

**CFDA# 84.405A -PROJECT Co-STARS: Collaboration for Student and Teacher
Achievement in Rural Schools (Absolute Priorities 1 and 2)**

California State University, Chico is committed to preparing teachers to meet the needs of all students in rural and semi-rural schools in northern California. This commitment is reflected and described in Project Co-STARS: Collaboration for Student and Teacher Achievement in Rural Schools, which will result in significant and highly effective changes in campus-based pre-baccalaureate teacher preparation at credential and master's levels in collaboration with some of the region's highest need school districts. Project Co-STARS' goal is to be a model for teacher preparation programs and rural schools across the nation.

The four qualified school districts and 23 schools in the partnership reflect the vast rural region of Northern California that CSU, Chico serves. The partner districts are: Palermo Union School District (PUSD), Orland Joint Union School District (OJUSD), Marysville Joint Unified School District (MJUSD) and Cascade Union School District. The schools within the PUSD district are Honcut, Wilcox and Golden Hills Elementary Schools and Palermo Middle; within OJUSD are Orland Elementary Community Day, Fairview and Mill St. Elementary and Price Intermediate; within MJUSD are Dobbins, Ella, Johnson Park, Linda, Covillaud, Olivehurst, Kynoch and Yuba Feather Elementary, Yuba Gardens and Anna McKenney Intermediate; and within CUSD are Anderson Heights, Cascade Community Day, Meadow Lane and Vale Verde Elementary and Anderson Middle School.

Business/organization partners include State Farm Insurance Company; California Business for Educational Excellence (CBEE); Just for the Kids (JFTK); IRIS-West Center for Training Enhancements; Center for Research on Learning; California State Department of Education and Commission on Teacher Credentialing; Robert Noyce Scholars Program for Science,

Technology, Engineering and Mathematics (STEM) Majors; National Center on Policy and Practice in Special Education; Far Northern Regional Center; California Department of Developmental Services; Parent Education Network; Behavioral and Mental Health Department.

Community organization and education agency partners include the Butte, Glenn, Shasta and Yuba County Offices of Education; the Butte County Special Education Local Plan Area; Community Action Volunteers in Education (CAVE); Beginning Teacher Support and Assessment (BTSA) Induction Program; Butte-Glenn, Shasta and Yuba Community Colleges; Northern California Region 1 Service Learning Project; California Writing Project; California Math Project; Northern California Reading and Literature Project; Resources in International Studies in Education (RISE); and Great Expectations in Math and Science (GEMS).

Co-STARS represents a major institutional commitment by all partners, institutions and rural remote schools to a comprehensive reform initiative aimed at significantly improving the preparation and retention of general and special education teachers and to address the needs of students in rural schools. This will occur through the development of communities of continuous inquiry that employ data-driven decisions to increase the use of effective, research-based teaching practices by prospective and new general and special education teachers who will work collaboratively to meet the needs of all students in remote rural settings. The Project will address two priorities: (1) the restructuring of a four-year pre-baccalaureate credential program (*Absolute Priority 1*) which leads to a bachelor's degree in Liberal Studies with a special, bilingual, or an elementary credential with a minor in special education or teaching English learners, and (2) creation of a teacher residency program (*Absolute Priority 2*), an 18-month, post-baccalaureate, credential and master's program for prospective general and special education teachers,

including an intensive 1 year teacher residency to prepare new teachers with expertise for a rural context and provide strong support for the needs of our partner schools.

Project Co-STARS will expand clinical field experiences in high-need schools and increase proficiency among new teachers in effective teaching of all students through cohorted courses that combine general and special education teacher candidates and an emphasis on Professional Learning Communities (PLCs) and Response to Intervention (RtI). The new academic program will significantly strengthen new teachers’ knowledge of academic content and will prepare them to promote high levels of academic and language achievement. The goal is to overcome patterns of low achievement among students with ethnic, cultural, linguistic and socioeconomic barriers (Educational Testing Service, 2000) and the pattern in the teacher workforce of under-preparation that, in California, has been a common characteristic of teachers assigned to schools for low-income and minority students (Shields et al, 2003).

A1. PROJECT DESIGN: OVERVIEW

NEEDS ASSESSMENT AND RESOURCE ANALYSIS This needs includes a rigorous analysis of data available from the California Department of Education’s DataQuest system, California State University (CSU) Center for Teacher Quality, and CSU Center for Closing the Achievement Gap. A summary of key findings for each of partner districts is detailed in the chart that follows.

Partner LEA	Student Body Pop.	**% below Poverty	Latino	American Indian	Asian	African American	English Learners	Disabled Students
Palermo Union Elem. SD (PUSD)	1,341	24.8%	23.5%	8.9%	5.3%	1.6%	18.3%	9.8%
Marysville Joint USD (MJUSD)	10,087	28%	32.7%	4.6%	10.4%	3.8%	26.3%	9.8%

Orland Joint USD (OJUSD)	2,246	18%*	53.6%	.8%	3.2%	1.2%	21.3%	9.3%
Cascade Union Elem. SD (CUESD)	1,526	28.1	12.6	11.1%	2%	2%	8.3%	14.2%

* Based upon US Census Statistics

The diverse student population of partner school districts all show performance gaps compared to their peers in the same schools. In addition, schools within the four partner districts have between 75% (OCESD) and 80% (PUSD) of their students qualified for Free and Reduced School Lunch (see Appendix A) and have significant achievement gaps among the subgroups described based upon proficiency on the California Standards Test (CST).

Low academic achievement in core subjects: On average, minority and English Learners and students with disabilities in the targeted schools within partner school districts score below the California average for these same student categories on the CST for language arts and math as displayed in the following chart:

CST Test Results	Language Arts	Math
<i>California State Average Proficiency on CST</i>		
<i>Minority & English Learners</i>	<i>39.1%</i>	<i>47.1%</i>
<i>Students with Disabilities</i>	<i>18.3%</i>	<i>26.1%</i>
Palermo Unified School District		
Minority & English Learners	24.7%	31.6%
Students with Disabilities	8.3%	15%
Marysville Joint Unified School District		
Minority & English Learners	28.6%	40.6%
Students with Disabilities	8%	15.8%
Orland Joint Unified School District		
Minority & English Learners	19.1%	28%
Students with Disabilities	9%	7%
Cascade Union Elementary School District		
Minority & English Learners		
Students with Disabilities	Not available	Not available

Teacher Profile: The chart below shows the staffing profiles for each of the partner districts:

District	# Teachers	Emergency Credentials	Waivers	# Special Educators
Palermo Unified School District	75	2.7%		6
Marysville Joint Unified School District	504	2.2%	2.4%	21
Orland Joint Unified School District	126	2.7%		6
Cascade Union Elementary School District	75	2.7%		6

Need for new teacher preparation and support: Like most districts in California, these partner districts have worked hard to ensure that their teachers are fully credentialed and highly qualified. In fact, the California Department of Education reports that in 2007-08 most teachers--95% statewide--had full credentials, with an additional 3.7% teaching on emergency permits or waivers. About 3.5% were university or district interns or pre-interns. Although Marysville Joint Unified School District experiences turnover every year as commuting teachers find jobs closer to home, some rural districts and schools tend to have a fairly low teacher turnover rate. With a third of the state teaching force nearing retirement, the Center for the Future of Teaching and Learning estimates that California will need an additional 100,000 teachers over the next decade.

Small districts in high poverty rural areas may have only one special educator serving all schools within a district or all districts within a county. The services of these special educators may also be hampered by the significant distances and geographic barriers between service sites and major resource centers. (Rosenkoetter, Irwin, & Saceda, 2004). Often classroom teachers work without the support of the special educators. These circumstances call for special educators with skills in coaching and collaboration to support the efforts of general education teachers using a variety of strategies to ensure achievement of academic standards by students with disabilities in inclusive classrooms. Co-STARS builds on the work of the Riverside County Achievement Teams (RCAT-Plus) to break down walls that have historically divided general and

special educators to improve education for every child. (Grady, 2009)

There is also a need for pre-service preparation that focuses on effective skills for addressing the needs of low-income, and/or English Language Learners (ELLs) at rural schools who show significant achievement gaps. A comprehensive induction program of in-service professional development and ongoing mentoring is also needed to promote retention and ensure effectiveness of teachers in the use of empirically proven strategies for raising all students' academic achievement gaps. In the partnership districts and schools and for all the rural school districts in the Northern California region, there is a need not only for preparing and credentialing new teachers but for reforming how those teachers are prepared to meet the challenges facing rural schools.

Resource Assessment The Partnership will function as a vehicle for structural change and redesign of the preparation of new teachers, equipping them to be successful in advancing the academic achievement of all students. The following examination and analysis of the resources of CSU Chico and participating high need school districts demonstrates the range of capabilities that will support the success, institutionalization, and sustainability of the project. Each institution is committed to making substantial resources available for the project.

California State University, Chico has a long and distinguished history of bringing high quality education and services to its vast 38,000 square-mile rural region. The American Council on Rural Special Education named CSU, Chico its 2004 Exemplary Teacher Preparation site. In 2005, the U.S. Department of Education, Office of Innovation and Improvement designated the Special Education Program as one of six nationwide "model innovative sites for teacher preparation," and the only special education program so named. Co-STARS will build upon the

firm foundation of the award-winning K-6/special education integrated program, and a highly successful pre-baccalaureate K-6 program.

CSU Chico devotes approximately \$3 million annually to the preparation of K-12 teachers. It is unusual in its commitment to the shared responsibility for academic content preparation of teachers among five colleges at the university. The All University Responsibility for Teacher Education Committee (AURTEC) is reflective of the campus-wide commitment to excellent teacher education. The President and Provost have made teacher preparation one of the highest priorities for the campus, ensuring priority status as the state struggles with current budgetary problems and enrollment limits. The Provost will serve as Co-Chair of the Advisory Board.

The campus *Technology and Learning Program (TLP)* offers faculty technical assistance to build course web pages, design multimedia presentation models, increase instructor-to-student and student-to-student interaction and move traditional units of content into an online student-centered learning environment. CSU, Chico will provide the full cost of technological systems, such as the STEPS data system, used for candidate and induction support. To overcome the geographic isolation of candidates and beginning teachers in remote, rural schools, the university will offer free e-mail, chat rooms, virtual office hours, blogs, podcasts and webcam connections to link pre-baccalaureate candidates and teacher residents, their University supervisors, and mentor teachers. Candidates will have access to the *Online Writing Center's* synchronous one-to-one instruction and online access to the more than one million holdings of the *University Library*. The *CSU, Chico Video Conferencing System* will be available at no charge for Advisory/Planning Board meetings and professional development sessions for local support teachers and principals, and the *Assistive Technology Center* will directly support candidates with disabilities and provide expert teaching models in assistive technology.

Letters in Appendix D verify the participation of student services that will promote candidate recruitment and retention in the program, including *Teacher Recruitment Program and Retention Services*, *Upward Bound*, *Educational Talent Search*, *Disability Support Services (DSS)*, *Counseling and Wellness Center*, *Career Center*, *Study Skills and Test SOS Center*, and *Center for Bilingual and Multicultural Studies*. The project and students are further supported through funded grants and scholarship programs including *Noyce Scholars* program; *Course, Curriculum, and Laboratory Improvement (CCLI)* NSF grant; *California Math and Science Partnership (CaMSP)* grant; *Math in the Early Grades (MEG) Grant*; *Math and Science Secondary Teaching Initiative (MSSTI) Grant*; and *CPEC Improving Teacher Quality (ITQ)* grant.

Partnership for Educational Excellence: In collaboration with more than 55 school districts in the vast 12 county, 38,000 square mile rural service region, the university maintains an ongoing partnership with the region's top educational leaders. Co-STARS Advisory Board brings together key K-12 educational leaders with the university to plan strategies for addressing shared educational priorities. This strong partnership, which represents a distinctive collaborative approach for combining resources of small and medium-sized rural school districts, is the foundation for project activities and broad dissemination of project results. In addition the four colleges and two county offices of education and their school districts that make up CSU, Chico National Network for Education Renewal (NNER) member site will provide a solid foundation to advance the work of Project Co-STARS.

Participating High Need District and Schools Participating districts and schools have strong leadership and a commitment to reform. They were invited to participate not only based on eligibility criteria but also for their significant needs and willingness to take risks on behalf of improving achievement of all students. These districts have substantial local, state, and federal

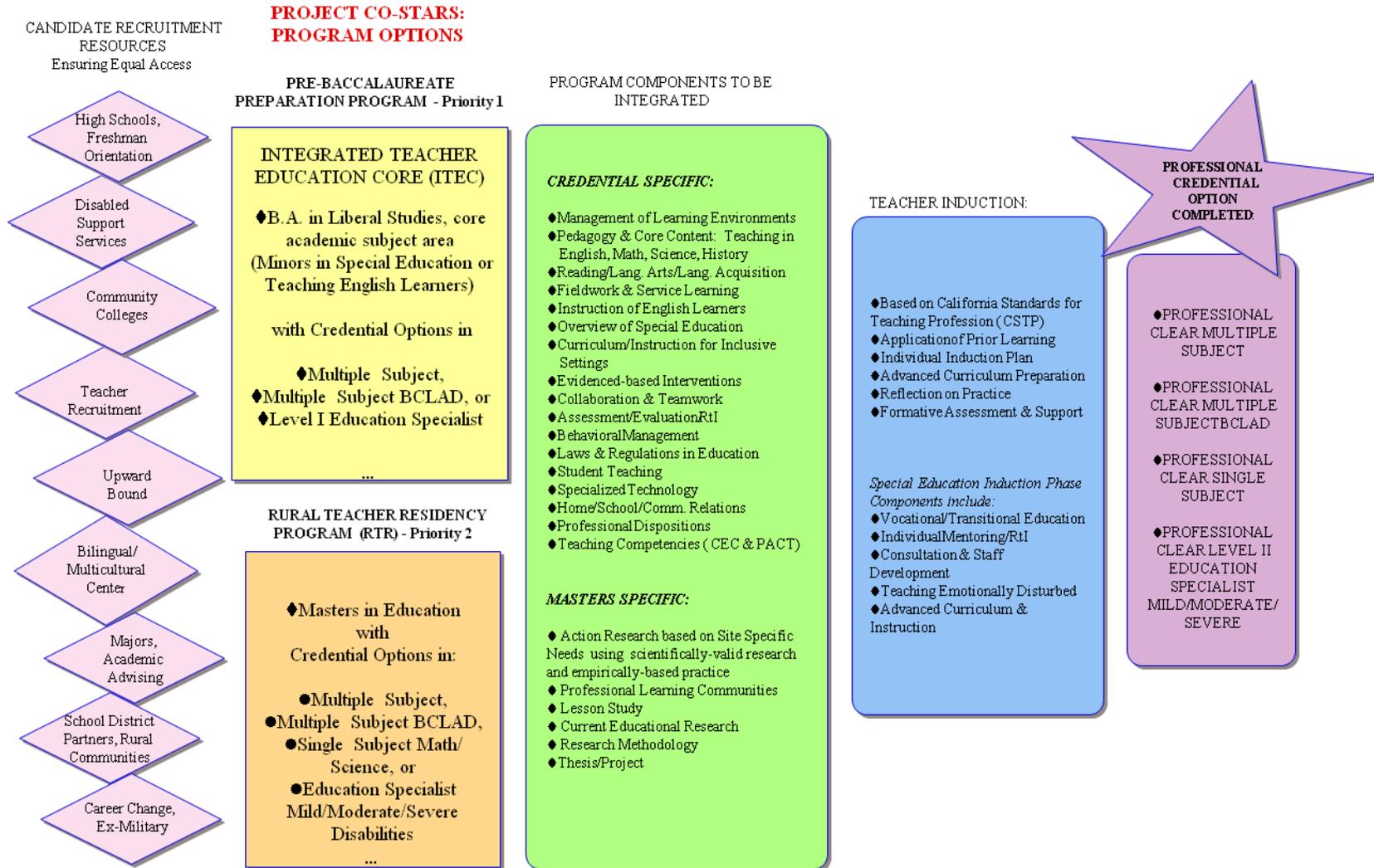
resources that they have committed to contribute to the project. These high-need school districts all receive state and federal funding for purposes that complement the grant. Partner LEAs plan to use funding under Title I and IDEA in support of the project and will integrate these programs with the project.

Business Partnerships A valuable resource is the set of business partners and the significant roles of the private sector in the project. Major firms in the region have all participated with CSU Chico and the more than 55 districts in regional partnerships. As major firms whose long-term success requires a literate and mathematically and scientifically proficient workforce, they have substantial interest in the preparation of new teachers. All of the business partners are committed to contributing resources, ranging from contributing computer technology to supporting scholarships for outstanding new teacher candidates. The business partnerships are described further in Appendix D.1.7

Community Partnerships: Another important element of the project is the expansion of partnerships with local community organizations. These include the North Valley Community Foundation and the North Valley Boys and Girls Club. Each of these organizations works closely with the partner school districts and their schools and assists in addressing the academic needs of students from low-income families. As partners, they will direct resources to assist in improving students' achievement and closing the achievement gap. The involvement of community organizations can be found letters of support in Appendix D.1.7.

MODEL FOR EXCEPTIONAL APPROACH TO PRESERVICE PREPARATION OF TEACHERS Project Co-STARS model for the pre-baccalaureate credential program, Integrated Teacher Education Core (ITEC), and Rural Teacher Residency (RTR) programs is presented in Figure 1. Based on

**Figure 1: Project Co-STARS
STAGES IN THE RECRUITMENT/
LEARNING CONTINUUM
Pre-Baccalaureate and Teacher Resident Models**



California's Learning-to-Teach System, the ITEC program is comprehensive, beginning with freshman early clinical experiences and continuing throughout the undergraduate experience, student teaching, first year induction, and continuing beginning teacher support during the second year of new teacher induction. Co-STARS RTR model begins with prerequisite credential and master's program coursework in the spring and summer, completion of course requirements and thesis during the two-semester residency, first year induction, and continuing beginning teacher support during the second year of induction.

Professional Learning Communities/RtI Beyond its mission to prepare both general and special education teachers who are well versed in content and pedagogy, Project Co-STARS will focus on the development of Professional Learning Communities (PLCs) at each of the partner school sites. The PLC model shifts teachers' thinking from a focus on "my students" to a focus on "our students" and involves teachers together exploring student work and improving instruction as a result of analysis and reflection focused on student work products. K-12 teachers, university faculty, teacher candidates, and new teachers will examine assessment data and samples of student work and will engage in protocols with which to explore the implications for teaching practice and student learning. This model, which derives from the work of Project Zero, the Coalition of Essential Schools, and the Annenberg Institute for School Reform (DuFour & DuFour, & Many, 2006), will be a significant tool for engaging university and K-12 faculty in meaningful dialogues between themselves and with teacher candidates aimed at teaching to overcome the Achievement Gap. Through participation in Co-STARS, school sites will be assisted in the development of a Response to Intervention model, which emphasizes a school-wide responsibility for student learning and requires general and special education teachers to collaborate for screening of all students to determine needs, progress monitoring, varying level

of research-based interventions, and fidelity of implementation (Khan & Mellard, 2008). See Appendix D.1.4 and D.1.5 Key Research Guide.

EXPECTED IMPACT OF PROJECTS ON TEACHERS AND THEIR STUDENTS: The ITEC and RTR projects are expected to have immediate impact on K-12 student learning in the classrooms and schools to which candidates are assigned. Candidates and their Mentor Teachers will engage in intense collaboration around diagnosing student needs, designing interventions, monitoring student progress, and adjusting instruction and interventions as needed. Candidates will support the work of the Mentor Teacher by providing individual and small group instruction for struggling or accelerated students. In addition, Project Co-STARS will achieve major impacts on teacher retention and on the achievement of low-income, minority and at-risk students who are taught by program graduates. This expectation is based on the past decade of research on effective principles of learning and of the application of this research to high need schools in California by the CSU Center for Closing the Achievement Gap, a partner in the project, which has shown significant increases in student achievement in high need schools as a result of using its Best Practices school interventions. Anticipated results will be further supported with the effective use of technology for curricula and instruction and universal design for learning as well as the systematic collection, management, and analysis of data to improve teaching and learning.

QUALITY, INTENSITY, AND DURATION OF TRAINING AND PROFESSIONAL DEVELOPMENT: Co-STARS Rural Teaching Residency (RTR) and Pre-Baccalaureate (ITEC) programs for Special and General Educators are for the full period that is provided for in Teacher Quality Partnership grants. However, these activities will be extended significantly beyond these periods through online PLCs that will engage teachers and school leaders in ongoing forums regarding best practices with high need schools to overcome the achievement gap. The reform and renewal of

rural schools and teacher preparation will be planned and implemented in partnership with the colleges of Arts and Sciences, School of Education, community agencies and businesses, and K-12 partners. Districts will be encouraged to continue support of teacher residency, a powerful resource as they face teacher shortages with impending retirements.

ROLES OF PARTNERS AND COLLABORATION FOR MAXIMIZING EFFECTIVENESS: Co-STARS is designed to include major roles for each partner in a collaborative design that builds on the functions of each and brings them together in a comprehensive effort focused on achieving major reforms. Common features of each of the partners is their commitment to the project and integration of its full range of related activities, beginning with the work of the Advisory and Planning Boards. The result will be changes in fundamental operations that can be institutionalized and sustained to maximize project effectiveness due to its central role within the operations of each partner.

RESEARCH AND PRACTICE THAT CONSTITUTES BASIS FOR PROJECT: Prominent studies show that student achievement is linked to teacher quality and knowledge (Goldhaber, 2002; National Research Council, 2001), that teachers need both content knowledge and pedagogy to be effective classroom teachers (Ball, Thames & Phelps, 2008), and that well qualified teachers with high-quality pedagogical skills can close the achievement gaps for at-risk students (Haycock, 2001; Education Trust (1998); National Commission on Teaching and America's Future (NCTAF, 1996).

Project Co-STARS will increase the number of highly qualified teachers in partner districts and the rural northern California region served by CSU, Chico by providing training in content knowledge and pedagogical skills and in the effective use of technology to collect, manage and analyze data to improve instruction and achievement. Research indicates that both are essential

in building inquiry-based learning environments. (Ball & Wilson, 1990; Bernhardt, 2003). The National Comprehensive Center for Teacher Quality (NCCTQ) found that to augment teacher effectiveness, especially in high-poverty, low-performing and hard-to-staff schools, high quality university-based training programs are critical. The relevant themes of high quality teacher education identified by Darling-Hammond (2006) include: (1) integration of coursework with extended clinical experiences in carefully selected sites; (2) standards-driven candidate assessment tasks; (3) coherent curriculum that stresses knowledge of adolescent development and learning theory; (4) tightly interfaced relationship with the public schools; and (5) shared vision within the infrastructure that supports this work.

Instructional strategies emphasized in the project will reflect a conception of teaching and learning that involves active experiences on the part of the learner (Bransford, 2004). In the case of rural communities, it is important to address learning in the context of the community as well as in the school setting. Research studies on literacy development reviewed by Gutierrez (2009) all point to school and community interaction: "...it is essential to learn, as much as possible, how the individual and the community practice literacy." With service-learning projects, tutoring, and field experiences, the students in Project Co-STARS will work with children in a variety of local settings, providing information on the community practices as well as pursuing literacy goals in various contexts. In the schools, teachers will be able to make connections between community, everyday knowledge and school-based knowledge (Lee, 2007). Other research underlying the project is the substantial work demonstrating the value of Professional Learning Communities in improving teacher learning and raising student achievement (DuFour, Eaker, & DuFour, 2008). One of the counties in Project Co-STARS is already involved in this work. Additional relevant research is the work on closing the Achievement Gap that describes

best practices of effective schools as dependent upon systems, plans, and structures for reflecting, changing and assessing practice (Glickman, 2002).

A2. PROJECT DESIGN: PROGRAM PLANS FOR ABSOLUTE PRIORITIES 1 AND 2

CO-STARS PRE-BACCALAUREATE PROGRAM (ABSOLUTE PRIORITY 1)

A. Preparation of New Teachers Project Co-STARS Integrated Teacher Education Core (ITEC) program addresses national and state priorities for a highly qualified corps of educators in general, bilingual and special education and will significantly improve the quality of services, results and achievement for all students, especially those with disabilities and English Learners (as described in section 602(10)(D) of IDEA). The existing general education pre-baccalaureate program with a bachelor's degree in Liberal Studies will be restructured to include a minor in special education and a strong focus on strategies for English Learners. Additionally, new pre-baccalaureate options to earn a special education credential or bilingual multiple subject credential will be developed and implemented. The pre-baccalaureate undergraduate program will infuse general education core academic knowledge with special education, language development and cross-cultural competencies and meet key NCLB and IDEA requirements that all student be taught by highly qualified teachers. This restructured program will link the preparation of specialists with that of general educators by placing them together for much of their training in collaborative teams within exemplary integrated sites to give them daily experience in collaboration and consultation in the use of empirically based practice in the service of all students, including the effective use of universal design for learning and positive behavioral interventions. Project curricula will be rooted in needs of rural, poor, culturally diverse learners and/or individuals with disabilities and their families and will prepare future teachers for community, school and social contexts.

The following sources of candidate competencies will direct courses and supervision: Knowledge and Skill Competencies of the Council of Exceptional Children (2000); the California Commission on Teacher Credentialing standards for General, Bilingual and/or Education Specialist Programs; California Teaching Performance Expectations (TPEs) for Preservice Teacher Education (CCTC, 2002); California English Learner Program Amendment for Education Specialist Credentials (CCTC, 2006); California English Language Arts/English Language Development Standards (CDE, 1999), California Standards for the Teaching Profession (CCTC; 1997); National Council for Accreditation of Teacher Education (NCATE) Standards ; and 2007 CSU, Chico Special Education Rural Needs Assessment. Selected strategies and key research can be found in the Research Reference Guide in Appendix D.1.4.

B. Required Reforms Rural educators may be called upon to function in a variety of roles, from diagnosticians to behavioral and academic experts. They need sophisticated pedagogical skills to address the wide range of ages, learning styles and abilities found in rural schools and classrooms. Core training content in Co-STARS ITEC emphasizes collaboration and consultation, adaptations of standards-based core curricula, technology for effective delivery of curricula, data management and analysis, engagement of learners, enriching experiences, instructional strategies based on universal design for learning, and learning environments designed to focus on positive behavior supports and strategies to improve student achievement. Using a student learning community model, the program begins with a core of undergraduate coursework and integrates field and course experiences in general education, literacy, special education, language acquisition and development, and multicultural education, ensuring that learning is applied to real problems in practice.

C. Clinical Experience and Interaction As ITEC teacher candidates begin school site

experiences in the first semester and work with public school teachers, they will begin the practice of self-reflection and the educational use of technology through creation of electronic portfolios. They will have opportunities to engage in conversations about their professional growth, and will evaluate themselves, and be rated by faculty, to provide triangulated data for analysis of the impact of field experiences on their development as teachers. The school site experiences will extend into the sophomore year with the formal credential program components beginning in the junior year. In the junior and senior years, coursework is arranged thematically to link content with related pedagogy. In the senior year, candidates complete the rigorous Performance Assessment of California Teachers (PACT) assessment tasks to demonstrate attainment of standards. Co-STARS ITEC is designed so discipline specialists in arts and sciences, pedagogy specialists in general, bilingual and special education, and K-6 practitioners can provide a stronger, more focused teacher education program through consistent use of empirically-based and scientifically-valid research on teaching and learning in order to close the gap and improve achievement in all students. Multiple field-based experiences in a variety of general, culturally diverse and special education settings at multiple grade levels will provide strong foundations in developing effective teaching skills. Flexibility in design allows for seamless transfers (from Community Colleges or other majors) during the junior year.

D. Induction - Project Co-STARS will work closely with district partners and state agencies to create a “safety net” of support for new teachers through the implementation of a highly effective induction program developed collaboratively between partner school personnel, university faculty and the California Beginning Teacher Support and Assessment (BTSA) program. The induction support design will include the development and implementation of an Individual Induction Plan for each beginning teacher to support individual needs. Regular,

ongoing, formal and informal meetings between support providers and the participating new teachers will result in attention to these areas and continuous growth to address the needs that arise during the first two years of teaching. The induction design and process is further explained in Key Objective 3.

E. Recruitment Effective mechanisms and activities of recruitment will be developed and implemented by Project Co-STARS to ensure eligible recruitment of qualified candidates to become highly qualified teachers in the rural region. Project Co-Directors Payne and Cepello, with the Recruiter/Adviser, will mobilize an existing “pipeline” into undergraduate core majors (Liberal Studies, English, mathematics, science and history), rural community colleges, high schools and ethnic communities, through campus and community organizations that have pledged their services (see Appendix D.1.8, Letters of Agreement): Upward Bound; Talent Search; Teacher Recruitment; Liberal Studies Advisory System; the Secondary Credential Program Director; subject matter advisers in English, Mathematics, Science and History; and the Bilingual and Multicultural Center. Additionally, the Co-Directors’ and Project Recruiter will work with their public school partners to identify and recruit qualified individuals from their rural communities and in the teacher shortage areas. Through business and community organization partners, mid-career professionals, former military and recent college graduates with academic records of distinction will also be recruited for the project.

F. Literacy Training A key objective of Project Co-STARS is to provide new teachers with strong effective literacy teaching skills. Through redesign of current curriculum, literacy programs will be implemented to enhance reading and writing instruction. Students will be trained to use diagnostic formative and summative assessments to determine literacy levels, assess individual pupils’ both difficulties and growth, differentiated instruction, and to use data

to improve instruction. Teacher candidates will be trained in evidence-based strategies to assist students with deficiencies through intensive, individualized instruction and integrate literacy skills across subject areas for all students. Further evidence is found in key objective 1.

In summary, Project Co-STARS ITEC incorporates a common, clear vision of effective teaching; extended and multiple field experiences across integrated settings and grade levels; subject matter pedagogy and learning theory taught in the context of practice; well-defined standards of practice of prospective teacher performance; and extensive use of teacher research and performance assessments (Darling-Hammond and Bransford, 2005). See Appendices D.1.4 and D.1.5 for additional key research information.

TEACHING RESIDENCY PROGRAM (ABSOLUTE PRIORITY 2)

Establishment and Design Modeled after the urban teaching residency (UTR) programs, the Co-STARS Rural Teacher Residency (RTR) program is a district-based teacher education program that pairs master's-level education content with a rigorous full-year classroom practicum and is designed to meet the specific staffing needs of rural schools. By giving them the experience and support they need to be effective, the end result will be better prepared teachers (UTR United, 2009). The Co-STARS RTR program is based on the Chicago and Boston UTR programs' common set of seven components of high quality residency programs: (1) weaving education theory and classroom practice together in a year-long residency model of highly relevant teacher education; (2) focusing on resident learning alongside an experienced, trained mentor; (3) preparing candidates in cohorts to cultivate a professional learning community, foster collaboration, and promote school change; (4) building effective partnerships and drawing on community-based organizations to promote a "third way" for teacher preparation; (5) serving school districts by attending to their teacher supply problems, curricular goals and instructional

approaches; (6) supporting residents for multiple years once they are hired as teachers of record; and (7) establishing incentives and supporting differentiated career goals to retain residents and reward accomplished, experienced teachers (Barnett, Montgomery & Snyder, 2008). Strategies/key research that guide Co-STARS is located in the Research Reference Guide in Appendix D.1.5.

(1) The integration of pedagogy, classroom practice and teacher mentoring will be accomplished through a combination of online, on-campus, and on-site coursework and learning activities. The sources of candidate competencies that will direct courses and supervision will be the same as those cited for the ITEC Program. For the teacher residents (TRs), credential preparation and M.A. coursework will begin during the semester prior to the beginning of the clinical site residency. Integrated with this initial coursework will be early field observations and learning through service at their school sites to provide opportunities for linking theory to rural school and classroom practices. During the residency year, TRs will participate in carefully designed learning activities in their program coursework that are closely connected to their classroom experiences. Teacher preparation will be enriched by the inclusion of school site-based professional development activities focusing on Response to Intervention (RtI), Professional Learning Communities (PLCs), and best practices in teaching ELLs and students with disabilities which will be available to both TRs and mentor teachers. The participating California Subject Matter Projects in Math, Science and Writing will provide content workshops and on-site coaching in literacy, math/science curricula and effective teaching.

(2) TRs will also be engaged in rigorous graduate-level coursework in order to earn their master's degree while completing their teaching residency. In addition to extensive literature-based research throughout the program, TRs will work with faculty and administrators

in their PLC to identify questions, challenges, policies and/or practices in their classrooms, schools and/or districts for exploration. With the support and guidance of university faculty, the TRs will formulate inquiry questions, review literature, and develop inquiry tools and processes to engage in action research that will form the basis for their master's theses.

(3) Project Co-STARS RTR will be built around a cohort design to facilitate professional collaboration. Cohorts will include both general and special education TRs. This allows coursework and learning activities to center around RtI, in which both special and general educators “identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions depending on students’ responsiveness, and identify students with learning disabilities or other disabilities” (Mellard, 2008). This collaboration is key in overcoming the challenges faced by rural school districts with few, and often itinerant special educators. The emphasis on the development of PLCs at partner schools will further collaboration between all TRs, mentor and other teachers, and school administrators as they engage in continuous inquiry and improvement related to student achievement.

(4) Partner districts will play a key role in the development of the admissions goals and priorities. The four rural partner districts will participate in the selection of candidates for the RTR program, including the creation of the admissions criteria, rubric, and interview protocol. The districts will determine the number of TRs and the mix between general and special educators in each cohort. They will also identify the areas of particular emphasis for the cohort. PUSD, for example, requires particular emphases on emergent literacy and teaching English learners to align to their district-wide improvement plan. Marysville Joint USD has identified their priority areas: Special Education, English Learners, math and science. When possible, the partner districts will give strong consideration to the hiring of TRs completing the program.

(5) Experience and learning opportunities alongside a trained and experienced mentor teacher will be a key element of the RTR program. Mentor teachers will undergo initial training in state standards for general and special education credentialing as well as training in cognitive coaching to facilitate support of TRs. In addition to mentoring TRs, they will be expected to serve as exemplary members of a Professional Learning Community and to participate with teacher and TR colleagues in continual improvement of their capacity to advance student learning. Mentor teachers will participate in professional development activities of the project and may choose to receive continuing education and/or graduate credit for their participation, and may be relieved from teaching duties, if appropriate, as a result of their additional responsibilities.

(6) Establishment of clear criteria for the selection of Mentor Teachers will be done collaboratively between partner districts and schools and the university. Mentor teachers will be selected based on appropriate subject area knowledge and teacher effectiveness measures including: (1) planning/preparation including demonstrated knowledge in content, pedagogy, and formative and diagnostic assessment in student learning; (2) instruction that engages students with different learning styles; (3) collaboration with colleagues to improve instruction; (4) analysis of gains in student learning based on multiple measures; and (5) appropriate skills in essential content areas of mentor candidates, including literacy and math.

(7) Support for Teacher Residents once hired as teachers of record will be provided through the induction program developed collaboratively between partner school personnel, university faculty and the exemplary California Beginning Teacher Support and Assessment (BTSA) program. This program will include the development and implementation of an Individual Induction Plan for each beginning teacher to support individual needs. Regular,

ongoing, formal and informal meetings between support providers and the participating new teachers will result in attention to these areas and continuous growth to address the needs that arise during the first two years of teaching. The induction design and process is further explained in Key Objective 3 of the project.

(b) Additional support after completing the program: a partnership must place graduates of the RTR in cohorts that facilitate professional collaboration, both among graduates of the RTR and between such graduates and mentor teachers in the receiving school. Further support will be provided through the establishment of an online professional development community, as described in Key Objective 2 of the project.

(c) Selection of individuals as teacher residents To be considered for selection as a teaching resident, applicants must be IHE graduates or credential recipients, current teachers, or mid-career professionals from outside the field of education possessing strong content knowledge or a record of professional accomplishment. Each candidate must submit an application to Co-STARS RTR that includes evidence of (1) strong content knowledge in field or subject area, as indicated by completion of a state-approved subject matter preparation program with a gpa of 2.67 or above and/or passage of the California Subject Exam for Teachers (CSET); (2) strong written skills demonstrated by writing samples; (3) strong verbal skills as demonstrated in a structured interview; and (4) strong attributes/dispositions linked to effective teaching, as described in letters of reference.

(d) Provision of Salaries/Stipends The Co-STARS RTR will provide a one-year living stipend or salary to any candidate accepted into the program who requests it. Each applicant requesting the stipend must submit an application that contains information and assurances required by the partnership, as well as agreements that the applicant will: (i) Serve as full-time

teacher for a total of not less than 3 academic years immediately after successfully completing the 1-year RTR; (ii) Teach in a high-need school preferably one served by the high-need LEA in the eligible partnership when possible and teach in a designated high-need subject or area; (iii) Provide to the eligible partnership a certificate from the chief administrative officer of the high-need LEA in which the teacher resident is employed, documenting the employment required under paragraph (d)(3)(i) and (ii) of this priority at the beginning of, and upon completion of, each year or partial year of service; (iv) Meet the requirements to be a highly qualified teacher, as defined in section 9101 of the ESEA, or section 602 of the IDEA, when the applicant begins to fulfill the service obligation under the program; and (v) Comply with the requirements established by the eligible partnership under paragraph (e) of this priority if the applicant is unable or unwilling to complete the service obligation required by the paragraph.

(e) **Repayments.** (1) Each recipient of a stipend or salary under paragraph (d)(1) of this priority who does not complete, or who notifies the partnership that he or she intends not to complete, the service obligation required by paragraph (d)(3) of this priority will be required to repay the stipend or salary to Project Co-STARS together with interest at a rate specified by the partnership in the agreement and in accordance with such other terms and conditions specified by the eligible partnership, as necessary. (2) Other terms and conditions specified by Project Co-STARS will include reasonable provisions for pro-rata repayment of the stipend or salary described in paragraph (e)(1) of this priority, or for deferral of a teaching resident's service obligation required by paragraph (d)(3) of this priority, on grounds of health, incapacitation, inability to secure employment in a school served by the eligible partnership, being called to active duty in the Armed Forces of the United States, or other extraordinary circumstances. (3) Project Co-STARS will use any repayment received under paragraph (e) to carry out additional

activities consistent with the purposes of the Teaching Residency program.

OVERRIDING PROJECT GOALS, ACTIONS, KEY OBJECTIVES AND PROPOSED OUTCOMES:

The four overriding goals of Project Co-STARS are: (1) to improve K-12 student academic achievement through the renewal/reform of teacher preparation; (2) to strengthen the education of future teachers, especially in closing the Achievement Gap; (3) to recruit and retain highly qualified individuals to the teaching profession in high-need rural areas; and (4) to develop and sustain the project's partnerships and institutionalize its reforms. In order to address these goals, Project Co-STARS will implement the following actions:

- **Reform the teacher preparation academic program at CSU Chico by developing a pre-baccalaureate program** for special education and restructuring the existing pre-baccalaureate program in Liberal Studies, taught by Arts and Sciences faculty, to include bilingual and special education curriculum.
- **Reform the teacher preparation academic program at CSU Chico by developing a post-baccalaureate teaching residency program** leading to an elementary, bilingual or special education credential and a master's degree that includes revision in the elementary, bilingual and special education credential programs and the master's in education curriculum.
- **Create early continuous clinical field experiences** including support from mentor teachers, with clinical practice aligned with the academic program of candidates and subsequent first- and second-year Induction and are specifically focused on closing the Achievement Gap.
- **Establish a structured collaboration model that enhances the academic interaction** between CSU Chico faculty and the K-12 teachers, principals, and other administrators involved in preparing and supporting new teachers.

- **Initiate broad-ranging professional development** opportunities that improve the academic content knowledge of teachers, better prepare teachers to work with English Learners and students with special needs, advance the use of technology in instruction, and foster increased involvement of parents and communities in high need schools. The MERLOT, IRIS Modules, and the Center for Closing the Achievement Gap will house professional development modules, lesson and unit plans, and simulations.

Key Project Objectives The education of all K-12 pupils including English Learners and pupils with disabilities require a well-educated, high-quality, effective teacher. Both the ITEC and RTR Programs of Project Co-STARS are designed to address the specified weakness presented in the chapter A through the following eight key objectives: (1) to strengthen academic content knowledge and research-based instructional strategies among 170 teacher residents and 183 pre-baccalaureate undergraduates prepared by CSU, Chico; (2) to enhance and integrate continuum of clinical/field experiences to emphasize early and significant learning among prospective teachers about effective strategies for closing the Achievement Gap; (3) to expand new teacher Induction to foster alignment between K-12 support activities for new teachers and university roles supporting teacher education graduates in working with at-risk students; (4) to recruit new teachers and retain existing teachers; (5) to improve the preparation of new and future teachers to meet specific learning needs of students with disabilities; (6) to improve the preparation of new and future teachers to meet specific learning needs of English Language Learners (ELL); (7) to improve schools through the use of teacher inquiry, action research for the M.A.; and (8) to disseminate the findings, best practices, and materials developed from Project Co-STARS.

Objective 1: *To strengthen academic content knowledge and research-based instructional strategies among 170 teacher residents and 183 pre-baccalaureate candidates.*

1.1 Enhance academic content knowledge. Faculty in the College of Communication and Education (CME), the College of Behavior and Social Sciences (BSS), the College of Humanities and Fine Arts (HFA) and the College of Natural Science (CNS) will strengthen the academic content knowledge of teacher candidates by comprehensively assessing subject matter courses and making revisions where appropriate. The purpose will be to ensure that: (a) they are aligned with California's K-12 Content Standards; (b) they integrate content and pedagogy; (c) they are aligned with early and clinical field experiences; and, (d) they provide opportunities for teacher candidates to participate in learning communities designed to explore promising instructional approaches. The assessment and revision of at least five or more content area courses will be addressed annually by faculty. This purpose of this revision activity will increase the content and pedagogical competencies of new teacher candidates and improve the academic achievement of the K-12 students they teach.

1.2 Enhance research-based instructional strategies. Redesigning training for teacher candidates, providing support for beginning teachers, and providing school leadership training are planned through Summer Professional Development Institutes that will involve mentor/cooperating teachers and CSU Chico faculty and staff. Participants will examine instructional strategies in core subject areas (English, Social Studies, Math, Science) as well as integration of literacy across the curriculum and study promising research-based instructional approaches to implement at the school sites. During the academic year, the PLCs will work with experts from various fields and together learn of current research, resources, "big ideas" in the fields and effective instructional strategies.

1.3 Enhance literacy teaching skills. Literacy training will be grounded in the work of the CSU Center for the Advancement of Reading (CAR), which serves the California State

University system in preparing outstanding literacy educators for the P-14 schools. CAR will provide literacy training for candidates, university faculty, K-12 Teacher Mentors, and field supervisors that incorporates the essential components of reading instruction: phonological and phonemic awareness, phonics, fluency, vocabulary and academic language, comprehension strategies, and oral and written language. Candidates will learn to use screening and diagnostic instruments to determine students' literacy levels and challenges, as well as formative and summative assessments. Implications for English Learners and struggling readers will also be addressed in depth. Content from training will be integrated into academic coursework and field experiences. Literacy instruction will be further supported by the California Reading and Literature Project and the California Writing Project who will provide workshops and ongoing on-site coaching for all Co-STAR participants.

1.4 Enhance technology integration skills. Teacher candidates will see technology integration modeled in their own teacher preparation and learn to use technology by learning through technology. The primary technology integration strategies will be (a) modifications in the delivery of instruction in the pre-baccalaureate education courses at CSU Chico to reflect current technological capabilities, (b) professional development for faculty involved in teacher preparation to increase their knowledge of technology applications, (c) creation of online components for all teacher preparation courses that reflect state-of-the-art technology applications, (d) support for partner schools to use current technology throughout teaching and learning, (e) use of interactive videoconferencing as an instructional tool and to achieve communication between CSU Chico and the partner school sites as well as between project Advisory Board members, and (f) collaborating with the CSU Chancellor's Office to access comprehensive K-12 digital resources, such as MERLOT. Project Co-STARs will also give

particular attention to preparing teachers to use educational technologies in support of ELLs and students with disabilities.

Objective #2: *Enhance and integrate a continuum of clinical/field experiences to emphasize early and significant learning among prospective teachers about effective strategies for closing the Achievement Gap.*

2.1 More credential candidates engage in K-12 school and community-based activities designed to improve success of at-risk, ELL, and Special needs students. PLCs involving K-12 teachers and administrators and CSU Chico faculty will be institutionalized at the partner schools through teacher-faculty dialogue during the school year and two-week Summer Institutes. Participation in a PLC will equip candidates and teachers to analyze content and pedagogy and profiles of best practices for overcoming the Achievement Gap. Additionally, early undergraduate courses will include service-learning components that involve students from CSU Chico in working with students at elementary and secondary schools as tutors and teacher aides. The School of Education will expand clinical experience programs for pre-baccalaureate students through the CSU, Chico Community Action Volunteer Experience (CAVE) program that will enable them to begin field work in both schools and after-school programs at schools and community sites (e.g., Boys and Girls Clubs and area schools).

2.2 Expanded use of online communities to review and evaluate instruction. Through Co-STARS, electronic bulletin boards and interactive videoconferencing will be set up to facilitate ongoing dialogue between university faculty, school partners, teacher candidates, and new teachers. This will allow continuous communication and support for teacher candidates and interfacing of the operations of the university and school sites.

2.3 More new teachers engaged in high performing, high poverty schools for clinical experiences to study and apply best practices. Exemplary training sites that incorporate the most current research-based instructional strategies will be established in partner school districts, and they will be institutionalized beyond the project, providing a mechanism for ongoing, high-quality training for teacher candidates and schools of excellence for professional development throughout the region. There will be extensive interaction between university faculty, new and experienced K-12 teachers, and administrators in K-12 school districts to develop clinical experiences that can most effectively prepare teachers to use best practices for closing the Achievement Gap. Project Co-STARS will utilize “What Works Clearinghouse (WWC) as a trusted source of scientific evidence for works in education” (US Department of Education, Institute of Education Sciences (<http://.ies.ed/ogc/ncee/wwc/>)).

Objective #3: *Expanding new teacher induction and fostering alignment between K-12 support activities for new teachers and university roles supporting teacher education graduates.*

3.1 Increased success of graduates in promoting student achievement using a wider variety of instructional practices. The induction program design will focus on the California Standards for the Teaching Profession (CSTP), academic content and performance standards for students and the state-adopted curriculum frameworks. This focus will provide a meaningful program of support and assessment through induction that advances the skills and knowledge of the participating teachers and has the promise of inspiring student achievement. Newly trained teachers will experience increased success in classroom instruction and diagnosis of learning problems, and develop a wider variety of effective instructional practices as a result of ongoing coaching and mentoring by university professors and master teachers at school sites.

3.2 New teacher retention will be increased with an increased number of candidates completing the CSU Chico credential program and remaining in the profession beyond their first three years. Small, rural schools face innumerable challenges in providing ongoing opportunities for school site professional development in order to attract and maintain highly qualified teachers. Project Co-STARS will maintain a wide range of support activities designed to reduce the isolation of rural teachers and retain teachers in the profession, including the induction programs and beginning teacher support and assistance activities. CSU, Chico School of Education will offer additional mentor support and ongoing new teacher training activities for new teachers throughout the region through Summer Institutes, summer courses and programs, and weekend/evening programs. Induction and mentoring components will be structured to ensure that candidates and graduates receive extensive support before, during and after training.

3.2 Integrated system of support by BTSA and University during induction. Each participating school district currently provides an induction program through the state-accredited Beginning Teacher Support and Assessment (BTSA) program for new teachers. Through Project Co-STARS, these programs will be further strengthened and aligned, and university faculty will become involved in all partner districts, better connecting the university pre-service experience of teacher candidates with beginning teacher support and assessment in a coherent model of new teacher development (Ingersoll & Smith, 2004). University faculty will also serve as content experts, providing needed assistance to new teachers and mentors in the induction programs in the partner school districts. The induction support design will be based on Individual Induction Plans and will emphasize improving classroom practice, using technology to support student learning, developing teachers who are responsive to the diverse cultural, social, and linguistic backgrounds of their students.

Objective #4: *Recruiting new and diverse talent into teaching, including talented undergraduates, and community college students from a range of majors, and residents of rural communities of participating districts and retaining qualified teachers.*

4.1 Increased numbers of undergraduates, community college candidates, paraprofessionals, residents of rural communities, and others from diverse cultural and language backgrounds who enter teaching profession. Research indicates that students from rural areas are more likely to return there to work and to do so for many years. School districts and universities have had success in recruiting candidates as special education teachers from rural paraprofessionals and general education teachers (Rosenkoetter, Irwin and Saceda, 2004). In keeping with these findings, special consideration will be given to applicants from rural areas and those with recently developed connections to rural communities. Because of the low college attendance rate in the Northern California region, students from high-poverty rural districts are traditionally underrepresented, as are students from minority culture and language groups that are becoming more of a presence in rural communities. Recruitment of both of these groups of students must begin at the high school level using the same resources and strategies that will be used for the ITEC Program.

4.2 More teachers placed and retained throughout the rural region with measurable increases in K-12 student academic achievement in core subject areas.

4.3 Establish a nationally replicable recruitment program in special education and ELL.

Because there has been a shortage of special education teachers as well as in mathematics and science nationally for the past four decades, a primary objective of this project component is to address the special education teacher shortages in the districts and region, while also serving as a model for the rest of the state and the nation, through comprehensive recruitment into the

ITEC and RTR programs. The objective of recruiting new special education teachers will be achieved through broadly based recruitment of undergraduates and community college students from a range of majors. The project will utilize Web-based and print materials, recruiting visits and networking, the services of campus-based organizations such as Upward Bound and the Teacher Recruitment Project, and build on the articulated patterns of coursework that have been established between the California State University and community colleges statewide in the Lower Division Transfer Project.

Objective #5: *Preparing new teachers to meet specific learning needs of students with disabilities.*

5.1 An increased number of new teachers, upon completion of the credential program, will earn the Level I Education Specialist credential in Mild/Moderate or Moderate/Severe Disabilities Recommendations for Education Specialist Level 1 increase and are evidenced by the application of a variety of effective instructional strategies, the assessment of their site principals, and their own self-assessment.

5.2 Improved elementary and secondary teacher performance in working with students with special needs which will result in improved student achievement.

A primary goal of Project CO-STARS is to significantly improve the preparation of teacher candidates in curricula, instructional strategies, and assessment practices that are effective with Special Needs students and are aligned with state academic content standards. The project partner in this work will be the national IRIS Center, which provides free, high-quality, online, interactive training resources that translate research about the education of students with disabilities into practice. Special Education faculty at CSU Chico will provide training focused on the knowledge and skills required by teachers to work effectively with students with

disabilities in three primary areas: language development strategies, curriculum and instruction, and assessment methodologies. Other areas of focus will include behavior management, assessment, differentiated instruction, learning strategies, Response to Intervention (RtI), using data and research to improve instruction, individualized education plan (IEP) training, and instruction in the content areas. Faculty will be provided assistance in integrating these methodologies in their content and pedagogy courses.

5.3 Improved candidate performance as members of Individualized Education program(IEP) teams. The intensive focus on support strategies and opportunities for ongoing collaboration will prepare general and special education candidates for IEP teamwork.

Objective 6: *Preparing new teachers to meet the specific learning needs of English Learners*

6.1 An increased number of new teachers, upon completion of the credential program, will demonstrate competency in meeting the needs of English Language Learners, evidenced by the application of a variety of effective instructional strategies, the assessment of their site principals, and their own self-assessment.

6.2 Improved performance of general education credential graduates in working with ELLs. The attention given to preparing new teachers to work with English Learners in the teacher education program will be expanded significantly—both in course work and throughout clinical experiences. Faculty at CSU Chico will be provided training focused on the knowledge and skills required by teachers to work effectively with ELLs, including the most current research in three primary areas: language development strategies, curriculum and instruction, and assessment methodologies. Areas of focus for preparing teachers to fully meet the needs of English Learners will include culturally relevant pedagogy, language acquisition, differentiating instruction, assessment of language skills, creating language-rich classrooms, and integrating literacy skills

across the curriculum. Other activities of the project will include demonstration lessons, videos of effective strategies, visits to Honor Roll schools, and support from a regional expert in English Language Development.

Objective #7: *To improve schools through the use of teacher inquiry, action research, and M.A. research projects.*

7.1 Increase number of new teachers prepared to research school-based issues and problems.

7.2 Increase number of studies focusing on student achievement and closing the gap.

7.3 Strengthen new teachers' abilities to work with a team and impact policy at the district level.

In Project Co-STARS the M.A. project or thesis of each teacher resident will focus on a problem at the school site and contribute to a possible policy change in the district. In contrast, the traditional approach to graduate education at most universities is the culmination of M.A. coursework in comprehensive exams, a research project, or thesis; an individual student selects an area of personal interest and that becomes the focus of the culminating inquiry. In Project Co-STARS the teacher residents will be very familiar with the challenges facing their school site and they will have the assistance of a strong team: the university's K-12 Site RTR Coordinator, SOE graduate faculty, the district's K-12 Co-Director, Clinical Site coordinator, and Mentor teachers. The Achievement Gap will be a focus of their coursework and with their M.A. project, they can conduct research on the issue applied to the school site/district as a member of a team of educators. Dr. Bill Rich at CSU Chico has developed a Guided Democratic Inquiry model in collaboration with the Palermo School District, resulting in a change in district policy on student retention in grade. The goal of this approach is to build the capacity of the school to address issues using research and participatory problem solving through the following steps: (1) problem identification; (2) concerns-based adoption model; (3) literature search; (4) step-back

consultancy; (5) subcommittee reports; (6) findings and conclusions; and (7) recommendation to the Superintendent and to the school board.

Objective #8: *To disseminate the findings and materials developed from the project*

8.1 Produce project documentary with primary partners on the development, implementation and outcomes associated with project. Project Co-STARS will produce a documentary video using the university's Instructional Media Center (IMC) and the college's Media Studies faculty and students in the Department of Communication Design. One of the college faculty, Cara Deleon, is an award-winning documentary film maker and will help design the video production to include interviews of the primary partners, classroom footage, and a description of the development and outcomes of the project.

8.2 Project outcomes presented or accepted for presentation at state and national conferences. Project Director Fernlund and Co-Director Payne have regularly presented at the AACTE annual meetings as well as the National Network for Educational Renewal (NNER) and will disseminate this project through both of those national organizations. Faculty are very active in professional organizations in the curriculum content areas as well as in Special Education and regularly present papers at state, national, and international conferences. Program graduates will be encouraged to develop conference presentations from their master's theses.

8.3 Project materials will be developed and published in MERLOT as well as other repositories with open access to educators and researchers. MERLOT is a repository of peer-reviewed multimedia projects and will serve as a national database for both classroom lessons and professional development work emanating from Project Co-STARS. The mentor teachers and university faculty will develop 10 videotaped demonstration lessons of effective

instructional strategies for ELLs and students with disabilities to contribute to the project's library of effective practices for training/dissemination and housed in MERLOT.

ASSESSING STUDENT ACHIEVEMENT AND ADVANCING CONTINUOUS IMPROVEMENT (COMPETITIVE PRIORITY #1)

Collecting and using data on student achievement to assess the effectiveness of new teachers on student learning and to achieve continuous improvement among the teachers and program will be a focus of Co-STARS at all levels. Candidates will engage in their school-site PLCs in a process of continuous inquiry and improvement based on examination of test scores and student work samples. Project partners are committed to rigorous use of data for continuous program improvement. University faculty will use a model of data-driven decision-making using data on student achievement to assess the effectiveness of teacher training and to effect program improvements. With assistance from CTQ, student achievement data will be compared for teachers in the program and teachers not in the program to show positive effects of the new preservice training on student learning and achievement. This component is described in the Competitive Priorities section B. Evaluation with supporting documentation in Appendix D.1

B. EVALUATION OF PROJECT

The evaluation will be conducted by two independent evaluators. Victoria Bernhardt, Ph.D., is Executive Director of the Education for the Future Initiative, a not-for-profit organization that works with schools to build capacity for collecting, analyzing and using data to continuously improve student learning. She is the author of a number of books on using data analysis for school improvement. David Wright, Ph.D., is the Director of the California State University Center for Teacher Quality, which administers and analyzes results from the CSU System-wide Evaluation of First-Year Teachers and Their Employers and collects and analyzes value-added

student achievement data from school districts to determine effectiveness of teacher graduates of CSU teacher preparation programs. Both evaluators have had extensive experience in scientifically based evaluation of large education programs with objectives similar to those of Project Co-STARS. Evaluators will aggregate and analyze the evaluation data and interact with key management staff on a frequent basis to ensure continuous utilization of evaluation results.

The project evaluation will be guided by two distinct but highly interrelated systems of evaluation: (1) the Outcomes Model, a logic model of feedback that provides both continuous information to guide ongoing project decisions and summative data for use in periodic and final evaluations (Bernhardt, 2009); and (2) a comprehensive assessment of project candidates and graduates that ensures preparation of Highly Qualified Teachers. Together, the two systems provide thorough and appropriate, yet feasible methods of evaluation that monitor project implementation, continuous program improvement, and candidate assessments.

OBJECTIVE PERFORMANCE MEASURES RELATED TO PROJECT OUTCOMES The project evaluation will address the three major research questions stated below. End-of-year 2009–2010 data will be used as baseline measures. These questions will be reexamined when 2010–2011 new teacher and student outcome data are available and will be again examined annually thereafter.

1. Do Project Co-STARS new teachers demonstrate improved content knowledge, increased use of research-based instructional strategies, and better preparation for addressing the needs of all learners than comparable new teachers not in the project?
2. What impact is found on achievement of those students whose teachers were trained and supported during their early teaching through Project Co-STARS?

3. Do the Project Co-STARS partner school sites demonstrate improved capacity for collecting, analyzing and using data to improve learning for all students?

The detailed evaluation plan is included in Appendix D.1.1.

EVALUATION MEASURES ADDRESSING FEDERAL REQUIREMENTS The evaluation plan provided describes the strategies for collecting reliable data on each of the federally required measures. These include each of the measures designated in the Teacher Quality Partnership statute as well as the measures for addressing the Government Performance Reporting Act (GPRA) requirements for the program and participation in the national evaluation to be conducted by the U.S. Department of Education. See Appendix D.1.1 Evaluation.

PERFORMANCE FEEDBACK AND PERIODIC ASSESSMENT OF PROGRESS The project model is characterized by data-based decision making, with data used for identifying needed improvements at the teacher, school, and district level. Performance feedback will be based on (a) analyses of the quality of project services and (b) achievement data disaggregated by student characteristics. Analyses will be performed of the relationships between reforms and project outcomes. These analyses will be used to provide periodic feedback to faculty, teachers, and school leaders and to identify effective strategies as well as priorities for mid-point corrections.

C. SIGNIFICANCE OF PROJECT

SYSTEMIC CHANGE AND IMPROVEMENT In addition to the university, high need school district, and business and community partners, the project represents a partnership with four major entities within the California State University: (1) the Center for Teacher Quality, (2) the Center for Closing the Achievement Gap, (3) the Center for the Advancement of Reading, and (4) Multimedia Educational Resources for Learning and Online Teaching (MERLOT). These are each entities that have undertaken major, nationally recognized efforts aimed at strengthening

teacher quality and overcoming the achievement gap. The support letters from each of these entities demonstrates the close partnership the project will have with them.

Of particular importance due to the goals of the project is the partnership with the CSU Center for Closing the Achievement Gap (CCAG). The CCAG, though its founding partner Just for the Kids-California (www.jftk-ca.org), has collected seven years of longitudinal, student-level data from participating districts. This data has proven to be exceptionally valuable to teachers and school leaders to not only understand the strengths and weaknesses of their own practices, but to also benchmark against higher performing, demographically matched grade levels, schools and districts to learn and apply their best practices. This sharing and application of student achievement data to improve instruction will be a focal part of the college of education's preparation of new teachers and the induction program in the high-need LEA.

As part of the Center's role as a project partner, it will develop a longitudinal teacher data set for each campus that will provide the ability to track teachers credentialed through the project and placed in the LEA. This data will provide critical information on placement, retention best practice implementation and student academic achievement results and will allow for a comparative evaluation of teachers prepared through the project and those who were not.

BUILDING LOCAL CAPACITY A key component of Project Co-STARS is the support for the efforts of the partner schools to develop Professional Learning Communities and a Response to Intervention model. Through these efforts, the schools will build capacity for collecting, analyzing and using data to continuously improve the learning of all students. In addition, CSU Chico, in partnership with the CCAG, will establish peer-to-peer exchanges of best practices among high performing, high poverty schools that are demographically matched to those in the high-need LEAs. The project partnership will, as a result, include highly effective schools

serving student populations with high levels of poverty from across California. Partner school faculty will participate in on-site visits and best practice audits in order to learn about instructional practices that raise student academic achievement and close achievement gaps. University faculty will use information from these exchanges to inform their own programs and practices to better prepare new teachers in the region's rural schools.

IMPROVEMENTS IN TEACHING AND STUDENT ACHIEVEMENT Co-STARS will be structured to provide professional development of prospective and site-based teachers and school leaders, with special emphasis on the use of technology and Professional Learning Communities (PLCs), as well as research-based models such as Response to Intervention (RtI), and the *Just for the Kids (JFTK)* framework for overcoming the achievement gap. Use of technology in rural schools can function as an equalizer to the abundance of resources and experiences available to urban and suburban students. For this reason, many rural administrators are strongly encouraging the use technology-enhanced pedagogical approaches (Hawkes, Halverson & Brockmueller, 2002). A PLC represents a systematic collaborative process of teachers working together interdependently to focus on results (DuFour, DuFour, Eaker & Many, 2006). Through creation of specific learning goals, systematic and timely monitoring of learning, collaborative analysis of data, and action based on the data for continuous improvement, PLCs lead to greater success in closing the achievement gap (Cawelti & Protheroe, 2001; Marzano, 2003; Symonds 2004). Two contributions of RtI to improve teaching and learning are (1) a problem-solving approach to analyzing instruction and shaping targeted interventions; and (2) a set of empirically-supported instructional approaches to remediate academic problems. (Jimerson, Burns & VanDerHeyden, 2007; Fuchs, Mock, Morgan & Young, 2003). Just for the Kids-California Best Practice Framework is an organized system of practices, examples and artifacts consistently documented

in high performing, achievement gap closing schools across the state and country. The framework, combined with a peer exchange of practices and live examples, will illuminate and provide specific exemplars of best practices from which partner schools will truly understand how to effectively facilitate and monitor data-driven professional learning communities and instruction, and better manage time and resources focused on effective instruction and raising academic achievement.

COMMITMENT AND SUPPORT TO SUSTAIN THE PROJECT Sustainability strategies that will ensure the institutionalization once federal support ends have been built into program planning. Allocating necessary resources, CSU Chico is committed to comprehensive program redesign and implementation that cuts across the entire university. The structural changes that project Co-STARS will bring about in undergraduate courses at the university, the teacher preparation program at the university, partnership activities between the university and the local school districts, the new teacher support programs, and the ongoing professional development activities are all supported by the top leadership of the institutions and will be sustained when the program's federal funding ends.

Dissemination and coordination of effective practices used by the partnership will be coordinated with activities of the higher education institution and the K-12 school districts. Partners will continue to fund activities past the grant period. Clear commitment by partners will continue implementation of teacher preparation program reform.

DISSEMINATION OF PROJECT'S EFFECTIVE PRACTICES Every aspect of the evaluation design will provide data for immediate utility in ongoing program re-design, and use for exemplary site dissemination purposes. Results will be shared with the following groups: 12-County Offices of Education at quarterly meetings, Project Planning Board, California Commission on Teacher

Credentialing, and the National Clearinghouse on Professions in Special Education. The evaluation will also be shared with professional organizations at annual conferences including Council for Exceptional Children, CEC Teacher Education Division, American Council for Rural Special Education, American Association of Colleges for Teacher Education, National Network for Educational Renewal, and American Educational Research Association.

The partnership has numerous avenues for disseminating the results of the program. A high quality Web site will provide one avenue for dissemination and video will be developed that will describe the keys to the project's success and the obstacles it faced. Demonstration lessons of best practices developed by Co-STARS partners will housed in MERLOT. Publications by CSU Chico faculty, including co-authored papers and publications with partner school faculty will provide additional venues for dissemination. Dissemination strategies will ensure that effective teacher recruitment and retention practices will be transferred to other from Project Co-STARS via the project's web-based resources. Information will be provided to other educational entities interested in adopting Project Co-STARS strategies.

INTEGRATION OF ACTIVITIES WITH OTHER REFORM EFFORTS The university will coordinate its teacher credential efforts with reform activities taking place in partnership schools. The ultimate goal of university and school district activities is to improve student achievement and strengthen teacher skills. The project will be closely aligned with funded grants and scholarship programs that support reform efforts and complement Project Co-STARS including *California Math and Science Partnership (CaMSP)* grant; *Math in the Early Grades (MEG) Grant*; *Math and Science Secondary Teaching Initiative (MSSTI) Grant*; and *CPEC Improving Teacher Quality (ITQ)* grant as well as projects funded by the state's Title II higher education funding. These projects enhance the recruitment, preparation, and retention of highly qualified

special and general education teachers prepared to work with ELLs, students with disabilities in partner districts. It provides a comprehensive pipeline approach focused on these shortage areas.

D. MANAGEMENT PLAN

The project will establish governance and decision-making structures that will permit all partners to plan, implement, and assess the adequacy of project activities. Top-level leaders will be involved from each partner agency, and all partners are committed to data-driven decision-making and reform. The Advisory Board, co-chaired by the Provost and Vice President of Academic Affairs at Chico State, will provide oversight of all elements of the project. K-12 teachers and administrators will have important roles in project design, implementation and evaluation, including continuous review and revision of the project's activities based on evaluation results.

RESPONSIBILITIES, TIMELINES AND MEASURES The project Management Plan describes the responsibilities, timelines, and measures and is contained in Appendix D.1.2. The project includes procedures for ensuring feedback and continuous improvement and for ensuring quality in products and services of the project (See Evaluation Plan, Appendix D.1.1 and Management Plan, Appendix D.1.2). All partners commit to participation in the data-driven decision-making and will be involved in analyzing evaluation results to make continuous program improvements. The organizational structure for the project will include the following key groups: (a) Project Co-STARS Advisory Board, which is the chief decision-making body, composed of key leaders from the school district, college and business partners; (b) the Project Co-STARS Data and Evaluation Committee, which is responsible for ensuring review and continuous evaluation of research results and provides input to the Advisory Board; (c) the Planning Committee(s) that will review project products and ensure uniform quality in materials designed/produced by the

project; and (d) the Admissions Committees that will select teacher residents for each of the four participating districts.

PROJECT STAFFING The project includes a staff that represents the College of Communication and Education, the Colleges of Behavioral and Social Sciences, Arts and Humanities and Natural Sciences, and the four participating districts and schools. The primary staff and their roles are as follow. Their vitae are provided in Appendix D.1.5 of the proposal. The management plan (Appendix D.1.2) also provides brief descriptions of other individuals who will teach courses or provide professional development associated with the project.

QUALIFICATIONS OF KEY PERSONNEL: RELEVANT TRAINING, EXPERIENCE

Dean Phyllis Fernlund, Ph.D., Director, has served as dean of the College of Communication and Education (CME) at CSU, Chico for the last five years. With twenty-five years in teacher education experience as a member of the Executive Board of NCATE and AACTE, Dr. Fernlund brings both a depth of knowledge and energetic leadership to the preparation of teachers and formation of P-12 partnerships. Dr. Fernlund has a strong interest in educational technology and performance assessment and has provided leadership to the California State University Deans of Education in these areas. She will be a key leader in bringing together four colleges, four school districts, School of Education faculty and staff, and students to achieve the objectives of Project Co-STARS. She assumes fiscal, legal, and evaluative responsibility for the project and will implement the management plan, holding individuals and groups accountable.

Maggie Payne, Ed.D., Co-Director, Teacher Resident Program is associate dean and instructor in the Single Subject Credential Program and master's program in Teaching International Languages. She taught for 15 years in urban and rural public high schools and is currently serving on the leadership team for the APL-CORE Project (Accessing Professional Learning –

Connecting Our Rural Educators). Dr. Paynes' administrative and teaching experience as well as her research interests in the areas of second language learning, professional dispositions and rural schools will greatly inform Co-STARS' planning, implementation and assessment. Co-Director Payne will work with university faculty, participating districts and county offices of education to create the Rural Teacher Residency (RTR) program. She will collaborate with the Planning Committee and the Co-Directors in shepherding changes through governance procedures.

Michelle Cepello, Ed.D., Co-Director, Pre-Baccalaureate Program (ITEC), has 15 years experience as a regional special education teacher for students with mild to severe disabilities and is currently serving as Director of the Special Education Program at CSUC. Dr. Cepello's background as a Native American woman has shaped her interest in the recruitment and retention of underrepresented teachers. She served on the California Teacher Education Task Force in the development resources for general education teachers working with students with special needs. Dr. Cepello will work closely with Director Fernlund and Co-Director Payne, in the development and implementation of the undergraduate blended BA/Credential program with a minor in Special Education. She will facilitate and implement decisions made by the ITEC Planning Board and will be responsible for creating the training, field experiences and assessment expectations of candidates. Her experience in special education teacher preparation will guide the implementation of needed accommodations to support the success of all candidates.

Darryl Eisele, M.A., Co-Director, Pre-Baccalaureate Program, is the director and instructor of the Integrated Teacher Core. This innovative program provides undergraduates with both a BA in liberal studies and a Multiple Subject Credential in four years. His experience directing a pre-baccalaureate program will provide invaluable guidance in the development and implementation of a revised ITEC program with an emphasis on Special Education and teaching ELL's.

Cris Guenter, Ed.D., Coordinator, Teacher Resident Program K-12 Palermo Site, is an expert in the use of educational technology. Her research and instruction focuses upon arts education, technology in education, creativity across the curriculum, and interdisciplinary education. As co-p.i. on a technology grant with the Palermo school district, her training and experiences will translate seamlessly into her role as coordinator. In the area of technology, she is experienced in the use of electronic portfolios and effective online rural/distance education. Dr. Guenter was named the 2008 National Art Educator of the Year by the National Art Education Association. Dr. Guenter will serve on the Project Co-STARS Planning Board and Admissions Committee for the Palermo site. She will work closely with the Palermo Co-Director and site coordinator.

Laurel Hill-Ward, M.A., Coordinator, Teacher Resident Program K-12 Orland Sites, is the Coordinator of the integrated K-12/special education preparation program. She has served as a full-time instructor/field supervisor, and a representative of this university to the statewide PACT teacher assessment project. Hill-Ward designed, initiated and taught in exemplary regional programs for secondary pupils with learning disabilities and emotional disorders for 15 years. A recipient of the 2009-10 CSU Chico Exemplary Online Instruction Award, she will guide the development of exemplary courses that will include innovative teaching with technology. Professional publications and presentations focus on the relationship between teacher preparation and service learning for pupils with disabilities. Hill-Ward will serve on the Co-STARS Planning Board and Admissions Committees for the Orland site. She will work closely with Director Payne, the Orland Co-Director, and site coordinator to implement the RTR.

Rebecca Justeson, Ed.D., Coordinator, Teacher Resident Program K-12 Marysville Site coordinates a professional development school at CSUC. She has state certification in Multiple Subject, Bilingual, and Reading credentials. In 2008, Dr. Justeson was selected for a post-

doctoral program at the University of Pennsylvania to pursue her research interest in teacher resiliency and persistence. This research will be of particular benefit as it pertains to the unique challenges facing rural educators. Dr. Justeson will serve on the Project Co-STARS Planning Board and Admissions Committees for the Marysville site. She will work closely with the Marysville Co-Director and site coordinator to implement the RTR in this rural site 50 miles from CSU, Chico.

Maris Thompson, Ph.D., Coordinator, Teacher Resident Program K-12 Cascade Site, teaches courses in the Single Subject Credential Program. Before coming to CSU, Chico, Dr. Thompson taught English as a Second Language at the high school and adult levels in Portland, Oakland and the Galapagos Islands. She helped design and teach a variety of media literacy programs. Dr. Thompson brings her expertise in literacy and second language acquisition to this project and she will serve on the Project Co-STARS Planning Board and Admissions Committee for the Cascade Union School District site. She will work with the Cascade Co-Director and site coordinator.

Susan Porter, Ph.D., Coordinator, K-12 Special Education Clinical Site Coordinator, specializes in strategies to improve academic, social and vocational outcomes for culturally and/or linguistically diverse pupils, including English Learners with disabilities. Dr. Porter's personal history as a first generation college graduate sensitizes her to the needs of trainees drawn from high-poverty rural areas. She joined the CSU, Chico faculty after five years with the California Commission on Teacher Credentialing.. She brings in-depth knowledge of state standards, quality monitoring, and expertise in collaboration across stakeholder groups, as well experience in teaching pupils with low incidence disabilities. As the Special Education Clinical Site Coordinator, Porter will recruit, develop and assess partner school sites for exemplary training

sites in special education and will coordinate placement of both ITEC and RTR candidates in service learning and field experiences.

Deborah Summers, Ed.D., MA Curriculum Co-Coordinator – General Education Emphasis, is chair of the Department of Education. She also teaches courses in the Single Subject Credential Program and serves as the campus representative to the CSU Center for the Advancement of Reading (CAR). She brings 15 years of teaching experience in secondary English and second language development. Her teaching and research interests in classroom management, literacy, curriculum and instruction, and technology as well as her participation in the 2009 Harvard University Institute for Higher Education Management Program will positively impact the development and implementation of the MA courses that infuse evidence-based research practices. Dr. Summers serves as M.A. Curriculum Co-Coordinator in Co-STARs, planning and implementing the new curriculum, culminating Master's project and field experiences for the RTR. She will work closely with the Advisory Board, RTR Planning and Evaluation Boards.

Teresa Davis, Ph.D., MA Curriculum Co-Coordinator – Special Education Emphasis, chair of the Department of Professional Studies serves as adviser for the Special Education MA program and also as an instructor in the MA program. Her 20 years of experience encompasses both rural and diverse urban settings and spans elementary and secondary levels in both general and special education. Her research and consultant services on candidate performance assessment, collaborative supervision, and service learning/school-to-career systems are recognized nationally. She served on the Committee of the National Board for Professional Teaching Standards and brings 8 years of experience in federal and state project direction. As an original author of the nationally recognized CSU, Chico integrated general and special education programs, she will assist in the development and implementation of the MA program in RTR and

bridging collaboration with community partners. For Project Co-STARS Dr. Davis will Co-Coordinate the planning and implementation of the M.A. program in the RTR. She will work closely with the Advisory Board, RTR Planning and Evaluation Boards.

Maria Sudduth, M.A., On-Line Community Coordinator, a Lecturer in the School of Education and holds a M.A. in Linguistically and Culturally Diverse Learners. She is an expert in the use of educational technology and has recently established online communities for three unique university/K-12 groups. She is an active participant in the planning for the Chico State/Chico Unified school district Two-Way Immersion professional development school. She has a bilingual credential with an authorization in Spanish. She has been a bilingual teacher in a rural elementary school and served as the Teacher Diversity Recruitment Coordinator at Chico State from 2003-2005. Sudduth will be responsible for building an online community for the RTR graduates, supporting them through their induction period and building a strong professional community for them regardless of where they teach or how remote their school site.

Cheri Taylor, Recruitment Coordinator, has divided her responsibilities between grant production/project management and recruitment/advisement for Special Education Programs for 15 years. Her background in business/human resource management provides the program with strong analytical and interpersonal skills. Her duties include recruitment, selection processes, and admissions aspects of the project, utilizing the contacts she has made over the years with community colleges, regional and campus ethnic communities and with the state's Project Pipeline for Teacher Recruitment and CA BTSA Induction Program.