

This proposal is audacious in its aspirations, yet our past school-university teacher education partnership accomplishments provide a foundation of knowledge, skills, resources, and relationships that will turn these hopes into reality. As educators, we acknowledge that we can improve. This proposal sets a pathway to reform and we are ready to take it. The PDS NEXT proposal reflects a plan for the simultaneous reform of teacher education and historically struggling, high-need schools.

QUALITY OF THE PROJECT DESIGN

With past teacher quality partnership support from the U.S. Department of Education, Arizona State University's (ASU) collaboration with high-need communities has grown from a single inner-city school to ten urban and rural school districts across the state of Arizona. The number of teacher candidates working towards certification within high-need communities has grown from 12 to over 230 students.

With PDS partnerships that provide statewide access to quality teacher education, and the recognition of several national excellence awards, ASU's College of Teacher Education and Leadership (CTEL) was poised for leadership. When ASU President Michael Crow consolidated the three separate colleges of education at the Tempe, West, and the Polytechnic campuses, CTEL became the singular unit responsible for teacher preparation at all of ASU's campuses and district-based programs.

Preparing well over half of the new teachers in the state of Arizona and growing, the challenge is for CTEL to remain flexible and highly responsive to the needs of K-12. With this in mind, we turn to an analysis of the strengths and weaknesses of the existing preservice and inservice district-based PDS teacher education programs in the current partner districts.

Initial Certification Teacher Education Programming: District-based, PDS Teacher Education Program

- Fully partner district-based: an immersion, apprenticeship model of teacher education
- Partner districts have a high degree of ownership making this a “grow your own” model
- Programs are currently offered at the undergraduate and accelerated (i.e., 12 month) masters-with-certification (residency) levels
- Currently offer two certification options: Elementary with BLE/ESL Endorsement or an Elementary and Special Education Dual Certification
- ASU goes to partner district community to deliver all programming
- Teacher candidates stay within the same partner district for all coursework and clinical placements
- Teacher candidates experience at least three times the quantity of clinical practice and feedback (including a summer school teaching experience) compared to traditional programs
- Through TEACH grant and other scholarship support, PDS graduates are incentivized to stay and teach in the partner district after program completion.

	Strength	Weakness
Recruitment	<p>We have achieved our recruitment target numbers (i.e., 15 students per district-based cohort) in most of the high-need urban and rural PDS partner districts.</p> <p>We have worked closely with partner district leadership and the local community colleges to recruit teacher candidates. This local presence creates a feeling of “hometown” teacher education program for district leaders and teacher candidates.</p> <p>We have grown from the recruitment of only traditional community college transfer students to cohort programs that seek and support paraprofessionals into university degree and teacher certification programs.</p>	<p>The quality of teacher candidates has been variable in some of the rural and urban communities. The poor quality of the education system within some communities is evident even in the course expectations of the local community college. Graduates of these communities have struggled academically in the PDS teacher education programs and have experienced less success passing the state’s certification test.</p> <p>While we have made strong attempts to recruit higher-achieving, out-of-community (i.e., urban) teacher candidates to the rural partnership communities, we have had very little success.</p>
Academics	<p>In the district-based PDS Teacher Education Programs, academic courses have been delivered face-to-face by ASU faculty members and faculty associates. The <i>strictly</i> online and/or video conference-based teacher education programs of other institutions have declined because many teacher candidates (especially rural) prefer face-to-face support.</p> <p>In PDS, compared to other teacher education programs, we have achieved a higher degree of programmatic integration of theory and classroom practice.</p>	<p>The exclusive use of face-to-face teacher education courses (using local instructors) has lead to some variability in the quality of program academics; particularly in some of the rural communities.</p>
Clinical Experiences	<p>The quality of clinical experiences is a key strength of the district-based PDS teacher education programs. Not only does ASU (and particularly the PDS program) require vastly more clinical time than other teacher</p>	<p>See Quality of Clinical Mentors</p> <p>While the district-based PDS teacher education programs have done much to take advantage of being embedded in schools</p>

	<p>education programs, this time is structured and significant feedback is provided.</p> <p>The district-based PDS teacher education programs are leading the way at ASU with clinical innovations such as the piloting of formative performance-based assessment (using the TAP classroom instruction rubric) as a teaching tool and the use of FLIP video technology uploaded to a secure Internet website to enable clinical feedback from multiple ASU teacher educators located anywhere.</p>	<p>and in close proximity to K-12 classrooms, students, and teachers), we have not taken <u>full</u> advantage of this situation to create a teacher education experience that seamlessly and holistically infuses theory, research, and data into day-to-day classroom instruction. We are on a solid path, but we have not yet realized full potential.</p>
Quality of Clinical Mentors	<p>The school-university teacher education partnership places a full-time, fully district-based PDS Coordinator in each partner district. The PDS Coordinator is familiar with the teachers in the partner district and makes sure that mentor teachers and teacher candidates' clinical placements are solid (i.e., the clinical placements are managed locally by the school-university partnership rather than a distant, centralized university college of education field placement office). This model, as well as the "religiously implemented" monthly school-university governance meeting structure, helps to ensure that the best teachers in the district serve as mentors in the PDS teacher education program.</p>	<p>In the least well-functioning partner districts, and especially in rural communities, there is currently a very limited selection of quality mentor teachers. Furthermore, in some of the geographically large rural partner districts, the quality mentors are dispersed across schools separated by large distances.</p> <p>Given that the classroom is the ultimate site of teacher learning and actualization, the quality of mentors has proven to have a profound impact on teacher candidates and the teacher education programs. This dynamic has worked for and against the PDS teacher education partnership in various rural and urban communities.</p>
Certification Exam Success	<p>ASU teacher education program graduates (including those from the urban PDS teacher education programs) experience 98% first-time pass rates on Arizona's certification exam.</p>	<p>Some teacher candidates from the rural PDS teacher education programs (particularly from tribal communities) have struggled to pass the Arizona certification exam. While there has been sporadic use of "test prep" classes, teacher candidate deficits are typically subject-area specific and call for "deeper" interventions (i.e., see related findings in the recruitment and quality of mentors domains).</p>
Impact of the district-based PDS Teacher Education Program on Post-Graduation Teaching Effectiveness and Student Achievement	<p>Long-term program evaluation research has demonstrated that PDS-prepared new <i>urban</i> teachers are more instructionally effective, engaging, and inquiry-based in the classroom than new urban teachers prepared in other teacher education programs (i.e., blind-scored observation-based performance-based assessment of classroom teaching).</p> <p>While limited to one partner district (i.e., Osborn District), value-added research has</p>	<p>While this year will produce the first post-graduation performance-based assessment data on the instructional effectiveness of rural PDS graduates, initial screening of mean scores suggest that rural PDS graduates perform less well than urban PDS graduates.</p> <p>Value-added program evaluation research (i.e., assessment of a teacher's impact on his/her students' performance on</p>

	indicated that elementary students taught by PDS-prepared first-year teachers outperform students taught by first-year teachers from other teacher education programs (i.e., total reading scores, SAT9, grades 3-8)	standardized tests) has, to date, been limited by the lack of a state-wide teacher-to-student data tracking system and very labor intensive data mining processes involved in connecting students' standardized test scores to specific teachers
Impact of the district-based PDS Teacher Education Program on Teacher Retention	Urban PDS partner districts have documented that their PDS-prepared teachers are retained in significantly higher percentages than teachers prepared in other teachers education programs (e.g., in one district 72% vs. 55% retained for three years) and are disproportionately represented in district leadership roles.	Rural retention data is limited; the rural PDS teacher education partnerships are relatively young and have only recently produced their first cohort of graduates.

<i>Inservice Teacher Training and Professional Development: Content Academies</i>		
As part of the ASU PDS teacher education partnership, we have been delivering, via live, interactive video conferencing (VC), 3-hour, graduate-level professional development courses in reading, mathematics, and science. To date, teachers from partner districts all across the state have completed over 2000 Content Academy courses (mostly in reading). The primary goal of the Content Academies has been to deepen teachers' understanding of subject area knowledge with coursework built around the Arizona academic standards.		
	Strength	Weakness
Impact of VC-delivered Content Academy Professional Development on Teaching Effectiveness and Student Achievement	<p>Annual program evaluation research has demonstrated that <i>urban</i> teachers participating in the Content Academies are more instructionally effective, engaging, and inquiry-oriented in the classroom than urban non-participating teachers matched for years of teaching experience (i.e., blind-scored observation-based performance-based assessment of classroom teaching).</p> <p>Urban partner district leaders have reported that during classroom observation “walk throughs”, the instruction of teachers participating in the Content Academies is more conceptually coherent, engaging, and effective than non-participating teachers.</p>	<p>Annual program evaluation research has demonstrated no difference in the instructional effectiveness of rural teachers participating and not participating in the Content Academies.</p> <p>Rural teachers score <u>significantly</u> lower than urban teachers on the annual performance-based assessment variables, regardless of Content Academy participation (e.g., lesson planning, general teaching effectiveness, student engagement, use of inquiry-based instruction, effective integration of technology)</p> <p>Value-added program evaluation research (i.e., assessment of a teacher's impact on his/her students' performance on standardized tests) has, to date, been limited by the lack of a state-wide teacher-to-student data tracking system and very labor intensive data mining processes involved in connecting students' scores to specific teachers</p>

Impact of VC-delivered Content Academy Professional Development on Teacher Retention	<p>School leaders in all partner districts have reported that the option of district-based participation in the Content Academies (through VC) is a differential advantage for the partner district (which has helped to retain some of the best teachers in the districts).</p> <p>The school-university PDS teacher education partnership created a Masters degree option for teachers participating in 24 hours or more of Content Academy coursework. This option has fostered strong participation and teacher retention among participants.</p>	The addition of a Masters Degree option has conflicted some participants' attributions for completing Content Academy professional development (i.e., to improve classroom teaching effectiveness or to move up on the district pay scale - because of an advanced degree).
Partner district's strategic recruitment, placement and monitoring of teachers in the Content Academies	Urban school leaders have strategically recruited teachers into the Content Academies based on district student achievement trends. These leaders have also closely monitored teachers' development and growth through ongoing classroom observation and feedback.	Many rural school leaders are mostly detached and even unaware of teacher participation in the Content Academies. Few rural administrators are conducting regular "walk through" observations of their teachers. In some rural communities, the Content Academy program is viewed more as a "teacher convenience" program for earning a Masters degree than a strategically implemented professional development program for improving teaching and learning.

To date, the story of the ASU CTEL PDS teacher education partnership is one of fervent pursuit of goals and measured accomplishment. This school-university partnership has developed genuine cross-institutional ties and a governing structure that have led to accessible and quality programming for high-need urban and rural partner districts across Arizona. Together, we have formulized a structure of collaboration that places the schools and the university on equal ground where neither is better and both institutions are striving to improve.

The partnership programs have had a remarkable (measurable) impact on teacher quality and student achievement in some partner districts, especially in the urban communities. For example, in the summer of 2006, Patty Tate, one of the urban partner district school leaders, presented to a congressional panel in Washington, D.C. on the importance of the Teacher Quality Partnership to her district. Among her comments, she said:

“Clearly Osborn School District has benefited greatly from our Title IIA Higher Education partnership with Arizona State University at the West Campus. These programs have improved teacher retention, ensured quality teachers for our high-needs student population and, most importantly, improved student learning.”

Annual program evaluation data support school leader claims of programmatic impact. To date, however, the evidence of impact points primarily to the urban partner districts. ASU and its College of Teacher Education and Leadership aspire to become a national leader in teacher education reform. This journey begins by acknowledging our programmatic weaknesses. Several strategic reforms are imperative as we move forward in our partnership work.

1. ***In most cases, piecemeal reform has not worked; comprehensive reform appears to be the answer.*** One goal of the PDS model is for the school-university partnership to build “destination site schools” where exemplary practice is the norm; the Professional Development School. It is important to note the contrast between the PDS model and the Urban Teacher Residency (UTR) model. The UTR model seeks already high-functioning urban schools (with a high concentration of outstanding mentor teachers) as sites for the placement of “resident teachers” (Center for Teaching Quality, 2009). In contrast, the PDS model (which has most frequently been implemented in high-need schools) aspires to collaboratively *reform* struggling schools, moving them from “hard-to-staff to destination sites”. While we have conducted notable action research, professional development and even impacted student achievement at some of the PDS sites in our network, our partnership has not had a systematically profound impact on the excellence of the schools serving in this role. Why? We believe it is about the scale and focus of the “mission”. Our twelve years of school-university partnership experience has taught us that the focus of PDS school reform must be comprehensive, not be an “add-on”

initiative. To achieve excellence, in this proposal, we intend to implement comprehensive, simultaneous, and audacious reform of both targeted partner district schools (i.e., PDS sites) and our district-based teacher education programs.

2. ***The quality assurance mechanism in Arizona's community college-to-university college of education transfer process is broken.*** Well over 70% of the individuals who become teachers in Arizona on the pre-baccalaureate degree pathway matriculate through community colleges. University colleges of education in Arizona are utterly dependent on the programmatic articulation and academic rigor of community colleges but have failed to work effectively with them. It may be that this failure to collaborate is leading to the loss of potentially strong teacher candidates who, not finding a well-articulated pathway to teaching, change their academic majors. In addition, because Arizona does not require student demonstration of basic academic knowledge and skills (e.g., Praxis I) for entry into university colleges of education, too many transfer students enter with poor reading, writing, and math skills; this problem is of alarming depth and proportion in some of Arizona's rural communities. This problem can, of course, be traced back to particular secondary and elementary schools (and the teachers in them) and finally back to marginal university teacher education programs. This circle of academic poverty can only be broken by comprehensive, simultaneous, and audacious reform. In this proposal, leaders from Arizona's community colleges and from Arizona State University's College of Liberal Arts & Sciences and Education will be invited to work together to design reformed coursework to improve the literacy, numeracy, communication and thinking skills of pre-baccalaureate students entering teacher education programs.

3. ***No more excuses; better data are needed to document the impact of partnership initiatives through the use of value-added research.*** As has been noted in the literature, school-

university teacher education partnership work is more costly (i.e., personnel, funding) than traditional university teacher education (e.g., Sandholtz & Dadlez, 2000). Those of us involved in school-university partnership work are deeply committed but like all higher education initiatives, we must be held to absolute empirical evidence of impact to justify the return on this added investment. Indeed, it is performance-based program evaluation (i.e., classroom teaching effectiveness) data as well as partner district needs analysis data that drive this proposal. However, systemic outcome-based (student achievement) data are missing which prevent rigorous triangulation of analysis (i.e., attitudinal, performance-based, and student achievement outcome-based) and higher confidence interpretations of the specific impact of partnership initiatives.

Value-added analysis may be controversial but many educators seem willing to support the methodology as long its use is balanced with other indicators of teacher effectiveness, visible and fair consideration of student demographics. Value-added analysis offers a way to estimate the impact schools and teachers have on student achievement isolated from potential contributing factors such as level of poverty and/or educational obtainment in the family. Formatively, this methodology provides data that could aid partner schools in directing professional development resources. In this proposal, the ASU PDS teacher education partnership will create a data system for implementing large-scale, robust (i.e., audacious) value-added data tracking and analysis that will enable evaluation of partner district schools, teachers and the district-based teacher education programs and services.

Partner Districts

In the section above, we considered several areas of strategic reform based on an analysis of the strengths and weaknesses of the two major program initiatives being implemented with

our ten current partner districts. In this proposal, the PDS teacher education partnership will more than double in size by expanding into nine new urban and rural partner districts. This expansion includes Mesa Unified School District in the Phoenix metropolitan area, the state's largest, with 91 schools and over 72,000 students – and Sunnyside Unified, a twenty-two school unified district serving a large Hispanic community in southern Tucson, Arizona. Notably, the partnership will also include a major expansion of ASU presence on the Navajo Nation with proposed partnership programming in four different tribal communities. Overall, this proposal includes fifteen high-need partner districts across the state of Arizona. These partner districts reflect 230 schools, 10,809 teachers and 174,308 high-need students.

Teacher Needs of the Partner Districts

Initial face-to-face and follow-up meetings and numerous school board working sessions were held with the proposed partner districts to discuss their needs in regard to teachers and this proposal. A variety of school leaders attended these sessions including superintendents, curriculum directors, principals, and lead teachers. In light of current economic struggles and recent teacher layoffs, most school leaders anticipated a return to normalcy, in terms of class size and the need for new teachers, in a period of two or three years.

When asked what type of new teachers were most desired, a common theme in the urban districts was for new teachers “that wanted to work with *these* kids”. Several school leaders expressed that some new teachers from traditional university programs struggle with their students that come from Hispanic families of poverty. Their view is that language issues compound teacher-student relationship challenges sometimes associated with differences in ethnicity and economic backgrounds. Given Arizona's dominant Hispanic population, most school leaders asked for new teachers prepared in Bilingual/ESL teacher education programs.

Additionally, the school leaders wanted new teachers what were well-prepared in the Arizona Department of Education’s Structured English Immersion (SEI) methodology.

Both urban and rural leaders want new teachers that are “classroom ready”; new teachers that are not only “book smart” but that have strong instructional skills from “day one” including classroom management, the modeling of English, and the teaching of reading. One urban leader, contrasting traditionally prepared new teachers with those from Teach for America, said that she wanted more new teachers that were *critical thinkers* who are able to detect, verbalize, and solve barriers to student learning. School leaders from several tribal communities said that they “wanted teachers who can pass the AEPA” (i.e., Arizona’s teacher certification exam) and understand the importance of retaining Native culture and traditions.

In regard to inservice teacher professional development, the responses of some of the school leaders were surprising. Several of the leaders (mostly urban) stated that their teachers understand the subject area content and the Arizona academic standards, “but struggle with teaching the academic content in ways that help kids.” Other school leaders, both rural and urban, stated that their teachers need help mastering the “basics of pedagogy”, especially the active engagement of students. One urban leader reported her wish that teachers and principals “get recalibrated” on a more rigorous vision of effective instruction.

Of course, the development of teachers’ subject area knowledge is still viewed as critical, particularly in mathematics and science for the middle and high school grades. There was also an expressed need for middle school teachers that understand interventions for struggling readers and for teachers of special education.

Summary Needs / Program Solutions	PDS NEXT Objective
High quality community college and lower division ASU education students with solid academics and critical thinking skills on entry to the PDS Teacher Education Program.	Objective One: Collaboratively develop and implement rigorous lower division (i.e., freshman and sophomore) pre-teacher education programs (and coursework) that produce strong reading, writing, numeracy, presentation, critical thinking/problem solving/scientific inquiry skills and result in community college transfer and lower division ASU education students that enter the district-based PDS Teacher Education Programs having passed the subject area portion of the state’s certification exam.
New teachers capable of fostering the academic and English language development of ELL students.	Objective Two: Building on the Teacher Advancement Program (TAP) instructional rubric and teacher development model, design and implement reformed, district-based (PDS) pre-baccalaureate and masters (residency) teacher education programs that yield highly skilled new teachers that (by the second year of teaching) produce student achievement gain scores greater than the partner district average.
New teachers that are “classroom ready” with strong classroom instruction skills when they graduate.	
Assurance that ALL urban and rural district-based PDS Teacher Education Program students receive the highest quality academics and instruction.	
The highest quality, trained, and compensated mentors for preservice teacher candidates and beginning teachers (most severely needed in the less well functioning rural and urban partner districts).	Objective Three: Building on the Teacher Advancement Program (TAP) model and existing partnership programs in school leadership, teacher induction and subject area professional development, design and implement comprehensive school reform and full-range (i.e., administrator, teachers, staff) professional development and support services including a two-year beginning teacher induction program that foster significant gains in effective school functioning, teacher retention, teaching effectiveness and student achievement.

Descriptions of other institutions in the PDS NEXT partnership are noted in Appendix A: Eligibility Documentation

- ASU College of Liberal Arts & Sciences (CLAS)
- Rodel Foundation
- ASU Vice President’s Office of Educational Partnerships (VPEP)
- National Institute of Excellence in Teaching (NIET)

QUALITY OF THE PROJECT EVALUATION

In the spirit of “backward lesson planning” (Wiggins, 1998), we now elaborate the objectives, processes, output and outcome measures and data collection plan. After elaborating what we hope to achieve, we continue with the description of proposed program design.

A vitally important aspect of our project evaluation design is the proposed use of an External Review Board. While ASU has the resources to conduct a very thorough program evaluation plan, we desire guidance and feedback from a committee of highly respected peers. The External Review Board will consist of 12-15 highly experienced, educational researchers affiliated with universities across the country. This Board will provide support in three areas: Research & Evaluation Design, Technical Advice, and Peer Review. For Research and Evaluation, members will provide support and guidance conceptualizing and designing the methodologies needed to examine the outcomes included within the project. For Technical Advice, members will provide support and guidance in terms of the quantitative and qualitative techniques needed to research and evaluate the stated outcomes. For Peer Review, members will independently review all reports and other deliverables produced from the evaluation.

To ensure that our work is well grounded in the realities of the K-12 school that we will serve, we will also have an advisory committee of practitioners. The Practitioner Advisory Board will consist of 8-12 selected educational practitioners, leaders and decision-makers from throughout Arizona, including, but not limited to, representatives from the Arizona Department of Education, the Arizona Education Association, the School Administrator Association, teacher content specialist (e.g., members of the Arizona English Teacher Association), etc. Practitioner Advisory Board Members will participate on a voluntary basis during bi-annual meetings.

Objective 1: Collaboratively develop and implement rigorous lower division (i.e., freshman and sophomore) pre-teacher education programs (and coursework) that produce strong reading, writing, numeracy, presentation, critical thinking/problem solving/scientific inquiry skills and result in community college transfer and lower division ASU education students that enter the district-based PDS Teacher Education Programs having passed the subject area portion of the state’s certification exam.

Processes	Data Collection: Outputs		
	Measures	When	By Whom
a. Create curriculum reform consortiums for five disciplinary domains: I) Reading, II) Writing, III) Presentation, IV) Numeracy, and V) Critical thinking/problem-solving/scientific inquiry made up of community college and ASU faculty and curriculum leaders in the statewide teacher education partnership	<ul style="list-style-type: none"> Qualitative description of each of the five consortiums (roles, titles, qualifications, and names of committee members) Quantitative counts of the make-up of consortium membership, community college, rural, urban, ASU CLAS, ASU CTEL 	<p>-annually</p> <p>-annually</p>	CO-PIs Barnett, Amrein-Beardsley, Turchi
b. Develop reformed courses for use in community college and ASU pre-teacher education programs in the five domains	<ul style="list-style-type: none"> Qualitative description of each of the reformed education courses along the five domains Blind qualitative comparisons of reformed course syllabi and prior syllabi at community colleges and ASU 	<p>-by semester</p> <p>-by semester</p>	CO-PIs Barnett, Amrein-Beardsley, Turchi
c. Provide professional development (face-to-face, on-line, and through live, interactive video conference) to prepare community college and ASU faculty members to teach the reformed courses	<ul style="list-style-type: none"> Quantitative survey of faculty members to gauge perception of preparedness to teach reformed courses Use published quantitative observational instrument to assess the degree of inquiry, rigor and student engagement in reformed course 	<p>-by semester</p> <p>-by semester</p>	CO-PIs Barnett, Amrein-Beardsley, Turchi
d. Jointly market reformed courses to high schools (e.g., visits to high school Future Teacher Clubs) and community colleges to recruit students	<ul style="list-style-type: none"> Count visits made and review the status of joint marketing materials Count number of students enrolled in reformed courses compared to prior enrollments in pre-service teacher courses 	<p>-annually</p> <p>-annually</p>	PDS Coordinators, CO-PIs Barnett, Amrein-Beardsley
e. Collaborate with community colleges in the partnership to strengthen and align pre-teacher education program clinical experiences with those of the district-based teacher education programs	<ul style="list-style-type: none"> Qualitative description of the clinical requirements for community college pre-teacher education programs 	<p>-annually</p>	PDS Coordinators, CO-PIs Barnett, Amrein-Beardsley

f. Increase number of students taking the subject area portion of the state’s certification exam via student incentives (e.g. funding one-time cost of exam and providing access to virtual/web-based learning lab)	<ul style="list-style-type: none"> Count number of students who take the subject area portion of the state’s certification exam from community colleges and ASU serving the district-based PDS teacher education programs 	-by semester	CO-PIs Barnett, Amrein-Beardsley, Turchi
g. Provide incentives to community colleges serving the district-based PDS teacher education programs to increase number of transfer students who have passed the subject area portion of the state’s certification exam	<ul style="list-style-type: none"> Count number of transfer students who have passed the subject area portion of the state’s certification exam from community colleges and ASU serving the district-based PDS teacher education programs 	-by semester	CO-PIs Barnett, Amrein-Beardsley, Turchi
h. Select or develop a virtual/web-based subject area learning lab for lower division pre-teacher education students working to master the five disciplinary domains	<ul style="list-style-type: none"> Log users and time spent signed into virtual/web-based learning lab Survey students regarding perceived usefulness of the learning lab 	-by semester -by semester	CO-PIs Barnett, Amrein-Beardsley, Turchi
i. Use live, interactive video conference delivery of targeted pre-teacher education courses taught by hand-picked, exemplary ASU (College of Liberal Arts & Sciences, CTEL) or Maricopa Community College faculty for students in rural communities poorly served by their local community colleges	<ul style="list-style-type: none"> Log of courses taught via live, interactive video in rural communities Count number of students enrolled in courses taught via live, interactive video in rural communities 	-by semester -by semester	CO-PIs Barnett, Amrein-Beardsley, Turchi
Key Outcomes	Data Collection: Key Outcomes		
	Measures	When	By Whom
1. Over the grant period, the number of students transferring into the district-based PDS teacher education program from reformed pre-teacher education programs will significantly increase	<ul style="list-style-type: none"> Compare year-to-year transfer student counts from the baseline to post-PDS NEXT Project interventions 	-annually	CO-PIs Barnett, Amrein-Beardsley, Turchi
2. By the end of the grant, transfer students from community colleges actively participating in pre-teacher education course reforms will experience at least 90% first-time passage rates on the subject area portion of the state’s teacher certification exam	<ul style="list-style-type: none"> Compare year-to-year first-time pass rates from the baseline to post-PDS NEXT Project interventions 	-annually	CO-PIs Barnett, Amrein-Beardsley, Turchi

Objective 2: Building on the Teacher Advancement Program (TAP) instructional rubric and teacher development model, design and implement reformed, district-based (PDS) pre-baccalaureate and masters (residency) teacher education programs that yield highly skilled new teachers that (by the second year of teaching) produce student achievement gain scores greater than the partner district average.

Processes	Data Collection: Outputs		
	Measures	When	By Whom
a. Reform all district-based PDS Teacher Education Programs using the Teacher Advancement Program (TAP) rubric and instructional framework (Creating the “TĒP TAP”)	<ul style="list-style-type: none"> Case study of each district-based PDS, examining the transition to the TAP rubric and instructional framework. Case studies to include interviews with 10% of randomly selected teachers and administrators per district 	-annually	CO-PIs Barnett, Amrein-Beardsley, Rojas
b. Redesign (or design) all TĒP TAP courses to reflect and assess key “enduring understandings” that are both knowledge/reasoning (Arizona subject area and teaching standards) and skill-oriented (TAP rubric)	<ul style="list-style-type: none"> Content map and analysis of alignment between TĒP TAP course syllabi and assignments, the Arizona subject area and teaching standards and the TAP rubric 	-annually	PDS Coordinators, CO-PIs Barnett, Amrein-Beardsley, Rojas
c. Provide ongoing professional development (face-to-face, on-line, and through live, interactive video conference) to prepare instructors and district-based PDS coordinators to teach reformed TĒP TAP courses and coordinate TAP clinical observations (4 per semester) on each teacher candidate	<ul style="list-style-type: none"> Survey TĒP TAP instructors and district-based PDS coordinators receiving professional development to gauge perception of preparedness to teach TĒP TAP courses and coordinate TAP clinical observations 	-by semester	CO-PIs Barnett, Amrein-Beardsley, Rojas
d. Provide stipends and ongoing professional development (face-to-face, on-line, and through live, interactive video conference) to prepare TĒP TAP mentor teachers (also see PDS NEXT Objective 3f)	<ul style="list-style-type: none"> Survey district-based PDS mentor teachers receiving professional development to gauge perception of preparedness to mentor interning pre-service teachers 	-by semester	PDS Coordinators, CO-PIs Barnett, Amrein-Beardsley, Rojas
e. To ensure the highest level of academic rigor and instructional excellence, use live, interactive video conference for TĒP TAP courses with hand-picked, exemplary instructors and PDS Coordinators using partnership approved TĒP TAP syllabi.	<ul style="list-style-type: none"> Log of TĒP TAP courses taught via live, interactive video Count number of TĒP TAP students enrolled in courses taught via live, interactive video Use published quantitative observational instrument to assess the degree of inquiry, rigor and student engagement in reformed course Videotape and analyze 10% of the randomly selected TAP post-conferences (between the PDS Coordinator and teacher candidate) 	-by semester -by semester	CO-PIs Barnett, Amrein-Beardsley, Rojas

f. Offer the TĚP TAP district-based program in three certification areas based on district-based PDS teacher needs and teacher candidate availability: 1) pre-baccalaureate EED with BLE/ESL/SEI Endorsement, 2) Masters-and-Certification EED + SPE Dual Certification, and 3) Secondary English/History Certification Masters-at-Teaching (in collaboration with the ASU College of Liberal Arts & Sciences)	<ul style="list-style-type: none"> Count the number of students in the four certification areas within the district-based PDS 	-by semester	PDS Coordinators, CO-PIs Barnett, Amrein-Beardsley, Rojas
g. Following the Urban Teacher Residency school model, strategically place TĚP TAP graduates in sister schools in the partner district to facilitate start-up of new Comprehensive Reform Schools (see PDS NEXT Objective Three).	<ul style="list-style-type: none"> Count the number of TĚP TAP and ASU partnership school leadership program graduates placed in the district in which they interned 	-by semester	PDS Coordinators, CO-PIs Barnett, Amrein-Beardsley, Rojas
Key Outcomes	Data Collection: Key Outcomes		
	Measures	When	By Whom
1. By the end of the grant, the PDS NEXT Project will produce 600 exemplary new teachers graduating from the district-based PDS TĚP TAP programs	<ul style="list-style-type: none"> Count of graduating new teachers from the district-based PDS TĚP TAP programs. (GPRA Indicator A – Graduation) 	-annually	CO-PIs Barnett, Amrein-Beardsley, Rojas
2. At least 85% of new teachers in partner districts graduating from PDS TĚP TAP programs will be retained for three years after initial employment	<ul style="list-style-type: none"> Count of new teachers, who graduated from the PDS TĚP TAP programs, working in partner districts. (GPRA Indicator B – Employment Retention; Title II Section 204a.2) 	-by semester	CO-PIs Barnett, Amrein-Beardsley, Rojas
3. Students who graduate from the reformed, district-based (PDS) pre-baccalaureate and masters (residency) teacher education programs will have higher pass rates on the Arizona Education Proficiency Assessment (AEPA) – both professional knowledge and subject area knowledge sections -- compared to students who graduate from other teacher education programs	<ul style="list-style-type: none"> Compare year-to-year pass rates on the AEPA professional knowledge exam for PDS NEXT and traditionally taught students to make within and between comparisons. (GPRA Indicator C – Improved Scores; Title II Section 204a.3) 	-annually	CO-PIs Barnett, Amrein-Beardsley, Rojas
4. At least 90% of students participating in PDS TĚP TAP programs will persist on an annual basis	<ul style="list-style-type: none"> Count of students participating in PDS TĚP TAP programs. (GPRA Indicator E – Persistence) 	-annually	CO-PIs Barnett, Amrein-Beardsley, Rojas

5. At least 95% of new teachers in partner districts graduating from PDS TEP TAP programs will be retained one year after initial employment	<ul style="list-style-type: none"> Count of new teachers, who graduated from the PDS TEP TAP programs, working in partner districts. (GPRA Indicator E – Employment Retention) 	-annually	CO-PIs Barnett, Amrein-Beardsley, Rojas
6. By the end of the second year of teaching, TEP TAP-prepared new teachers will significantly outscore comparable new teachers in the partner districts and score higher than the partner district average on TAP performance-based assessment (PBA) and student achievement gain scores (SAGS)	<ul style="list-style-type: none"> TerraNova/AIMS Dual Purpose Assessments TAP Performance-Based Assessments (Title II Section 204a.1) 	-annually (after second year)	CO-PIs Barnett, Amrein-Beardsley, Rojas
7. 100% of the TEP TAP graduates hired by the high-need local educational agency participating in the eligible partnership will be highly qualified teachers	<ul style="list-style-type: none"> Count number of highly qualified teachers hired by high-need local educational agency (Title II Section 204a.4a) 	-annually	CO-PIs Barnett, Amrein-Beardsley
8. 80% of the TEP TAP graduates hired by the high-need local educational agency participating in the eligible partnership will be members of underrepresented groups (i.e., Hispanic, Native American)	<ul style="list-style-type: none"> Count number of highly qualified teachers hired by high-need local educational agency, who are members of underrepresented group (Title II Section 204a.4b) 	-annually	CO-PIs Barnett, Amrein-Beardsley
9. 100% of the TEP TAP graduates hired by the high-need local educational agency will teach high-need academic subject areas (i.e., reading, mathematics, science)	<ul style="list-style-type: none"> Count number of highly qualified teachers hired by high-need local educational agency, who teach high-need academic subject (Title II Section 204a.4c) 	-annually	CO-PIs Barnett, Amrein-Beardsley
10. 100% of the TEP TAP graduates hired by the high-need local educational agency will teach in high-need areas disaggregated by the elementary school and secondary school levels (i.e., special education or language instruction educational programs for limited English proficient students)	<ul style="list-style-type: none"> Count number of highly qualified teachers hired by high-need local educational agency who teach in high-need area by school level (Title II Section 204a.4d; Title II Section 204a.4e) 	-annually	CO-PIs Barnett, Amrein-Beardsley
11. 100% of the TEP TAP graduates hired by the high-need local educational agency will be trained to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of improving student academic achievement	<ul style="list-style-type: none"> Count number of teachers receiving professional development targeted at collecting, managing, analyzing, and using data to improve student achievement (Title II Section 204a.4g.ii) 	-annually	CO-PIs Barnett, Amrein-Beardsley

Objective 3: Building on the Teacher Advancement Program (TAP) model and existing partnership programs in school leadership, teacher induction and subject area professional development, design and implement comprehensive school reform and full-range (i.e., administrator, teachers, staff) professional development and support services including a two-year beginning teacher induction program.

Processes	Data Collection: Outputs		
	Measures	When	By Whom
a. Combine existing partnership programs in ASU CTEL and the Vice President’s Office of Educational Partnerships (i.e., BEST Beginning Teacher Induction, Content Academies, EXCEL School Leadership, Learning Forever, and TAP Comprehensive School Reform) to build the Achievement Resource Center (ARC), a network to support comprehensive school reform and a full range of professional development and support services, including a two-year beginning teacher induction, to high-need PDS partner districts	<ul style="list-style-type: none"> • Description of collaborative activities to combine the existing partnership programs to create ARC • Count and map the number of schools and districts contacting ARC for professional development and support services • Analyze the nature of the requests made by the schools and districts contacting ARC 	-annually -annually -annually	CO-PIs Barnett, Amrein-Beardsley
b. Use face-to-face events; live, interactive video conferencing; on-line services; and regionally and district-based experts to provide “constant contact” ARC services, professional development and support to school administrators, teachers (beginning to master), and staff.	<ul style="list-style-type: none"> • Survey administrators, teachers, teacher candidates, and staff on their perception of the effectiveness of face-to-face and technology-enabled services, professional development, and support 	-annually	CO-PIs Barnett, Amrein-Beardsley
c. ARC will utilize a “grass roots” and effective system of communications that fosters accurate understanding and responsiveness to partner district service needs	<ul style="list-style-type: none"> • Survey partner district leadership on ARC communications and services • Analyze the nature of the requests made by partner districts contacting ARC • Conduct post-service reviews including analysis of impact and survey of partner district impact 	-annually -annually -annually	CO-PIs Barnett, Amrein-Beardsley
d. The ARC Data Systems division will provide partner districts with a comprehensive menu of research and analysis services (including teacher tracking and value-added analysis)	<ul style="list-style-type: none"> • Count and map the number of schools and districts contacting ARC for research and analysis services • By the second year of the grant, ARC will have an operational, large-scale value-added data system 	-annually	CO-PIs Barnett, Amrein-Beardsley

e. The TAP Comprehensive School Reform division of ARC will build an extensive, state-wide service, support, and accountability structure to ensure fidelity of implementation at the 25 partner district Comprehensive Reform Schools (e.g., concentrated teacher and administrator professional development, site-based coaching and collegial visits)	<ul style="list-style-type: none"> • Survey of students, staff, teachers, and administrators at Comprehensive Reform School sites • Fifteen Comprehensive Reform Schools initiated in Year One, and ten in Year Two. 		
f. The BEST Beginning Teacher Induction & Support division of ARC will provide two-year teacher induction support, mentor teacher training (and stipends) and teacher leader training to teachers in all partner districts	<ul style="list-style-type: none"> • Survey beginning teachers to gauge perception of mentoring effectiveness • Survey beginning teacher mentors to gauge perception of preparedness to mentor beginning teachers 	-by semester -by semester	CO-PIs Barnett, Amrein-Beardsley, Rojas
g. The Content Academies division of ARC will redesign (or design) all Content Academy inservice teacher professional development courses in reading, math, and science to reflect and assess key “enduring understandings” that are both knowledge/reasoning (Arizona subject area and teaching standards) and skill-oriented (TAP rubric)	<ul style="list-style-type: none"> • Content map and analysis of alignment between Content Academy course syllabi and assignments, the Arizona subject area and teaching standards and the TAP rubric 	-annually	Director Roderick, CO-PIs Barnett, Amrein-Beardsley
h. To ensure the highest level of academic rigor and instructional excellence for all Content Academy courses use video conference delivery and use only hand-picked, exemplary instructors using partnership approved Content Academy TAP syllabi.	<ul style="list-style-type: none"> • Log of Content Academy courses taught via live, interactive video • Count number of Content Academy students enrolled in courses taught via live, interactive video • Use published quantitative observational instrument to assess the degree of inquiry, rigor and student engagement in reformed course 	-by semester -by semester -by semester	Director Roderick, CO-PIs Barnett, Amrein-Beardsley
i. The EXCEL School Leadership division of ARC will provide Leadership Academy professional development (via live, interactive video conference) to partner district administrators	<ul style="list-style-type: none"> • Survey principals on the extent to which they feel prepared to lead their school. 	-annually	Director Koenigsknecht, CO-PIs Barnett, Amrein-Beardsley
j. The EXCEL School Leadership division of ARC will provide principals at Comprehensive Reform School sites with a one-on-one coach/mentor.	<ul style="list-style-type: none"> • Survey principals on the extent to which they feel prepared to lead reform at their school. 	-annually -annually	Director Koenigsknecht, CO-PIs Barnett, Amrein-Beardsley

Key Outcomes	Data Collection: Key Outcomes		
	Measures	When	By Whom
1. Both concentrated and distributed services will facilitate significant gains in 3-year teacher retention in the partner districts and 25 partner district schools, designed as Comprehensive Reform Schools	<ul style="list-style-type: none"> Compare year-to-year teacher retention rates for partner districts and 25 partner district schools Compare year-to-year teacher retention rates between partner districts and 25 partner district schools and non-PDS districts and schools Compare partner districts and 25 partner district schools year-to-year average teacher years of experience (GPRA Indicator B – Employment Retention; Title II Section 204a.2) 	-annually -annually -annually	CO-PIs Barnett, Amrein-Beardsley
2. Both concentrated and distributed services will facilitate substantive gains in 3-year teacher effectiveness in the partner districts and 25 partner district schools, designed as Comprehensive Reform Schools	<ul style="list-style-type: none"> Student achievement as measured by value-added report card per teacher Administrator observations (TAP Protocol for Mentor/Master observations) Administrator teacher quality survey (completed per teacher) Blind supervisor(s) to evaluate teacher observations (by video) Blind supervisor(s) to analyze student work products and/or portfolios Blind supervisor(s) to score responses to hypothetical case study Confidential peer review (each person evaluates 25% of the colleagues with whom he/she works) 	-annually -annually -annually -annually -annually	CO-PIs Barnett, Amrein-Beardsley
3. Both concentrated and distributed services will facilitate significant gains in 3-year student achievement in the partner districts and 25 partner district schools, designed as Comprehensive Reform Schools	<ul style="list-style-type: none"> TerraNova/AIMS Dual Purpose Assessments (Title II Section 204a.1) TAP Performance-Based Assessments (Title II Section 204a.1) 	-annually (after third year) -annually (after third year)	CO-PIs Barnett, Amrein-Beardsley

<p>4. Both concentrated and distributed services will facilitate substantive gains in 3-year administrative leadership in the 25 partner district schools, designed as Comprehensive Reform Schools</p>	<ul style="list-style-type: none"> • Teacher evaluation of school administrator(s) • Superintendent evaluation of school administrator(s) • Blind administrator supervisor(s) to shadow administrator(s) one or two days (announced and/or unannounced) • Blind administrator supervisors to analyze videotapes of faculty meetings twice per semester (with minutes) 	<p>-annually -annually -annually -annually</p>	<p>CO-PIs Barnett, Amrein-Beardsley</p>
<p>5. Both concentrated and distributed services will facilitate substantive gains in 3-year school functioning in the 25 partner district schools, designed as Comprehensive Reform Schools</p>	<ul style="list-style-type: none"> • Student Attitudinal Survey • Teacher Attitudinal Survey • Administrator Attitudinal Survey 	<p>-annually -annually -annually</p>	<p>CO-PIs Barnett, Amrein-Beardsley</p>
<p>6. By the end of the grant, 50 “Science Wizard” long-term substitute teachers will be prepared in the partner districts</p>	<ul style="list-style-type: none"> • Count “Science Wizards” prepared in the partner districts • Log number of hours “Science Wizards” substitute in the partner districts 	<p>-one-time (end of grant)</p>	<p>CO-PIs Barnett, Amrein-Beardsley</p>
<p>7. By the end of the grant, (and beyond the original 25 Comprehensive Reform Schools) each partner district will have created at least one new “destination school” made up largely of the graduates of the partnership TĚP TAP and school leadership programs</p>	<ul style="list-style-type: none"> • Case study of each partner district, examining the efforts to create a “destination school” made up of graduates from the partnership TĚP TAP and school leadership programs 	<p>-one-time (end of grant)</p>	<p>CO-PIs Barnett, Amrein-Beardsley</p>

Program Descriptions

The PDS NEXT proposal addresses Absolute Priorities One and Two. The “TĒP TAP” district-based PDS Teacher Education Programs will be implemented at both the pre-baccalaureate and urban Masters-and-Certification levels. The ASU College of Teacher Education and Leadership has an eleven year track record of nationally award-winning teacher education program partnerships with high-poverty school districts. Published research and partner district data indicate the graduates of our *urban* district-based teacher education programs are exceptionally strong teachers that outperform teachers prepared in traditional programs (Ridley, Hackett, Landeira, & Tate, 2005). Data also indicate that retention of these teachers is higher than for teachers prepared in other types of certification programs.

These collaborative achievements have established a strong infrastructure for future success. CTEL now represents teacher education at all of ASU’s campuses (i.e., Downtown, Polytechnic, Tempe, and West) as well as district-based programs. In collaboration with the NIET, VPEP, and ASU’s College of Liberal of Arts and Sciences (CLAS), we are ready to work with an increased number of partner districts across the state and to aggressively address the three objectives of this proposal.

Description of Programs – Objective One

Increasing rigor and inquiry in pre-teacher education programs (RIPTEP) and coursework in community colleges and lower division ASU courses is the focus of Objective One. The programs (and courses) driven by Objective One are to be built on explicit collaboration among ASU CTEL, ASU CLAS and community colleges in partnership communities across the state.

Co-PI & RIPTEP Director Laura Turchi and RIPTEP Co-Director Linda Sargent-Wood will convene a Steering Committee to form the core five Consortium subject-area groups. The

curriculum reform consortiums will develop rigorous, inquiry-based pre-education courses for use in community college and ASU pre-teacher education programs: I) Reading – 7 courses, II) Writing – 5 courses, III) Presentation – 4 courses, IV) Numeracy – 5 courses, and V) Critical thinking/problem-solving/scientific inquiry – 6 courses.

The approximately 9 members of the Steering Committee will have representatives of the University content-areas (4), teacher education program faculty and personnel (2), community college administration and faculty (3), and community partners as appropriate. Steering Committee members will be recruited/appointed from the constituency groups and serve a minimum two-year term. Members will receive a stipend or appropriate release time for attending monthly meetings, creating cross-institutional collaborative structures, and designing the common core of pre-education courses. In addition, members will be attached to at least one of the consortium groups, and share in the responsibility for the professional meetings associated with each consortium.

Under the direction of the Co-PI and the Steering Committee, the Consortium groups will develop innovative and rigorous pre-education coursework in the five areas (reading, writing, math, science, and technology) and create a professional learning community that will support the delivery of these courses across the state.

The Steering Committee will oversee the process of convening the Consortium for each subject area. The Steering Committee will ensure that the quarterly meetings of each Consortium will be representative of the subject and inclusive of community colleges and University content and pedagogical specialists.

The Consortium will provide the “brain trust” of ideas and expertise to create the rigorous pre-education coursework. The Consortium will meet quarterly in invitational professional

development meetings to gather cross-institutional content and pedagogy experts, share ideas and, for instance, hear research reports from others in the University or elsewhere in the community or country. The Steering Committee will be responsible for using the work of each Consortium to develop the pre-teacher education coursework and ensure that the Consortium quarterly meetings provide an ongoing professional learning community as a foundation for the delivery of the pre-education coursework across the state. All materials generated by the Consortium will be available online and meetings will include virtual attendance options.

For the sake of effective advising, the pre-teacher education courses will be labeled as “for teachers” but the goal of the pre-education program will be that students (future teachers) experience the “doing” of each of these literacies in the 21st century. Each course will have a commitment to quality (rigor and inquiry) that would overcome the stereotypes of courses designed “just” for teachers. In a perfect world, future educators might use their undergraduate education to explore courses, ideas, even identities. They would make a commitment to a subject of study, or a field of inquiry, and perhaps only later determine that they would like to teach that field. This proposal for a series of Consortium around key learning areas will give future educators a proxy for this traditional liberal arts experience by ensuring that participants will encounter each of these academic areas as active learners. They will be led to reflect on their learning; future teachers will have access to outstanding teaching and dynamic experiential activities for creating deeper understanding within each field.

The structure of each Consortium will make the transitions between different levels of instruction (in the five areas) across the state more seamless, helping students who move from secondary middle and high schools, to local community colleges, and to ASU’s four campuses or district-based programs, to thrive. Better articulation between instructional levels will mean

clearer expectations for student work quality and more shared practices among teaching professionals. Prospective teachers in the pre-teacher education courses will especially benefit because the cross-institutional Consortium groups will be directly involved in the creation of the lower division courses, and the delivery of these courses through hybrid on-line and video conferences.

Within each Consortium, the partnership groups will include the four geographical regions of the greater Phoenix area, as served by the University. Additional state-wide sites will also be included through videoconferencing. The work of each Consortium will rotate among sites to maximize accessibility. A web presence for each consortium will allow it to continuously provide resources and a platform for dialogue. The Consortium will create opportunities for dialogue and shared expertise for instructors across the different levels of schooling. This will happen in real time and through networking opportunities provided online.

Each Consortium group will have the goal of increasing dialogue and shared practice for teachers and instructors who work with students at different academic levels, with the result of more student success in high school, college, and beyond. Each Consortium will work on an academic-year calendar, and include whole-group workshops (quarterly) as well as smaller-scale workshops provided at school/district sites. Collaborative or shared meetings with content-area professional groups (for instance the Arizona English Teachers Association) may be possible.

As each Consortium contributes to the creation of the pre-education coursework related to its subject area, each member would receive a strong foundation in 21st century skill-based instructional strategies and would find multiple entry points for professional networking and dialogue around effective instruction.

As an immediate intervention for both lower and upper division teacher education students struggling to master the academic disciplines, the Co-PI and Steering Committee will select (and/or develop) and manage a web-based subject area learning lab (virtual). This virtual lab will be made available to all prospective and current teacher education students.

To initiate the practice of transfer (or lower division) students in Arizona demonstrating subject area proficiency (by passing the subject area portion of the state’s certification exam) before beginning the upper division teacher education program, students transferring into ASU’s PDS teacher education programs will be incentivized (one time) to take the exam. As a condition, students will be asked to share their scores with the community college/university collaborative. Further, to initiate the expectation that community colleges deliver transfer students who are highly qualified in the subject area disciplines (i.e., who can pass the test) before entering the PDS teacher education programs, community colleges in the partnership community will be incentivized (during the grant period) for each qualified student that they provide.

In cases where selective community colleges or ASU colleges fail to participate and to deliver transfer (or lower division) students who are proficient in the subject area disciplines, the Steering Committee will be asked to create a plan for providing, direct to underserved students, rigorous and effective pre-teacher education subject area coursework using live, interactive video conference.

How will TQP funds be used for Objective One Programming?
1. To support development of twenty-seven rigorous pre-teacher education courses by a select number of course developers in the five disciplinary consortiums.
2. To support the implementation of consortium professional development around teaching the new courses.
3. To purchase or develop (and manage) a web-based subject area learning lab (virtual).

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| 4. To provide transfer (lower division) students a one-time incentive to take the subject area portion of the state's teacher certification exam before entering upper division teacher education. |
| 5. To incentivize community colleges serving partner district communities for delivering transfer students that have passed the state's teacher certification exam before entering upper division teacher education. |

Description of Program – Objective Two

The focus of Objective Two is the reform of ASU's district-based PDS teacher education programs (both undergraduate and residency masters-and-certification) around the Teacher Advancement Program (TAP) model. First, why reform? One of the loudest and most longstanding critiques of teacher education is the programmatic chasm between academic theory and clinical practice (e.g., Beck & Kosnik, 2002; Cobb, 2000; Connor & Killmer, 2001; Latham & Vogt, 2007; Levine, 2006; Mantle-Bromley, Gould, & McWhorter, 2000; Slick, 1998; Zeichner, 1990). The norm in many teacher education programs is that education professors teach theories, concepts, research methodology, and subject area methods. Usually instruction is at a conceptual level, good teaching is only discussed; it is not observed (or modeled). Many education professors have little or nothing to do with teacher candidates' clinical experiences. Instead, teacher candidates are observed by supervisors from a college of education field experience office that are usually unfamiliar with the theories, concepts, and practices taught by education professors. Thus, the "high ideas" of the education faculty may be lost. If the college of education has not arrived at a clear and unified vision of high quality classroom instruction, novice teacher candidates may get conflicting and unassimilated views about what constitutes good teaching. Programmatic gaps between theory and practice and the lack of a well-articulated vision of effective instruction for which to strive are several of the reasons that many teacher candidates dismiss teacher education programs as being out of touch with the day-to-day realities of teaching (Levine, 2006).

Most fundamentally, CTEL is reforming its PDS teacher education programs to genuinely bring together theory, research, data and practice. More precisely, we are ultimately framing our entire teacher education program on a proven and coherent model of classroom instruction - the TAP instructional model. From this model of clinical practice, and using video of exemplary practice, we build teacher candidates' theoretical and research perspective on how and why "best practice" is best. As NCATE president James G. Cibulka recently suggests, CTEL is literally placing teacher candidates in reformed teacher education programs that "wrap coursework around clinical practice" based on the empirically-proven TAP model.

For close to a year, CTEL has been piloting this TAP-driven approach to teacher education with several of its urban PDS partner districts. Teacher candidates are experiencing teacher education courses that actually observe, discuss and analyze a programmatic vision of exemplary classroom practice. During intensive (year-long *plus*) clinical experiences, which begin in the first semester of the teacher education program, teacher candidates are observed and receive feedback on four separate teaching episodes using the TAP instructional rubric. In addition, teacher candidates are using the FLIP Mino mini-camcorder (a required purchase in place of a textbook) to record and self-analyze the same lesson observed (in person) by the district-based PDS Coordinator. This additional step (along with analysis of elementary students' performance on a mini-assessment for the lesson) is designed to foster the development of teacher candidates' reflectivity and use of data to guide instruction. These pilot efforts make ASU's PDS teacher education program one of the first in the nation to use the TAP performance-based assessment rubric as a *program-defining, intensive, and completely integrated formative teaching/learning tool* (vs. as a tool used at program culmination for licensure decisions). This is a simple idea but it is a revolution in our teacher education program.

Why use TAP as the programmatic model of exemplary teaching? The TAP instructional rubric is built on the work of Charlotte Danielson whose model of teacher evaluation is used extensively by school districts across the U.S. Correlational and comparative research (using value-added methodology) demonstrate higher levels of academic achievement by students taught by teachers who score higher on the Danielson-inspired TAP rubric (Solmon, White, Cohen, & Woo, 2007). In addition, a large number of TAP schools across the country have demonstrated the effectiveness of the TAP professional development process in helping teachers to improve classroom instruction. Other features of this reformed teacher education program using TAP include:

Reformed, district-based PDS Teacher Education Program using TAP (i.e., TEP TAP)		
Program Feature	Pre-Baccalaureate	Residency (Masters)
Recruitment of Quality Teacher Candidates	Seek transfer students completing reformed Pre-Teacher Education Programs and who have passed the subject-area portion of state certification test (i.e., PDS NEXT Objective One)	<ul style="list-style-type: none"> • High-profile recruitment in the Phoenix metro including the marketing of living wage support. • Highly selective and joint partner district and ASU interviews of recent ASU graduates and career changers.
Meeting Learning Needs of the Partner District Students	<ul style="list-style-type: none"> • Elementary Certification with BLE/ESL Endorsement • Intensive programmatic focus on the teaching of literacy 	<ol style="list-style-type: none"> 1. Elementary – BLE/ESL 2. Dual Cert – Elementary & Special Education 3. Secondary English and Humanities MAT (through ASU’s College of Liberal Arts & Sciences -- with an intensive programmatic focus on reading intervention skills for middle and high school teachers)
Teacher Education Program Duration	Numerous program duration options based on community needs (e.g., 12, 18, 24 months)	12 month – intensive program
Ensuring that each district-based TEP has both academic rigor and personalized support	<p>Reach & Rigor = video conference-based course delivery with hand-picked, exemplary faculty members allows teacher candidates to participate in this quality program anywhere; use of FLIP video of clinical practice uploaded to an ASU secure website allows review/feedback by faculty members located anywhere.</p> <p>Personalized Support = the full-time, district-based PDS coordinator serves as a mentor, clinical coach, and professor. The PDS coordinator is involved in <u>continuous</u> professional development with ASU’s PDS network via live, interactive video conference.</p>	

Fostering teacher candidates' use of research and data to guide instruction	In-depth programmatic focus on designing and using classroom assessment and action research processes in a manner that requires all teacher candidates to study/design, administer, analyze, and adjust instruction based on student achievement data (especially during the four TAP observational cycles each semester).
Fostering Quality Literacy Instruction	Extensive (i.e., primary) curricula focus on teaching literacy -- reading, writing, language acquisition (e.g., the reformed BLE/ESL undergraduate TEP will have five courses on language literacy)
Extensive Clinical Experiences that build strong teaching skills	Whether a 12 month intensive or 24 month TEP, ALL teacher education programs have extensive (year <i>plus</i> equivalent) clinical experiences that begin the first semester, continue throughout the program, and include both a "teacher-of-record" summer school teaching experience and intensive student teaching. The entire TEP, including all clinical experiences are framed on the TAP instructional rubric. Each teacher candidate receives four TAP observation/feedback cycles per semester. Because of this clinical approach, TEP TAP will deliver more than <u>instruction</u> on literacy, BLE/ESL methods, research, data usage, differentiated instruction, and special education accommodations; teacher candidates will be held to <u>demonstrating</u> beginning clinical proficiency on their actual use in the classroom.
Ensuring Quality of Mentors (Clinical Placements)	Teacher candidates' clinical placements will be concentrated in partner district sites designated as Comprehensive Reform Schools (CRS). These targeted schools will selectively receive comprehensive and intensive services (see Objective Three) to move them toward higher levels of functioning. CRS sites will also have a concentration of highly-rated teachers who are trained (e.g., TAP rubric) and compensated as mentors.
Excellence Incentives for Mentor Teachers and TEP TAP Student Teachers provided by the Rodel Foundation	As an incentive for excellence, Rodel will award the very highest achieving mentors and TEP TAP student teachers. Rodel Exemplary Teachers receive ██████ in U.S. Savings Bonds in return for a commitment to supervise and mentor six Rodel Promising Student Teachers over three years. Rodel Student Teacher Graduates who choose to work in high-poverty areas in Arizona for three consecutive years each receive a ██████ U.S. Savings Bond.
New Teacher Placement/Induction	TEP TAP (district-based) teacher education program graduates will be strategically placed in clusters in a partner district school that is designated to become a Comprehensive Reform School (CRS) along with key induction mentors and a hand-picked principal. All new partner district teachers will receive comprehensive two-year induction support (professional development and in-classroom support)
Student Achievement-Results Orientation in the TEP	Objective Two states that the academic growth of students taught by teachers graduating from TEP TAP will out-pace that of the district's average. With its use of the TAP clinical framework, intensive programmatic emphasis student assessment, and creation of a partnership-wide structure to provide value-added data tracking and analysis, ASU CTEL will "walk the talk" regarding its results orientation.

How will TQP funds be used for Objective Two Programming?	
1.	To finance the expansion of the Polycom video conference "bridge" hardware to allow delivery to a greater number of partner districts statewide, greater number of concurrent course/training delivery options, and to allow laptop-based (live and interactive) reception by teacher candidates, teachers, principals, and/or central administrators.

2. To purchase a limited number of video-conference-reception-ready laptops and FLIP mini-camcorder (housed in partner districts) for teacher candidates and/or other partner district personnel who are financially unable to purchase their own equipment. This technology would remain the property of the PDS teacher education partnership (and would be returned by the user after program completion).
3. Stipends to and training for mentor teachers hosting TEP TAP teacher candidates.
4. Living wage for teacher candidates in the 12-month TEP TAP urban residency programs.
5. Three-month summer salary support for PDS coordinators. A PDS coordinator is located in each partner district. The position is a 12-month commitment as all district-based TEPs have a summer school teaching component. One of the partnership institutions (e.g., ASU, school districts) will pay the traditional nine-month salary for the PDS coordinator.

Description of Programs – Objective Three

Objective Three relates to the creation of a statewide school-university partnership network for school reform, professional development and educator support services in urban and rural partner districts. As long-time scholar-activists in the PDS movement, we believe that it is time for our college and our PDS partnership to make good on a central tenet of PDS work; to make the school serving as a PDS an exemplary site in terms of function, achievement, and learning. As mentioned earlier, we have enjoyed notable achievements, but our partnership has not had a systematically profound impact on our schools serving as PDS sites.

Again, a “charge” of the PDS movement, unlike that of the Urban Teacher Residency (UTR) model, is to take on the task of significantly improving targeted partnership schools (as a primary initiative and not as the result of future residency placements). In addition, where “model schools” might be sought out for placement of residents in some urban population centers (Berry, Montgomery, & Snyder, 2008), in Arizona there are high-need districts and communities where no model school exists to jump-start such a UTR movement. With this in mind, we acknowledge that it is time to meet the commitment of investing more university and partnership resources in making PDS sites “beacons” of collaborative school-university reform.

In Arizona, the need for this is acute. Unlike many states, Arizona has not yet established highly effective educational services for schools. This is especially true outside of the Phoenix,

Tucson and Flagstaff population centers. Limited state funding has strapped previous efforts to support high-need rural and urban schools and their dismal performance attests to the continued disparity of resources available to more-and-less affluent urban and rural districts, schools, and teachers.

In our urban and rural PDS teacher education partnerships, we have learned that quality mentors and clinical experiences are imperative to the success of a teacher preparation program. Specifically, our data suggest that our strongest new teachers are coming from the strongest urban districts, particularly our long-term PDS partner districts (e.g., Osborn, Madison). The norms of rigor, quality and performance for school functioning, student achievement, classroom teaching and mentorship appear to directly impact the quality of our teacher education program graduates.

Our teacher preparation success is inseparable from our partner districts' success. This realization and our commitment to school-university PDS collaboration are helping us to *finally* grasp that an investment in partner district school improvement IS an investment in the improvement of our teacher education programs. For all these reasons, we believe that efforts to improve and reform high-need K-12 schools and teacher education should be collaborative and simultaneous.

With this in mind, we aspire to create a statewide PDS partnership Achievement Resource Center (ARC) that is capable of providing both *concentrated* and *distributed* school improvement, professional development and support services to districts, schools, administrators, teachers, and staff. *Concentrated* support would be provided to a selective (i.e., realistically manageable) number of Comprehensive Reform Schools in high-need urban and rural partner districts. The goal of this concentrated action would be to create “islands of rigor and high level

school function” within embattled school districts. As the school-university partnership collaboratively transforms Comprehensive Reform Schools from struggling and hard-to-staff schools to “destination sites”, confidence, hope and a new vision of high academic potential and teaching effectiveness can emerge. The school-university partnership would then concentrate TĚP TAP teacher candidates in the Comprehensive Reform Schools to ensure the quality of mentor teachers and the rigor of clinical experiences.

The framework for the Comprehensive Reform School initiative will be built around the TAP model (i.e., www.talentedteachers.org) and include: a) establishing a “distributed” school leadership team made up of the principal and teacher leaders who meet weekly b) the school leadership team’s development of a targeted student achievement growth plan for the school, c) weekly grade-level and/or subject-area common time led by teacher leaders for data-driven and applied professional development (i.e., cluster groups), d) 4-6 classroom instruction observation/feedback cycles on each teacher based on the TAP instruction rubric, e) individual growth plans for all teachers, f) constant, site-based presence of a comprehensive school reform expert, and g) one-to-one coaching support for the Comprehensive Reform School principal.

In addition to providing concentrated services to Comprehensive Reform Schools, the Achievement Resource Center (ARC) will provide *distributed* services. Distributed services will be available “on-demand” within the urban and rural partner districts and include two-year beginning teacher induction and a full range of professional development options for central and building-level administrators, teachers (i.e., master to beginning teachers), and staff.

Description of Induction Program

The BEST Program (i.e., **B**uilding **E**ducator **S**upport **T**eams) includes six program components: BEST for Beginning Educators-Year One, BEST for Beginning Educators -Year

Two, BEST for Mentor Teachers, BEST Visitation Coaching, BEST Teacher Leadership and Administrator Support. This comprehensive teacher support program differentiates professional development for teachers throughout their life cycle of teaching. In every program component an emphasis is placed on the assessment of aligning teaching practice to the outcomes of student standards. Support is provided for beginning teachers and mentors by developmentally-aligned seminars throughout the school year, one-to-one beginning teacher/mentor interactions and extension activities that relate to the context of their teaching and school community.

The Beginning Teacher-Year Two Component provides learning opportunities to increase competence in teaching in all teaching standard areas through the following: reflective processes, portfolio development, journaling, professional discussions, video analysis, professionalism, classroom snapshots, research in action, and celebrations. The Visitation Component provides instructional coaching support through personalized need assessments, classroom observations, conferences, model lessons, co-teaching opportunities, data collection and professional growth goal-setting. The Teacher Leadership Component allows teacher leaders embedded within districts to facilitate the program's implementation, therefore impacting the professional culture of teacher growth.

BEST is a nationally recognized program. All BEST components have been field-tested in diverse settings, researched for ongoing program development, analyzed for effectiveness and aligned with developmentally appropriate teacher needs. BEST curriculum with embedded assessments provides district-specific feedback for continuous program effectiveness.

In the PDS teacher education partnership, BEST and TAP will merge to combine BEST's continuous teacher support structure with TAP's instructional effectiveness and student achievement framework. BEST/TAP will provide two-year beginning teacher induction support

as well as master and mentor training. BEST/TAP will ensure that teachers serving as mentors for teacher candidates or beginning teachers will have coaching skills and a well-articulated framework for teaching excellence.

Content Academies

Like in the TEP TAP, teacher induction and professional development will remain strongly focused on subject area expertise. The Content Academies will provide graduate-level professional development coursework in reading, mathematics, and science to partner district inservice teachers via live, interactive video conference. Like the district-based teacher education program, all Content Academy courses will be reformed to reflect and assess key “enduring understandings” that are both knowledge/reasoning (Arizona subject area standards) and skill-oriented (TAP rubric) with intentional course activities that foster inservice teachers’ movement from conceptual understanding to classroom application and evaluation of impact on student learning (i.e., the TAP cluster group steps).

The Content Academy service domain (within ARC) will also provide specialized training to prepare highly skilled long-term substitute teachers in science. These “science wizards” will be utilized in schools to engage students in meaningful academics when their regular classroom teachers are participating in common planning time and/or other professional development. Through the science wizard initiative, partner districts are excited about the prospect of rehiring (on a part-time basis) some of the teachers that they were forced to let go due to the down economy.

School Leadership Academies

The Leadership Academies are professional development for setting principals and central administrators and are being offered as part of an ASU 5-year school leadership grant

(U.S. DOE FY 2008). These services will be extended to the new partner districts on a fee-for-service basis and will provide an ongoing thematic series of interactive workshops (via live, interactive video conference) on issues of expressed relevance. Workshops will be an entry way to more in-depth professional development opportunities (e.g., semester-long coursework with study groups, site-based coaching, peer-mentoring, collegial site visits, “Blended Coaching” training). Site-based coaching and collegial site visits will be particularly emphasized at Comprehensive Reform School sites.

Data Systems

This ARC service domain will provide partner districts with data collection, processing, statistical analysis and reporting services. It will also provide districts, schools, administrators, and teachers with professional development around data tracking, program evaluation, assessment, data analysis and usage (e.g., quarterly benchmark assessment, student performance-based assessment, database systems, evaluation of school improvement initiatives).

Achievement Resource Center (ARC)

Within ASU’s four campuses, there are currently a number of partnership programs, services and offices operating separately. These programs and offices will be consolidated within the school-university partnership ARC creating a unified array of services including professional development for administrators (School Leadership Academies), beginning teacher induction and mentor teacher training (BEST), subject area teacher professional development in reading, math, and science (Content Academies), and comprehensive school reform (TAP).

But how will this particular university educational service center be different? Many of us know of well-intending university centers that sit idle because school districts are unaware of their existence (and the center’s staff is too few and too detached from the realities of K-12 to

know how to serve schools or to market their services). In contrast, the ASU PDS teacher education partnership has received national excellence awards because its school-university relationships, communications, governance and teacher education initiatives are genuine and ongoing. The monthly district-by-district school-university governance meeting structure; full-time, district-based PDS Coordinators and regionally-based Comprehensive Reform School Specialists will provide the constant flow of information on partner district needs that will drive ARC services.

Achievement Resource Center (ARC)	
What are the core ARC service domains?	<ol style="list-style-type: none"> 1. Data Systems (Tracking, Analysis & Program Evaluation) 2. Comprehensive Reform Schools (TAP) 3. Teacher Induction & Support (BEST) <ol style="list-style-type: none"> a) Beginning Teacher Induction b) Master & Mentor Teacher Training & Development 4. Content Academies 5. School Leadership Academies
What are delivery vehicles for ARC services?	<ul style="list-style-type: none"> • School, district or regional face-to-face • Live, interactive video conference (or desktop conferencing) • Web-based
How will ARC be staffed?	Each of the five core service domains for ARC will have a director and implementation staff.
How will ARC ensure constant contact for the Comprehensive Reform School initiative?	<ul style="list-style-type: none"> • Full-time, locally-housed, highly trained and experienced school reform specialist (employed by ARC) • Ongoing face-to-face, regional and video conference-based professional development • One-on-one coaching for site principal • Monthly oversight by school and university leadership in the partnership governance meetings
How will the partnership measure the impact of ARC services?	A program evaluation measurement and analysis plan will be a mandatory component for each event, task, project, class.
How will ARC be sustained post-grant (i.e., revenue model)?	A “cost plus” fee-for-service pricing structure will be set (in collaboration with the partner districts). This price will be set modestly above breakeven but pricing will be significantly below historical norms for independent consultants.

How will TQP funds be used for Objective Three Programming?
<ol style="list-style-type: none"> 1. Staffing support in the ARC core service domains. 2. Fee-for-services support for partner district administrators and teachers participating in ARC professional development and/or support services (e.g., data-tracking, analysis, and program evaluation project services completed by the ARC Data Systems Division at the request of partner districts and schools).

3. ARC staff travel.
4. Support the cost of “specialist” long-term substitute teacher training (i.e., Science Wizards) in the Content Academies Division.

SIGNIFICANCE

Project Aspirations Built on Need

Formal conversations about teacher and professional needs were held with each proposed partner district. In addition, a thorough analysis of the strengths and weaknesses of current partnership teacher education program was conducted. While the “down” economy has slowed the need for new teachers, school leaders still need high quality, “classroom ready” teachers, especially with training in BLE/ESL, Special Education, and middle and high school math and science. In regard to our assessment of programmatic strengths-weaknesses-opportunities-threats, we identified the need to strengthen subject area preparation in the freshman and sophomore years, reform our teacher education programs (including academic coursework) around an empirically-proven clinical model of instruction, and to use a proven school reform model (as well as comprehensive and concentrated services) to improve targeted partner district schools. The key insight is that school reform has an immediate benefit (i.e., K-12 student achievement), an intermediate benefit (i.e., the assurance of quality teachers and mentors for teacher candidates completing clinical experiences), and a long term benefit (i.e., hard evidence of that significant and systemic improvement is possible anywhere).

Probability of Success

The three objectives of the PDS NEXT proposal are interdependent and we believe will have a remarkable impact on school reform and on the quality and retention of new teachers prepared in high-need urban and rural partner districts. Specifically, we believe that teacher candidates with greater reading, writing, numeracy, presentation, and critical thinking

proficiency (i.e., Objective One) who are prepared in a reformed (i.e., clinically framed, TAP-driven and PDS immersion) teacher education program (i.e., Objective Two) and doing so within a high-functioning Comprehensive Reform School with effective, trained, and compensated mentor teachers (i.e., Objective Three) will prove to be the combination of simultaneous reforms that will produce robust and profound results.

But can our school-university PDS partnership network effectively implement this plan? *We have the skills.* The ASU College of Teacher Education and Leadership has received national awards for its school-university partnerships. Our partnerships have been lauded for ongoing university presence in high-need communities and schools, for genuine and honest communication, and accountability for results. *We have the resources.* ASU's size and recent consolidation increases ten-fold the array of valuable programs and educational services that can now be offered through CTEL's PDS teacher education partnerships. *We have the will.* ASU desires to become a leader in educational reform. We will lead educational reform by beginning with ourselves. The profession looks for academic rigor, quality teachers, objective data systems and answers for low performing schools. To lead, our partnership will begin by looking in the mirror.

Building Capacity

Growing ranks of quality PDS-prepared teachers and long-term growth trends in student achievement are evident in our longstanding urban PDS partner districts (e.g., Osborn, Madison, and Avondale). School leaders in these districts have declared the PDS partnership as a major contributor to these outcomes. ASU CTEL takes pride in partner district success (and in their joint ownership of the district-based programs).

We now embark on a new round of challenging reform goals that go broader and deeper. For ASU's part, we begin with talented people who care. Second, the three objectives of the PDS NEXT project are precisely about building capacity. Rigorous new pre-teacher education courses will be shared across community colleges and within ASU and related professional development will be offered to expand cross-institutional capacity for delivering these courses with excellence.

Implementation of TAP as a model of comprehensive school reform will provide partner districts with a well-tested and detailed roadmap for reform. ASU, through its ARC services, will heavily scaffold start-up of school reform activities to support the principal, teachers and staff as they internalize and master reform processes and goals. Finally, preparing exemplary new teachers *that stay* in embattled partner districts is one of the most powerful ways to build capacity. We have witnessed the impact of this in our ten-year-plus PDS urban partnerships and we are ready to replicate this with new urban and rural partners.

Capacity-building also applies to the university. Few CTEL faculty members doubt the leadership role that the PDS teacher education partnership plays in our college. It has become an incubator of innovation and a gadfly of reform. Objective Three of this proposal, with its creation of an educational service center (ARC Data Systems, Comprehensive Reform Schools, Teacher Induction & Support, Content Academies, and School Leadership Academies) is the next step to redefining unit identity (beyond simply granting diplomas) and building university capacity to serve high need schools.

Sustainability

ASU CTEL and its ten current PDS partner districts have contractual cost-share agreements that include the written intention to continue the teacher education partnership

indefinitely. Schools and the university are both willing to invest in the partnership because the return is significant. This grant opportunity, while sincerely appreciated, is not an “end” but a means for the partnership. It is stimulus money which allows us to grow, improve, and take new risks. If the initiatives in this proposal produce the expected results, they will be sustained because they will expand our enterprise. Excellent new lower division subject area courses (i.e., Objective One) and a one-of-a-kind, clinically-framed (TAP) teacher education program (i.e., Objective Two) will generate new students. Successful reform of perpetually struggling schools will generate “buzz” and open new business opportunities for the university.

QUALITY OF THE MANAGEMENT PLAN

The PDS NEXT Project proposal asks for a lot and delivers the same with a team of seasoned and committed scholar-practitioners who know what it means to collaborate with schools toward mutual goals. The work of this proposal builds on the expertise and the aspirations of the staff listed below.

Key Project Personnel	Title & Institution	Project Role	Time % FTE
Dr. Scott Ridley	Assistant Dean - ASU CTEL	PI and Director of ARC	50
To be Hired	(Dean, Superintendent, or Business Leader)	Executive Director of the PDS NEXT Project	100
Michelle Rojas	Director of PDS Teacher Education Programs: ASU CTEL	Co-PI and Project Director for TEP TAP	90
Dr. Laura Turchi	Professor of English – ASU College of Liberal Arts & Sciences (CLAS)	Co-PI and Project Director for RIPTEP	70
Dr. Linda Sargent Wood	Professor of History –ASU CLAS	Co-Director for RIPTEP	40
Drs. Audrey Beardsley & Josh Barnett	Professors of Assessment and Evaluation – ASU CTEL	Co-PIs and Co-Directors of the Data Systems Division of ARC	80 (40+40)
Betsy Fera	State Director for TAP – ASU Office of Educational Partnerships	Director of the TAP Comprehensive Reform School Division of ARC	90

Dr. Sharon Kortman	Director of BEST – ASU CTEL	Director of the Teacher Induction and Support Division of ARC	90
Valerie Roderick	Director of Content Academies – ASU CTEL	Director of the Content Academics Division of ARC	90
Julius Koenigsknecht	Project Director EXCEL School Leadership Program – ASU CTEL	Director of School Leadership Academics Division of ARC	30
George Powers	Media Specialist Senior for PDS TENET Project – ASU CTEL	Media Specialist Senior	100
Linda Montoya	Business Manager for PDS TENET Project – ASU CTEL	Business Manager	100

ASU CTEL will conduct a national search to hire the Executive Director for the PDS NEXT Project. We will seek an innovative, results-oriented reformist from business or education to work with Dr. Ridley and the PDS NEXT Leadership Team. This person will also have a leadership role in project dissemination with policy-makers, educators, researchers, and others pursuing a similar agenda of school-university reform.

Critical Mass

As previously noted, ASU’s consolidation of its three colleges of education provides a rich opportunity in this proposal to combine and coordinate valuable subject area professional development, data, induction, mentor training and school leadership services to high-need partner districts. The goals of this TQP opportunity serve as a perfect stimulus for ASU to reorganize its educational services in a manner that embraces scholar activism and “on the ground” collaboration with our partner districts for the purpose of generating genuine and measurable improvement of teacher education, high-need K-12 schools, and student achievement.

Procedures for Feedback and Continuous Learning

The PDS Teacher Education Partnership has established a nationally award winning model of school-university shared-governance. Using formative and summative program

evaluation data, leaders from ASU and the partner districts meet “religiously” on both a monthly (ASU CTEL and individual partner district leaders) and quarterly basis (ASU CTEL and all partner district leaders) via video conference. Formative data comes from district-based PDS Coordinators and other program staff and include information on teacher candidates’ academic and clinical progress as well as mentor teachers’ views on progress and needs. Annual comparative performance-based data on classroom teaching allows the partnership to evaluate the impact of its initiatives. In this PDS NEXT proposal, the shared-governance structure remains the same but the data system is significantly enhanced to provide value-added methodology and analysis. Through this PDS NEXT proposal, attitudinal, performance-based assessment (TAP), and outcome-based data (student achievement) will be regularly analyzed by the Data Systems division of ARC and used during monthly and quarterly shared-governance meetings.

With its three major project objectives, the PDS NEXT project is large and complex (audacious). However, well-articulated and endorsed partnership implementation plans, experienced and effective staff, and the adoption of empirically-proven models make the goals of school and teacher education reform high probability outcomes.

Objective One: Collaboratively develop and implement rigorous lower division (i.e., freshman and sophomore) pre-teacher education programs (and coursework) that produce strong reading, writing, numeracy, presentation, critical thinking/problem solving/scientific inquiry skills and result in community college transfer and lower division ASU education students that enter the district-based PDS Teacher Education Programs having passed the subject area portion of the state’s certification exam.

Activities	Milestones	Timeline	Person Responsible
<ul style="list-style-type: none"> Form a Rigor and Inquiry in Pre-Teacher Education Programs (RIPTEP) Steering Committee with membership from ASU CLAS, CTEL and communities colleges in the partnership. 	<ul style="list-style-type: none"> The RIPTEP project has broad institutional representation and commitment to the concept and plan to reform pre-teacher education program coursework. 	Spring 2010	Co-PI and Project Director Laura Turchi
<ul style="list-style-type: none"> Establish a framework, criteria, and rubric for course reform (e.g., rigorous subject area content, frequent demonstration of understanding through benchmarks, use of inquiry-based pedagogy) 	<ul style="list-style-type: none"> The partnership has an articulated vision, plan and timeline for the development and teaching of reformed courses (along with a course implementation calendar by partner institution). 	Spring 2010	Co-PI and Project Director Laura Turchi
<ul style="list-style-type: none"> Form consortiums by discipline area (e.g., reading, writing) made up of faculty from ASU CLAS, CTEL and communities colleges in the partnership. 	<ul style="list-style-type: none"> Membership for each disciplinary consortium group is set early in Year One and is representative of both university and urban and rural community colleges 	Spring 2010	Co-PI and Project Director Laura Turchi
<ul style="list-style-type: none"> Identify the courses to be reformed in each of the discipline domains 	<ul style="list-style-type: none"> The first round of reformed courses is taught in partnership institutions by the beginning of the second year of the grant. 	Summer 2010	Steering Committee, Co-PI Laura Turchi
<ul style="list-style-type: none"> Have institutions represented in the consortium groups offer the names of potential reformed course instructors (who will then be carefully selected and incentivized to serve as instructors for the newly reformed courses) 	<ul style="list-style-type: none"> Corps of hand-picked, talented community college and ASU instructors are teaching the reformed courses. 	Fall 2010	Consortium Leaders, Steering Committee, Co-PI Turchi
<ul style="list-style-type: none"> Design the professional development/support structure and frequency for first-time reformed course instructors 	<ul style="list-style-type: none"> Faculty members teaching reformed course have an accessible and desirable forum for discussing their experiences and student performance (for the purpose of getting better). 	Fall 2010	Consortium Leaders, Steering Committee, Co-PI Turchi
<ul style="list-style-type: none"> Research and select (or decide to develop) a web-based subject area curricula program (with extensive embedded assessment) 	<ul style="list-style-type: none"> An academically strong and engaging web-based program is made available to lower and upper division students struggling with mastery of subject area knowledge and skills 	Fall 2010	Consortium Leaders, Steering Committee, Co-PIs Turchi, Rojas, Barnett, Beardsley

<ul style="list-style-type: none"> Develop a process for funding prospective transfer students' registration for the subject area portion of the state certification exam IN RETURN for students' agreement to report test results. 	<ul style="list-style-type: none"> Transfer students' practice of taking the subject area exam before advancing to upper division teacher education is visible, promoted, discussed, and debated. 	Spring 2011	PI Ridley, Co-PI Turchi, & Business Manager
<ul style="list-style-type: none"> For purposes of progress monitoring and payment of community colleges, develop a system for documenting number of entering transfer students (who passed the subject area exam) 	<ul style="list-style-type: none"> A systematic database and tracking system is used to monitor lower division students' exam success by institution Lower division programs with students that are highly successful on the subject area exam are publicly acknowledged (at an institutional level) 	Fall 2011	PI Ridley, Co-PI Turchi, Steering Committee & Business Manager
<ul style="list-style-type: none"> In the event of an institution of higher education not serving students well (in a given partner district community), make consortium-wide plans for direct delivery of reformed pre-teacher education courses via live, interactive video conference. 	<ul style="list-style-type: none"> One way or another, rigorous and engaging pre-teacher education programs (and courses) are provided to lower division students anywhere in the state. 	Spring 2012	PI Ridley, Steering Committee, Co-PI Turchi
<ul style="list-style-type: none"> Conduct an annual state conference of teacher education program reformers to highlight and further disseminate best practices as evidenced by college student achievement 	<ul style="list-style-type: none"> Proven reform efforts are disseminated and rewarded; use of best practices expands into a growing number of institutions. 	Spring 2012	PI Ridley, Steering Committee, Consortium Leaders & Co-PI Turchi

Objective Two: Building on the Teacher Advancement Program (TAP) instructional rubric and teacher development model, design and implement reformed, district-based (PDS) pre-baccalaureate and masters (residency) teacher education programs that yield highly skilled new teachers that (by the second year of teaching) produce student achievement gain scores greater than the partner district average.

Activities	Milestones	Timeline	Person Responsible
<ul style="list-style-type: none"> Expand the Polycom video conferencing bridge hardware to allow delivery to the new partner districts and the increased programming load 	<ul style="list-style-type: none"> CTEL is capable to delivering a number of programs to numerous partner districts concurrently and through reception room and laptop connections 	Fall 2009	PI Ridley, Media Specialist Senior, Business Manager

<ul style="list-style-type: none"> Develop a comprehensive programming schedule across all services for PDS NEXT Objectives One, Two, and Three and determine the ASU campus locations for transmission studio 	<ul style="list-style-type: none"> A video conference connection is available for all day, evening, night training, professional development, meeting, and academic classes without conflict or scheduling competition. Transmission of video conferencing events is originating from all four of ASU's campuses, partner districts, and/or other locations. 	Fall 2009	Media Specialist Senior Powers, Co-PIs Rojas, Turchi, Directors Fera, Kortman, Roderick, Koenigsknecht
<ul style="list-style-type: none"> Purchase and distribute "loaner" laptops and FLIP mini-camcorders in all partner districts and under the secure watch of the district-based PDS Coordinator 	<ul style="list-style-type: none"> All teacher candidates and teachers have access to programming regardless of ability to purchase the technology 	Fall 2009	PI Ridley, Media Specialist Senior, Business Manager
<ul style="list-style-type: none"> Develop an improved (easier to follow) FLIP video uploading process to the ASU SSH Secure Shell (for teacher candidates to upload their TAP teaching events) 	<ul style="list-style-type: none"> Teacher candidates, teachers, administrators and instructors are effective at posting and retrieving FLIP video through the Secure Shell 	Fall 2009	Media Specialist Senior Powers
<ul style="list-style-type: none"> Develop web-based, live video conference-based and face-to-face professional development on video conference-based instruction, laptop receptivity, and for uploading and accessing FLIP teaching video through the ASU Secure Shell 	<ul style="list-style-type: none"> Teacher candidates, teachers, administrators and PDS NEXT implementers use video conference easily and often ASU instructors have good teaching experiences and ASU's courses use high quality and multi-media 	Spring 2010	Media Specialist Senior, Co-PIs Rojas, Directors Fera, Kortman, Roderick, Koenigsknecht
<ul style="list-style-type: none"> Redesign syllabi to ensure that the academic curriculum in each of the undergraduate and Masters PDS TEPs is articulated within the TAP clinical framework (BLE/ESL, Dual Cert EED-SPE, Secondary English/Humanities) 	<ul style="list-style-type: none"> The TAP instructional framework drives academic coursework in each certification area. Each course moves key concepts to actual classroom application and evaluation of impact on K-12 student learning. 	Spring 2010	CO-PIs Rojas, Turchi, Academic Coordinators
<ul style="list-style-type: none"> Use well-articulated expectations for TEP TAP course delivery to screen, interview, and select course instructors 	<ul style="list-style-type: none"> Instructional excellence and commitment of the TAP programmatic framework, not schedulers, drive who teaches in the TEP TAP 	Spring 2010	PI Ridley CO-PIs Rojas, Turchi, & Academic Coords
<ul style="list-style-type: none"> All PDS Coordinators, mentor teachers, key partner district administrative leaders, TEP TAP instructors and other PDS NEXT personnel are trained and certified as TAP instructional rubric raters. 	<ul style="list-style-type: none"> All PDS NEXT personnel have a common and clearly articulated vision of instructional excellence. Expectation of rigor are common across all personnel regardless of location 	Spring 2010 and ongoing	Director Fera, Academic Coordinator Bendotti

<ul style="list-style-type: none"> • All TEP TAP instructors attend two 3-hour meetings with PDS NEXT staff and PDS Coordinators prior to the beginning of the semester to review course syllabi, discuss PDS teacher candidate data (from previous evaluations), and participate in professional development on course delivery, TAP course integration and TAP clinical supervision. 	<ul style="list-style-type: none"> • Course instructors collaborate to align course instruction, make connections to clinical experience, and make instructional decisions based on the TAP clinical performance based assessment. 	Spring 2010	Co-PI Rojas, Director Fera, Academic Coordinator Bendotti
<ul style="list-style-type: none"> • Provide professional development to TEP TAP course instructors and PDS Coordinators on course delivery and TAP clinical supervision as well as discuss PDS teacher candidate data (from TAP performance-based rubric scoring) every 3 weeks throughout the 15-week semester. 	<ul style="list-style-type: none"> • Course instructors and PDS Coordinators, regardless of location, are trained and innovation leaders for TEP TAP. Course instructors use PDS teacher candidate data from the TAP performance-based scoring rubric as a formative tool to adjust instruction. 	Fall 2010	Pedagogical Specialist, Co-PIs Rojas, Turchi, Academic Coords
<ul style="list-style-type: none"> • To ensure rigorous cross-district calibration of clinical expectations (i.e., TAP performance-based rubric scoring), 10% of teacher candidates' TAP instructional videos (chosen randomly) are double scored by trained personnel outside of the partner district program. 	<ul style="list-style-type: none"> • The PDS NEXT project uses evidence to ensure that all personnel hold the same high expectations for clinical rigor 	Fall 2010 and ongoing	Director Fera, Academic Coordinator Bendotti
<ul style="list-style-type: none"> • Collect and analyze teacher candidate performance trends on the TAP instruction rubric (for the purpose of formative adjustments in programmatic instruction in the various TEP TAP programs) 	<ul style="list-style-type: none"> • Data is used to monitor and adjust TEP TAP implementation 	Fall 2010 and ongoing	CO-PIs Barnett and Beardsley
<ul style="list-style-type: none"> • Conduct an annual state conference of teacher education program reformers to highlight and further disseminate best practices as evidenced by college student achievement 	<ul style="list-style-type: none"> • Proven reform efforts are disseminated and rewarded; use of best practices expands into a growing number of institutions. 	Spring 2012	PI Ridley, CO-PIs, RIPTEP Steering Committee

Objective Three: Building on the Teacher Advancement Program (TAP) model and existing partnership programs in school leadership, teacher induction and subject area professional development, design and implement comprehensive school reform and full-range (i.e., administrator, teachers, staff) professional development and support services including a two-year beginning teacher induction program that foster significant gains in effective school functioning, teacher retention, teaching effectiveness and student achievement.

Activities	Milestones	Timeline	Person Responsible
<ul style="list-style-type: none"> Select members of the external program evaluation review committee members and convene the group to detail the project and their charge. 	<ul style="list-style-type: none"> An esteemed committee of program evaluators will provide a rigorous independent review of PDS NEXT projects and program evaluation 	Fall 2009	PI Ridley, CO-PIs Barnett & Beardsley
<ul style="list-style-type: none"> Select a cross-section of urban and rural leaders from the partner districts to form a Comprehensive Reform School (CRS) Advisory Committee charged with establishing policy, expectations and accountability benchmarks in school reform efforts. 	<ul style="list-style-type: none"> A school-university committee leverages the partnership structure to set (for itself) rigorous norms of implementation fidelity and outcomes. 	Fall 2009	PI Ridley, CO-PIs, ARC Directors
<ul style="list-style-type: none"> Obtain the CRS Advisory Committee’s confirmation of the “cost plus” fee-for-service pricing structure proposed by ARC for its professional development and support services 	<ul style="list-style-type: none"> The pricing structure for ARC services reflect good value for partner districts’ investment and fosters post-grant sustainability and growth 	Fall 2009	PI Ridley, CRS Advisory Committee, ARC Directors, Business Managers
<ul style="list-style-type: none"> Solidify with the CRS Advisory Committee a two-year plan for initiating concentrated services with the 25 Comprehensive Reform School sites (e.g., approximately half of the schools begin the school reform process in Year One and the other half in Year Two). 	<ul style="list-style-type: none"> PDS NEXT resources are strategically applied to ensure that Comprehensive Reform Schools actually receive the concentrated attention necessary to impact change. 	Fall 2009	PI Ridley, CRS Advisory Committee, CO-PIs, ARC Directors
<ul style="list-style-type: none"> Develop a communication strategy (through the district-by-district monthly school-university governance meeting structure) to understand partner districts’ specific professional development needs and to effectively coordinate both concentrated (i.e., CRS) and distributed Achievement Resource Center (ARC) services. 	<ul style="list-style-type: none"> The data systems, comprehensive reform school, induction, mentoring, subject area, and school leadership professional development and support service in ARC are specifically coordinated (especially in CRS sites) to reduce conflict, overload and maximize impact. 	Spring 2010	PI Ridley, CRS Advisory Committee, CO-PIs, ARC Directors

<ul style="list-style-type: none"> • Develop a framework for selecting the most appropriate medium for the delivery of the various ARC professional development and support services: site-based face-to-face; regional face-to-face; live, interactive video conference; web-based; train-the-trainer. 	<ul style="list-style-type: none"> • ARC professional development and support services are effectively delivered to teachers and administrators anywhere in the state. 	Spring 2010	PI Ridley, CO-PIs, ARC Directors, Media Specialist Senior, CRS Advisory Committee
<ul style="list-style-type: none"> • In consultation with the CRS Advisory Committee, develop the data collection procedures and timelines for the value-added analysis (e.g., identify control schools, data collection timelines, secure rights to state and district level student and teacher data) 	<ul style="list-style-type: none"> • Objective evidence about impact on student achievement is the ultimate basis of decision making regarding PDS NEXT initiatives. 	Spring 2010	PI Ridley, CO-PIs Barnett & Beardsley, CRS Advisory Committee
<ul style="list-style-type: none"> • Hire eight regional specialists for the Comprehensive Reform School and Teacher Induction & Support service divisions of ARC 	<ul style="list-style-type: none"> • There is “constant contact” presence of ARC personnel in partner district Comprehensive Reform Schools and for teacher induction and mentorship training 	Spring 2010	PI Ridley, Directors Fera, Kortman, CRS Advisory Com
<ul style="list-style-type: none"> • ARC personnel provide internal training to all PDS NEXT staff on the TAP instructional rubric, school reform processes (e.g., cluster groups), induction services and mentor training, value-added and performance-based assessment data collection procedures, and technology applications 	<ul style="list-style-type: none"> • All PDS NEXT personnel from leaders to trainers and PDS Coordinators are focused, knowledgeable and skilled with project initiatives. 	Spring 2010	PI Ridley, CO-PIs, ARC Directors
<ul style="list-style-type: none"> • The Building Educator Support Teams (BEST) model of beginning teacher induction and mentor training (within ARC) is presented to all partner district school leaders and PDS Coordinators 	<ul style="list-style-type: none"> • The 2-year beginning teacher induction and TEP TAP teacher candidate clinical experience programs are clearly articulated to promote a common expectations 	Spring 2010	Directors Kortman and Fera, Co-PI Rojas
<ul style="list-style-type: none"> • School HR leaders and ARC personnel develop a screening and interview process and select mentor teachers for TEP TAP teacher candidates and beginning teachers. 	<ul style="list-style-type: none"> • The strongest potential mentors are identified by the school-university leadership team 	Spring 2010	Directors Kortman and Fera, Co-PI Rojas
<ul style="list-style-type: none"> • TAP and BEST personnel within ARC provide mentor training and expectations for the beginning teacher induction and TEP TAP programs 	<ul style="list-style-type: none"> • Mentor teachers have a clear and concrete vision of the coaching expectations as well as training on the TAP instructional model 	Spring 2010	Directors Kortman and Fera, Co-PI Rojas
<ul style="list-style-type: none"> • Redesign all Content Academy syllabi to ensure that the academic curriculum in each of the reading, math, and science courses is articulated within the TAP clinical framework 	<ul style="list-style-type: none"> • The TAP instructional framework drives subject area coursework. Each course moves key subject knowledge to actual classroom application and evaluation of impact on K-12 student learning. 	Spring 2010	Director Roderick, CO-PI Rojas, Academic Coordinators

<ul style="list-style-type: none"> • Use well-articulated expectations for Content Academy TAP course delivery to screen, interview, and select course instructors 	<ul style="list-style-type: none"> • Instructional excellence and commitment of the TAP programmatic framework, not schedulers, drive who teaches in the Content Academy TAP program 	Spring 2010	PI Ridley Director Roderick, CO-PI Rojas
<ul style="list-style-type: none"> • Provide weekly professional development to Content Academy TAP course instructors, partner district liaisons and local facilitators on course delivery and TAP applications 	<ul style="list-style-type: none"> • Course instructors, district liaisons and facilitators, regardless of location, are trained and innovation leaders for Content Academy TAP 	Fall 2010	Pedagogical Specialist, Director Roderick, Academic Coords
<ul style="list-style-type: none"> • Principals at schools with teachers participating in Content Academy TAP professional development will conduct “walk through” observations each semester and co-score their videotape of instruction (required by Content Academy TAP program) 	<ul style="list-style-type: none"> • A clear link is established among teacher professional development, classroom teaching performance, and administrative accountability. 	Fall 2010 and ongoing	PI Ridley, Directors Koenigsknecht & Roderick
<ul style="list-style-type: none"> • Collect and analyze teacher performance trends on the TAP instruction rubric (for the purpose of formative adjustments in programmatic instruction in the Content Academy TAP program) 	<ul style="list-style-type: none"> • Data is used to monitor and adjust Content Academy TAP implementation 	Fall 2010 and ongoing	CO-PIs Barnett and Beardsley
<ul style="list-style-type: none"> • The video conference-based Leadership Academy workshops and advanced seminars available through the EXCEL School Leadership Grant (US DOE FY 2008) will also be made available to PDS NEXT administrators. 	<ul style="list-style-type: none"> • Professional development is provided to building and central administrator that fosters reform and improved achievement. 	Fall 2010 and ongoing	PI Ridley, Director Koenigsknecht
<ul style="list-style-type: none"> • Principals at Comprehensive Reform School sites will be assigned a one-on-one coach/mentor from the EXCEL School Leadership Grant network. 	<ul style="list-style-type: none"> • Principals at Comprehensive Reform School sites will have specific mentoring to assist in leadership during the intensive school reform process. 	Fall 2010 and ongoing	Director Koenigsknecht
<ul style="list-style-type: none"> • When possible, the full-time, year-long principal internships in the EXCEL School Leadership aspiring principal program will be completed at partner district Comprehensive Reform School sites 	<ul style="list-style-type: none"> • Aspiring principals will be groomed within rigorous reform sites. 	Fall 2010 and ongoing	Director Koenigsknecht