds. (b)(6) will be an in-kind donation.
5. Laura Smith, Knowledge Manager, responsible for integrating and analyzing AUSL and CPS data. Her FTE salary is (b)(6) of her time will be assigned to the residency and post-residency support, of which $, 534 of her total salary will be covered by grant funds. (b)(6) will be supported by an in-kind match.

6. Two deputy school directors are responsible for assisting the managing directors (Brian Sims and Jarvis Sanford). They help manage their respective training sites, as well as mentor new principals in the leadership program:
   a. Joel Pollack is the elementary director; his FTE salary is (b)(6) (b)(6) of time will be spent on the grant. $5,603 will be grant-supported while (b)(6) will be an in-kind match.
   b. The high school deputy has not yet been hired. We estimate a FTE salary of $20,000. 20% of time will be spent on the grant, of will $7,254 will be grant supported. $3,254 will be an in-kind match.

AUSL Grant Administration. The following personnel are involved in the fiscal administration of the grant at AUSL (AUSL is not receiving any indirect funding to support this):

1. Clare Sullivan, Finance Manager. She will set up accounts and tracking to separately manage the funds from this grant. FTE salary is (b)(6) She will spend (b)(on the grant. $8,418 will be covered by grant funds. (b)(6) will be an in-kind donation.
2. Laura Couchman, Director of HR and Recruiting is responsible for setting personnel policies, and managing the recruitment and admissions process. Her FTE salary is (b)(6) her time will be assigned to this project, of which $8,678 will be covered by this grant. (b)(6) will be an in-kind match.
3. *AUSL Project Advisor*. The Executive Director of AUSL will serve a corresponding role of the NLU Deans. His FTE salary is (b)(6) AUSL runs the entire Residency and Induction program; therefore, his time will be considerably more significant at (b)(6) $6,343 supported by grant funds; an additional (b)(6) will serve as an in-kind match.

<u>*AUSL FRINGE BENEFITS*</u>

AUSL requests a rate of 15% for all AUSL personnel. AUSL benefits include health insurance, FICA, long term disability coverage, life insurance, unemployment and worker's compensation. The total fringe request at 15% is $44,342.

The AUSL in-kind match attributed to this project supports an additional $44,342 in fringe benefits at AUSL's 15% rate.

<u>*AUSL TRAVEL*</u>

AUSL Travel. AUSL's total project travel is $30,000. Travel is broken into local travel reimbursement for administrators of the residency program (due to the distance between all training sites) and out of town travel to attend conferences:

- $ 0,000 will be spent on local travel reimbursement (estimated based on historic rates).
- $ 0,000 will be spent on out-of-town travel to enable 10 AUSL employees to attend four different conferences.

$,0 67 is being requested as part of the grant. $9,067 will serve as an in-kind match.

AUSL EQUIPMENT

AUSL's hardware and software needs for this grant project include:

- Purchasing flip video cameras for all Induction and Mentor-Resident Coaches:15 @00 each = $,500
- Laptops for new personnel described above: 4 @,000 each = ,000
- Back-up drives: 5 @00 each = $00
- ,000 Software for laptops

AUSL is expanding its current IT systems to better support this project. This is focused specifically around data feedback loops and evaluation tools. Equipment needed includes server capacity and enterprise level software. Total value will cost approximately $00,000 (including hardware and software itemized above). AUSL is seeking $33,850 for all its technology-related equipment. $33,850 will be an in-kind match.

AUSL SUPPLIES

AUSL's supplies include creating CDAS binders for every teacher, copying materials for training, assessments and professional development. Estimated total for supplies is 0,000 for ar 1 of which $ 6,045 will be covered by grant funds. (b)(4) will serve as an in-kind match.

AUSL CONTRACTUAL

1. To keep AUSL's operational budget low, an external PR firm manages all grant-related dissemination and marketing. Public Communications Inc (PCI) has been AUSL's PR firm since January. PR needs for this project total $100,000 for ar 1 of which $ 30,224 will be covered by grant funds. (b)(4) will be an in-kind match.
2. LinkIt!software provides database capability to track CDAS. AUSL licenses this software for all teachers, coaches, mentors and managers. The total cost for one year is $8,000 of which $ 7,530 will be covered by grant funds. (b)(4) 0 will be an in-kind match.
3. Life Long Learning has been an essential partner to AUSL during the five years that CDAS has been developed. They are a well-respected national education consulting firm out of San Francisco. Their annual

costs for this program are $20,000 of which $ 36,268 will be covered by grant funds. (b)(4) will be an in-kind match.

AUSL CONSTRUCTION

Not applicable to project.

AUSL OTHER

AUSL is requesting $22,668 in "other costs" to support a professional library for the residency program.

7. CONSTRUCTION

Not applicable to project.

8. OTHER

Marketing/Dissemination. NLU's Marketing and Communications project staff will work with technical staff who will contribute their expertise to develop virtual recruiting campaign materials to be used to recruit students via Chat rooms, E-mail Banner ads, Pay per click Adwords, web-based sponsorship advertising, V rtual recruiting fairs, Web page or section on corporate website dedicated to college recruiting and/or CD-ROMs/DVDs. Additionally, NLU project staff will work with marketing and technical staff who will contribute their expertise to develop print materials to display and distribute at community college recruiting events. Media advertisements will recruit additional students and advertise in Chicago area media outlets such as Hoy, The Chicago Defender, Chicago Tribune and national venues such as Ragged Edge (on online disability rights publication). We are budgeting $ 0,000 for a major branding DVD filmed on location and disseminated on YouTube and the Web ; $ 0,000 for an integrated suite of all recruitment publications; $ 0,000 for a state-of-the-art Website; $0 ,000 to develop AUSL's presence in social media including YouTube, MySpace, Facebook, LinkedIn and other major social networking sites and; $0 ,000 for spot advertising, primarily outdoor, CTA, and Internet Banners. We estimate the total need for an intensive marketing/recruiting/pr effort at $70,000.

9. INDIRECT COSTS

Indirect costs are calculated at 8% of the total Year 1 direct costs, which total $ 416,979. All indirect funds, totaling (b)(4) will serve as an in-kind match by NLU.

NOTE: Should NLU's matching request waiver for Years 1 and 2 be approved, we would like to claim the indirect of (b)(4) for the University in support of this project.

10.TRAINING STIPENDS

In Year 1, AUSL/NLU will train 56 residents under this program. Residents receive a training stipend of $2,000 per year for a total of $,792,000 in Year 1. We are requesting $41, 609 in grant support. (b)(4) will serve as an in-kind match.

YEAR 2

NOTE: for details on each category, please refer to YEAR 1

1.PERSONNEL

All NLU faculty and staff time remains the same on the grant in Year 2 and represents a 100% in-kind match per person to the grant. Faculty and staff regularly receive an annual increase at approximately 3% In Year 2, NLU's personnel totals $211,014.

NOTE: Dr. Scott Sullivan, Assoc. Professor, Secondary Education, NCE: $2,907.54; 10% time through an in-kind donation. NOTE: NLU only pays for 20% of his salary. The other 80% is paid for by AUSL @ $6,000. His grant-funded time is part of the AUSL contract. Dr. Scott Sullivan, High School Curriculum and Induction Coach; 10% of his time will be spent on the grant. In Year 2, $3,297 will be supported by grant funds. $3,297 represents an in-kind donation.

2. FRINGE BENEFITS

NLU's fringe of 26.5% per person remains as an in-kind match. Fringe totals $5,919.

3. TRAVEL

Dissemination/Conference Travel. NLU's travel will increase in Years 2-5 to $10,000 annually to allow the team to present at more national conferences to disseminate program details and outcomes. Trips remain with the same budget breakout of a per person cost of $1,250.

4. EQUIPMENT

5. SUPPLIES

NLU's supplies will decrease to $10,000. NLU's costs include the following:

1. Postage costs include program marketing, recruiting efforts and evaluation among prospective students, current students, and faculty. $1,500
2. Printing expenses such project pamphlets, surveys, curricular materials, and training resources. $7,000.
3. Telephone: $00.

6. CONTRACTUAL

All contractual relationships from Year 2-5 remain in place through the duration of the grant project.

1. The external evaluator, such as WestEd, will be bid out for grant services at a rate of 10% of overall direct grant costs for $100,000/year.
2. Chicago Public Schools' remains key project partner. Grant dollars supporting CPS will be disseminated via a contract as a sub-award recipient:
    a. *CPS Substitute Fees*. CPS substitute fees are calculated at 100 teachers @ 20 days for $39/day for a total of $39,000 annually. Match remains the same.
    b. *CPS Project Advisor*. Jarvis Sanford . See AUSL. CPS will be supporting 2.5% of his position at $4,764 with a matching grant request.
    c. CPS fringe is 35%. We are requesting $, 667 with a 1:1 in-kind match.

3. AUSL is also a key project partner. Grant dollars supporting AUSL will be disseminated via a contract as a sub-award recipient (See below). NOTE: All grant funding for AUSL's expenditures will be outlined in a formal MOU if funding awarded. AUSL budget costs and matching dollars are outlined per category budget.

NOTE: ALL AUSL matching funds are supported by their operating budget which comprises corporate, foundation and government grants. Notably, all federal funding has been deducted when calculating matches.

<u>*AUSL PERSONNEL*</u>

AUSL Residency Program Administration. There is a budgeted 3% annual increase to salary. Time remains at 100% for the project. Match remains consistent. $ 19,978 requested. Match is equivalent.

- Jarvis Sanford. His time remains the same with a n 8% raise (CPS rate). $8,20 3 requested. Match is equivalent.

AUSL Mentor Teachers. Due to the expansion of the residency, there will be 87 mentor teachers in Years 2 -4 @ $8, 751/pp. The total cost is $,631,311 of which in Year 2 we are requesting $536,551 will be from grant funds. $536,551 will be an in-kind match.

AUSL Mentor Resident Coaches (MRC). There is a budgeted 8% (CPS rate) annual increase. Time remains at 100% for the project. Match remains consistent. $255,890 is requested. Match is equivalent.

AUSL Assistant Principals. There is a budgeted 8% (CPS rate) annual increase. Time remains at 100% for the project. Match remains consistent. $186,742 is requested. Match is equivalent.

AUSL Recruiting Team. There is a budgeted 3% annual increase. Time remains at 100% for the project. Match remains consistent. $61,254 is requested. Match is equivalent.

AUSL Induction Coaching. There is a budgeted 3% annual increase. Time remains at 100% for the project. In Year 2 there will be 15 induction coaches @ $83,133 /pp. The total cost of the induction team will be $1,246,990 of which we are requesting $410,145 will be funded by the grant. $410,145 will serve as an in-kind match.

AUSL Central Program Staff. There is a budgeted 3% annual increase. Time remains at the same for year 2. $36,318 is requested. Match is equivalent.

AUSL Grant Administration. There is a budgeted 3% annual increase. Time remains the same for year 2. $66,633 is requested. Match is equivalent.

AUSL FRINGE BENEFITS

AUSL requests a rate of 15% for all AUSL personnel in Year 2. We are requesting $207,719 in Fringe Benefits in Year 2. The in-kind time attributed to this project supports an additional $307,719 in fringe benefits at AUSL's 15% rate.

AUSL TRAVEL

AUSL Travel. AUSL's travel will increase to $31,500 in Year 2. Total project travel is budgeted for $30,361, with $30,361 serving as an in-kind match.

AUSL EQUIPMENT

In Year 2, AUSL is requesting $9,899 in grant support for ongoing hardware and software costs remain (see Year 1). The continuing IT expansion project described in year 1 will continue in Year 2. The total costs for equipment in year 2 is $60,500. $9,899 will serve as an in-kind match.

AUSL SUPPLIES

AUSL CONTRACTUAL

1. PCI Public Relations will be budgeted for a total of $105,000 in Year 2. $34,535 in grant funding will be used to disseminate progress of the grant. $4,535 will serve as an in-kind donation to the grant.
2. LinkIt! software in Year 2 is budgeted for a total of $60,900 with $20,030 from grant funding. $40,030 will be an in-kind match.
3. Life Long Learning is budgeted for a total of $26,000 of which $41,442 will be covered by grant funds. $41,442 will be an in-kind match.

AUSL CONSTRUCTION

Not applicable to project.

AUSL OTHER

AUSL is requesting $25,901 in "other costs" to support a professional residency library.

7. CONSTRUCTION

Not applicable to project.

8. OTHER

Marketing/Dissemination. NLU's Marketing and Communications project staff will continue work with technical staff who will contribute their expertise to develop virtual recruiting campaign materials to be used to recruit students via Chat rooms, E-mail Banner ads, Pay per click Adwords, web-based sponsorship advertising, Virtual recruiting fairs, Web page or section on corporate website dedicated to college recruiting and/or CD-ROMs/DVDs. Additionally, NLU project staff will work with marketing and technical staff who will contribute their expertise to develop print materials to display and distribute at community college recruiting events. Media advertisements will recruit additional students and advertise in Chicago area media outlets such as Hoy, The Chicago Defender, Chicago Tribune and national venues such as Ragged Edge (on online disability rights publication). In Year 2, we will need $40,000 for all marketing/recruiting/pr effort.

9. INDIRECT COSTS

Indirect costs are calculated at 8% of the total Year 2 direct costs of $2,690,329 for a requested amount of $112,159. NLU will match the indirect with an additional $103,067 if the waiver is not approved.

10.TRAINING STIPENDS

AUSL will train 90 residents in Year 2 at $12,000 per resident for a total of $1,080,000 of which $947,254 will be grant-funded. $947, 254 will be an in-kind match.

YEAR 3

NOTE: for details on each category, please refer to YEAR 1

1.PERSONNEL

All NLU faculty and staff time remains the same on the grant in Year 3 and represents a 100% in-kind match per person to the grant. Faculty and staff regularly receive an annual increase at approximately 3% In Year 3, personnel totals $117,344.

NOTE: Dr. Scott Sullivan, Assoc. Professor, Secondary Education, NCE: $2,907.54; 10% time through an in-kind donation. NOTE: NLU only pays for 20% of his salary. The other 80% is paid for by AUSL @ $6,000. His grant -funded time is part of the AUSL contract. Dr. Scott Sullivan, High School Curriculum and Induction Coach; 10% of his time will be spent on the grant. In Year 3, $9,917 will be supported by grant funds. $8,219 represents an in -kind donation.

2. FRINGE BENEFITS

NLU's fringe of 26.5% per person remains as an in-kind match. Fringe totals $7, 596.

3. TRAVEL

Dissemination/Conference Travel. NLU's travel will increase in Years 2-5 to $10,000 annually to allow the team to present at more national conferences to disseminate program details and outcomes. Trips remain with the same budget breakout of a per person cost of $3,250.

4. EQUIPMENT

5. SUPPLIES

NLU's supplies will remain at $0,000. NLU's costs include the following:

1. Postage costs include program marketing, recruiting efforts and evaluation among prospective students, current students, and faculty. $3,500
2. Printing expenses such project pamphlets, surveys, curricular materials, and training resources. $7,000.
3. Telephone: $00.

6. CONTRACTUAL

All contractual relationships from Year 2 -5 remain in place through the duration of the grant project.

1. The external evaluator, such as WestEd, will be bid out for grant services at a rate of 10% of overall direct grant costs for $00,000/year.
2. Chicago Public Schools' remains key project partner. Grant dollars supporting CPS will be disseminated via a contract as a sub-award recipient:
   a. *CPS Substitute Fees*. CPS substitute fees are calculated at 100 teachers @ 10 days for $39/day for a total of $39,000 annually.
   b. *CPS Project Advisor*. Jarvis Sanford. See AUSL. CPS will be supporting 2.5% of his position at $3,907 with a matching grant request.
   c. CPS fringe is 35% We are requesting $, 717 with a 1:1 in-kind match.
3. AUSL is also a key project partner. Grant dollars supporting AUSL will be disseminated via a contract as a sub-award recipient (See below). NOTE: All grant funding for AUSL's expenditures will be outlined in a formal MOU if funding awarded. AUSL budget costs and matching dollars are outlined per category budget.

NOTE: ALL AUSL matching funds are supported by their operating budget which comprises corporate, foundation and government grants. Notably, all federal funding has been deducted when calculating matches.

AUSL PERSONNEL

AUSL Residency Program Administration. There is a budgeted 3% annual increase to salary. Time remains at 100% for the project. $89,352 is requested. Match is $64,548.

- *CPS Project Advisor.* Jarvis Sanford. His time remains the same with an 8% raise. $81,004 is requested. Match is $8,680.

AUSL Mentor Teachers. Due to the expansion of the residency, there will be 87 mentor teachers in Years 2-4 @ $80,251/pp. There is a budgeted 8% (CPS rate) annual increase. The total cost is $7,761,816 of which $418,983 will be from grant funds. $71,597 will be an in-kind match.

AUSL Mentor Resident Coaches (MRC). There is a budgeted 8% (CPS rate) annual increase. Time remains at 100% for the project. $99,820 is requested. Match is $367,987.

AUSL Assistant Principals. There is a budgeted 8% (CPS rate) annual increase. Time remains at 100% for the project. $45,823 is requested. Match is 268,548.

AUSL Recruiting Team. There is a budgeted 3% annual increase. Time remains at 100% for the project. $5,618 is requested. Match is $4,009.

AUSL Induction Coaching. There is a budgeted 3% annual increase. Time remains at 100% for the project. There will be 16 coaches @ $85,275 each. The total cost of the induction team will be $1,364,400 of which $324,472 will be funded by the grant. $97,547 will serve as an in-kind match.

AUSL Central Program Staff. There is a budgeted 3% annual increase. Time remains at the same for year 2. $101,520 is requested. Match is $186,958.

AUSL Grant Administration. There is a budgeted 3% annual increase. Time remains the same for year 2. Match remains consistent. $67,460 is requested. Match is $124,235.

AUSL FRINGE BENEFITS

AUSL requests a rate of 15% for all AUSL personnel in Year 2 totaling $57,912. The in-kind time attributed to this project supports an additional $90,810 in fringe benefits.

AUSL TRAVEL

AUSL Travel. AUSL's travel will be a total of $3,075 with $7,866 supported by grant funding in Year 3. $4,485 serves as an in-kind match.

AUSL EQUIPMENT

The residency IT project will be complete by Year 3. Therefore the only costs are ongoing hardware/software costs for new personnel, this totals $1,025, of which we are requesting $2,622 in grant funding. $8,828 will be an in-kind match.

AUSL SUPPLIES

AUSL's supplies in Year 3 are $2,500, representing professional development tools and materials. $12,485 is requested through grant funding. $22,993 is an in-kind match.

AUSL CONTRACTUAL

1. PCI Public Relations will be budgeted for a total of $10,250 in Year 3. $26,219 in grant funding will be used to disseminate progress of the grant. $8,285 will serve as an in-kind donation to the grant.
2. LinkIt!software in Year 3 is budgeted for a total of $23,945 with $15,207 from grant funding. $8,005 will be an in-kind match.
3. Life Long Learning is budgeted for a total of $ 32,300 of which $31,463 will be covered by grant funds. $7,941 will be an in-kind match.

AUSL CONSTRUCTION

Not applicable to project.

AUSL OTHER

AUSL is requesting $19,664 in "other costs" to support a professional residency library.

7. CONSTRUCTION

Not applicable to project.

8. OTHER

Marketing/Dissemination. NLU's Marketing and Communications project staff will continue work with technical staff who will contribute their expertise to develop virtual recruiting campaign materials to be used to recruit students via Chat rooms, E-mail Banner ads, Pay per click Adwords, web-based sponsorship advertising, Virtual recruiting fairs, Web page or section on corporate website dedicated to college recruiting and/or CD-ROMs/DVDs. Additionally, NLU project staff will work with marketing and

technical staff who will contribute their expertise to develop print materials to display and distribute at community college recruiting events. Media advertisements will recruit additional students and advertise in Chicago area media outlets such as Hoy, The Chicago Defender, Chicago Tribune and national venues such as Ragged Edge (on online disability rights publication). In Year 3, we will need $7,500 for all marketing/recruiting/pr effort.

9. INDIRECT COSTS

Indirect costs are calculated at 8% of the total Year 3 direct costs of $2,201,531 for a requested amount of $176,122.

10. TRAINING STIPENDS

AUSL will train 90 residents in Year 3 at $2,000 per resident for a total of $1,880,000 of which $618,902 will be grant-funded. $1,261,312 will be an in-kind match.

YEAR 4

NOTE: for details on each category, please refer to YEAR 1

1. PERSONNEL

All NLU faculty and staff time remains the same on the grant in Year 4 and represents a 100% in-kind match per person to the grant. Faculty and staff regularly receive an annual increase at approximately 3%. Personnel totals $123,864.

NOTE: Dr. Scott Sullivan, Assoc. Professor, Secondary Education, NCE: $12,907.54; 10% time through an in-kind donation. NOTE: NLU only pays for 20% of his salary. The other 80% is paid for by AUSL @ $6,000. His grant-funded time is part of the AUSL contract. Dr. Scott Sullivan, High School Curriculum and Induction Coach; 10% of his time will be spent on the grant. In Year 4, $10,754 will be supported by grant funds. $8,894 represents an in-kind donation.

2. FRINGE BENEFITS

NLU's fringe of 26.5% per person remains as an in-kind match. Fringe totals $19,324.

3. TRAVEL

Dissemination/Conference Travel. NLU's travel will increase in Years 2-5 to $10,000 annually to allow the team to present at more national conferences to disseminate program details and outcomes. Trips remain with the same budget breakout of a per person cost of $1,250.

4. EQUIPMENT

5. SUPPLIES

NLU's supplies will remain at $0,000. NLU's costs include the following:

1. Postage costs include program marketing, recruiting efforts and evaluation among prospective students, current students, and faculty. $,500
2. Printing expenses such project pamphlets, surveys, curricular materials, and training resources. $,000.
3. Telephone: $00.

6. CONTRACTUAL

All contractual relationships from Year 2 -5 remain in place through the duration of the grant project.

1. The external evaluator, such as WestEd, will be bid out for grant services at a rate of 10% of overall direct grant costs for $00,000/year.
2. Chicago Public Schools' remains key project partner. Grant dollars supporting CPS will be disseminated via a contract as a sub-award recipient:
   a. *CPS Substitute Fees*. CPS substitute fees are calculated at 100 teachers @ 20 days for $39/day for a total of $39,000 annually.
   b. *CPS Project Advisor*. Jarvis Sanford. See AUSL. CPS will be supporting 2.5% of his position at $,054 with a matching grant request.
   c. CPS fringe is 35%. We are requesting $,769 with a 1:1 in-kind match.
3. AUSL is also a key project partner. Grant dollars supporting AUSL will be disseminated via a contract as a sub-award recipient (See below). NOTE: All grant funding for AUSL's expenditures will be outlined in a formal MOU if funding awarded. AUSL budget costs and matching dollars are outlined per category budget.

NOTE: ALL AUSL matching funds are supported by their operating budget which comprises corporate, foundation and government grants. Notably, all federal funding has been deducted when calculating matches.

AUSL PERSONNEL

AUSL Residency Program Administration. There is a budgeted 3% annual increase to salary. Time remains at 100% for the project. $6,9 24 is requested. Match is $70,64 3.

- *CPS Project Advisor*. Jarvis Sanford. Hi s time remains the same with an 8% raise. $2,78 4 is requested. Match is $0,113.

AUSL Mentor Teachers. Due to the expansion of the residency, there will be 87 mentor teachers in Years 2 -4. The total cost is $,902,761 of which $76,56 0 will be from grant funds. $39,0 18 will be an in-kind match.

AUSL Mentor Resident Coaches (MRC). There is a budgeted 8% annual increase. Time remains at 100% for the project. $27,27 9 is requested. Match is $00,14 1.

AUSL Assistant Principals. There is a budgeted 8% annual increase. Time remains at 100% for the project. $65,862 is requested. Match is $92,013.

AUSL Recruiting Team. There is a budgeted 3% annual increase. Time remains at 100% for the project. $9,485 is requested. Match is $7,120.

AUSL Induction Coaching. There is a budgeted 3% annual increase. There will be 17 coaches @ $87,372/pp. Time remains at 100% for the project. The total cost of the induction team will be $1,485,332 of which $72,011 will be funded by the grant. $54,954 will serve as an in-kind match.

AUSL Central Program Staff. There is a budgeted 3% annual increase. Time remains at the same for year 2. $10,124 is requested. Match is $93,883.

AUSL Grant Administration. There is a budgeted 3% annual increase. Time remains the same for year 2. $91,964 is requested. Match is $161,906.

AUSL FRINGE BENEFITS

AUSL requests a rate of 15% for all AUSL personnel in Year 2. Fringe request is $63,143 in Year 4. The in-kind time attributed to this project supports an additional $87,226 in fringe benefits.

AUSL TRAVEL

AUSL Travel. AUSL's travel will be a total of $4,729 with $8,698 supported by grant funding in Year 4. $5,314 serves as an in-kind match.

AUSL EQUIPMENT

The residency IT project will be complete by Year 3. Therefore the only costs are ongoing hardware/software costs for new personnel, this totals $1,576, of which we are requesting $2,899 in grant funding. $,105 will be an in-kind match.

AUSL SUPPLIES

AUSL's supplies remain the same at $55,125 representing binders, copying and other supplies for professional development. $13,807 will be grant funded. $24,307 will be an in-kind match.

AUSL CONTRACTUAL

1. PCI Public Relations will be budgeted for a total of $15,763 in Year 4. $8,994 in grant funding will be used to disseminate progress of the grant. $1,045 will serve as an in-kind donation to the grant.
2. LinkIt! software in Year 3 is budgeted for a total of $7,142 with $6,816 from grant funding. $9,606 will be an in-kind match.

3. Life Long Learning is budgeted for a total of $ 38,915 of which $34,792 will be covered by grant funds. $1,25 4 will be an in-kind match.

AUSL CONSTRUCTION

Not applicable to project.

AUSL OTHER

AUSL is requesting $21,745 in "other costs" to support a professional residency library.

7. CONSTRUCTION

Not applicable to project.

8. OTHER

Marketing/Dissemination. NLU's Marketing and Communications project staff will continue work with technical staff who will contribute their expertise to develop virtual recruiting campaign materials to be used to recruit students via Chat rooms, E-mail Banner ads, Pay per click Adwords, web-based sponsorship advertising, Virtual recruiting fairs, Web page or section on corporate website dedicated to college recruiting and/or CD-ROMs/DVDs. Additionally, NLU project staff will work with marketing and technical staff who will contribute their expertise to develop print materials to display and distribute at community college recruiting events. Media advertisements will recruit additional students and advertise in Chicago area media outlets such as Hoy, The Chicago Defender, Chicago Tribune and national venues such as Ragged Edge (on online disability rights publication). In Year 4, we will need $0,000 for all marketing/recruiting/pr effort.

9. INDIRECT COSTS

Indirect costs are calculated at 8% of the total Year 4 direct costs of $2,420,419 for a requested amount of $193,634.

10.TRAINING STIPENDS

AUSL will train 90 residents in Year 4 at $2 ,000 per resident for a total of $,880,000 of which $21,31 5 will be grant-funded. $,269,93 0 will be an in-kind match.

YEAR 5

NOTE: for details on each category, please refer to YEAR 1

1.PERSONNEL

All NLU faculty and staff time remains the same on the grant in Year 5 and represents a 100% in-kind match per person to the grant. Faculty and staff regularly receive an annual increase at approximately 3% Personnel totals $30,579.

NOTE: Dr. Scott Sullivan, Assoc. Professor, Secondary Education, NCE: $2,907.54; 10% time through an in-kind donation. NOTE: NLU only pays for 20% of his salary. The other 80% is paid for by AUSL @ $6,000. His grant-funded time is part of the AUSL contract. Dr. Scott Sullivan, High School Curriculum and Induction Coach; 10% of his time will be spent on the grant. In Year 5, $1,498 will be supported by grant funds. $9,561 represents an in-kind donation.

2. FRINGE BENEFITS

NLU's fringe of 26.5% per person remains as an in-kind match. Fringe totals $1,103.

3. TRAVEL

Dissemination/Conference Travel. NLU's travel will increase in Years 2-5 to $0,000 annually to allow the team to present at more national conferences to disseminate program details and outcomes. Trips remain with the same budget breakout of a per person cost of $,250.

4. EQUIPMENT

5. SUPPLIES

NLU's supplies will remain at $0,000. NLU's costs include the following:

1. Postage costs include program marketing, recruiting efforts and evaluation among prospective students, current students, and faculty. $,500
2. Printing expenses such project pamphlets, surveys, curricular materials, and training resources. $,000.
3. Telephone: $00.

6. CONTRACTUAL

All contractual relationships from Year 2-5 remain in place through the duration of the grant project.

1. The external evaluator, such as WestEd, will be bid out for grant services at a rate of 10% of overall direct grant costs for $00,000/year.
2. Chicago Public Schools' remains key project partner. Grant dollars supporting CPS will be disseminated via a contract as a sub-award recipient:
    a. *CPS Substitute Fees*. CPS substitute fees are calculated at 100 teachers @ 10 days for $39/day for a total of $39,000 annually.

b. *CPS Project Advisor*. Jarvis Sanford. See AUSL. CPS will be supporting 2.5% of his position at $,205.48 with a matching grant request.
c. CPS fringe is 35%. We are requesting $,821.92 with a 1:1 in-kind match.

3. AUSL is also a key project partner. Grant dollars supporting AUSL will be disseminated via a contract as a sub-award recipient (See below). NOTE: All grant funding for AUSL's expenditures will be outlined in a formal MOU if funding awarded. AUSL budget costs and matching dollars are outlined per category budget.

NOTE: ALL AUSL matching funds are supported by their operating budget which comprises corporate, foundation and government grants. Notably, all federal funding has been deducted when calculating matches.

<u>*AUSL PERSONNEL*</u>

AUSL Residency Program Administration. There is a budgeted 3% annual increase to salary. Time remains at 100% for the project. $103,656 is requested. Match is $76,668.

- *CPS Project Advisor*. Jarvis Sanford. His time remains the same with an 8% raise. $4,366 is requested. Match is $1,529.

AUSL Mentor Teachers. Due to the expansion of the residency, there will be 87 mentor teachers in Years 5 @ 23,620/pp. The total cost is $2,054,982 of which $34,400 will be from grant funds. $910,805 will be an in-kind match.

AUSL Mentor Resident Coaches (MRC). There is a budgeted 8% annual increase. Time remains at 100% for the project. $54,864 is requested. Match is $34,378.

AUSL Assistant Principals. There is a budgeted 8% annual increase. Time remains at 100% for the project. $85,993 is requested. Match is $16,998.

AUSL Recruiting Team. There is a budgeted 3% annual increase. Time remains at 100% for the project. $ 2,922 is requested. Match is $90,196.

AUSL Induction Coaching. There is a budgeted 3% annual increase. Time remains at 100% for the project. There will be 18 coaches @ 84,994/pp. The total cost of the induction team will be $,529,892 of which $97,849 will be funded by the grant. $678,076 will serve as an in-kind match.

AUSL Central Program Staff. There is a budgeted 3% annual increase. Time remains at the same. $17,773 is requested. Match is $00,728 .

AUSL Grant Administration. There is a budgeted 3% annual increase. Time remains the same. $117,853 is requested. Match is $200,864.

AUSL FRINGE BENEFITS

AUSL requests a rate of 15% for all AUSL personnel in Year 5 totaling $71,947. The in-kind time attributed to this project supports an additional $39,358 in fringe benefits.

AUSL TRAVEL

AUSL Travel. AUSL's travel will be a total of $6,465 with $3,483 supported by grant funding in Year 5. $6,162 serves as an in-kind match.

AUSL EQUIPMENT

Therefore the only costs are ongoing hardware/software costs for new personnel, this totals $2,155, of which we are requesting $3,161 in grant funding. $,387 will be an in-kind match.

AUSL SUPPLIES

AUSL CONTRACTUAL

1. PCI Public Relations will be budgeted for a total of $21,551 in Year 5. $1,610 in grant funding will be used to disseminate progress of the grant. $3,873 will serve as an in-kind donation to the grant.
2. LinkIt! software in Year 5 is budgeted for a total of $20,499 with $18,333 from grant funding. $1,247 will be an in-kind match.
3. Life Long Learning is budgeted for a total of $45,861 of which 37,931 will be covered by grant funds. $4,648 will be an in-kind match.

AUSL CONSTRUCTION

Not applicable to project.

AUSL OTHER

AUSL is requesting $23,707 in "other costs" to support a professional residency library.

7. CONSTRUCTION

Not applicable to project.

8. OTHER

Marketing/Dissemination. NLU's Marketing and Communications project staff will continue work with technical staff who will contribute their expertise to develop virtual recruiting campaign materials to be used to recruit students via Chat rooms, E-mail

Banner ads, Pay per click Adwords, web-based sponsorship advertising, Virtual recruiting fairs, Web page or section on corporate website dedicated to college recruiting and/or CD-ROMs/DVDs. Additionally, NLU project staff will work with marketing and technical staff who will contribute their expertise to develop print materials to display and distribute at community college recruiting events. Media advertisements will recruit additional students and advertise in Chicago area media outlets such as Hoy, The Chicago Defender, Chicago Tribune and national venues such as Ragged Edge (on online disability rights publication). In Year 5, we will need $10,000 for all marketing/recruiting/pr effort with a lens on disseminating results.

9. INDIRECT COSTS

Indirect costs are calculated at 8% of the total Year 5 direct costs of $2,603,373 for a requested amount of $208,637.

10. TRAINING STIPENDS

AUSL will train 90 residents in Year 5 at $2 ,000 per resident for a total of $1,880,000 of which $548,9 46 will be grant-funded. $1,276,4 68 will be an in-kind match.