

## SECTION A: QUALITY OF THE PROJECT DESIGN

### Introduction and Overview of the TEACHER+PLUS Project

Illinois State University (ISU) as the fiscal agent and lead partner in collaboration with Chicago Public Schools District 299 (CPS) and seven community partners proposes a five-year federally funded Teacher Quality Partnership grant entitled **Teacher Education and Assessment Continuum for High-need Educators and Resources + Principal Leadership in Urban Schools (TEACHER + PLUS) Project**.

Illinois State will also extensively involve units across the university, including five colleges (Education; Arts & Sciences; Applied Sciences & Technology; Fine Arts; and Business) that together support 37 teacher education programs across disciplines, each approved by the Illinois State Board of Education (ISBE) and accredited by the National Council for the Accreditation of Teacher Education (NCATE). Other ISU units that will support this project are the Special Education & Assistive Technology Center; Center for Math, Science and Technology; Center for Reading & Literacy; and Center for Teaching, Learning & Technology.

The seven community partners are: LISC/Chicago (private nonprofit) and their New Communities Program; Enlace-Chicago (community-based nonprofit); UNITE (public nonprofit); Chicago New Teacher Center (educational service agency); National Board Resource Center (a teacher organization); Golden Apple Foundation (private nonprofit educational organization); and State Farm Insurance Co. ® Foundation (business).

As the oldest and largest producer of teacher educators in the State, ISU is well-positioned to lead a project of this scope and magnitude, particularly as it partners with CPS, the 3<sup>rd</sup> largest urban school district in the nation. Although ISU has operations in Chicago, the main campus is 120 miles downstate. This project further refines the model of how a university located at a distance can effectively work with an urban school system.

***Redesigning and fundamentally transforming how teachers are recruited, prepared, inducted, and supported in CPS:*** The TEACHER+PLUS Project will build upon and enhance

current effective practices, creating an integrated, comprehensive system of urban teacher recruitment, preparation, induction, and retention to strengthen a pipeline model that will recruit and prepare 500 high-quality teachers for the schools in the highest-need Chicago communities.

As it was originally coordinated in 2005, ISU together with CPS, LISC/Chicago, and State Farm Insurance Co. identified the Little Village community (a predominantly Latino community), its community-based organization (Enlace-Chicago) and its schools as a partner under the larger New Communities Program (NCP) umbrella, a long-term initiative to support community development. During Year 2 (2010-11) and by Year 4 (2012-13) of the TEACHER+PLUS Project, and again in collaboration with CPS, LISC/Chicago, State Farm and the NCP network, the project will add two community-based partners in Chicago and identify new high-need schools within those communities to develop. It is anticipated that the second community will be predominantly African American, and the third community, racially diverse.

This project meets Absolute Priority One – Pre-Baccalaureate Program; addresses student achievement and continuous program improvement; develops leadership programs; implements a rigorous selection process; and includes a broad base of partners, which meets Competitive Preference Priorities 1-4, respectively. TEACHER+PLUS will thus establish a pool of high-need educators recruited across levels from pre-college through the end of the third year of teaching; and recruit emerging teacher leaders to be the next generation of principals as they work in schools that need the best educators. Work Teams will be formed for each level of the system to examine current practice, develop new teacher preparation and induction strategies, and evaluate all components of the system. Moreover, in the senior year, all of the clinical and course work will be conducted at Professional Development Schools (PDSs) or Partner Schools. These PDSs will be placed in the above three project communities. A detailed discussion of the PDS concept as defined by this project is described in detail in a later section on what is exceptional about this project. The end result will be at least 500 new highly qualified teachers in high-need Chicago public schools with a marked improvement in learning and student achievement. If the level of

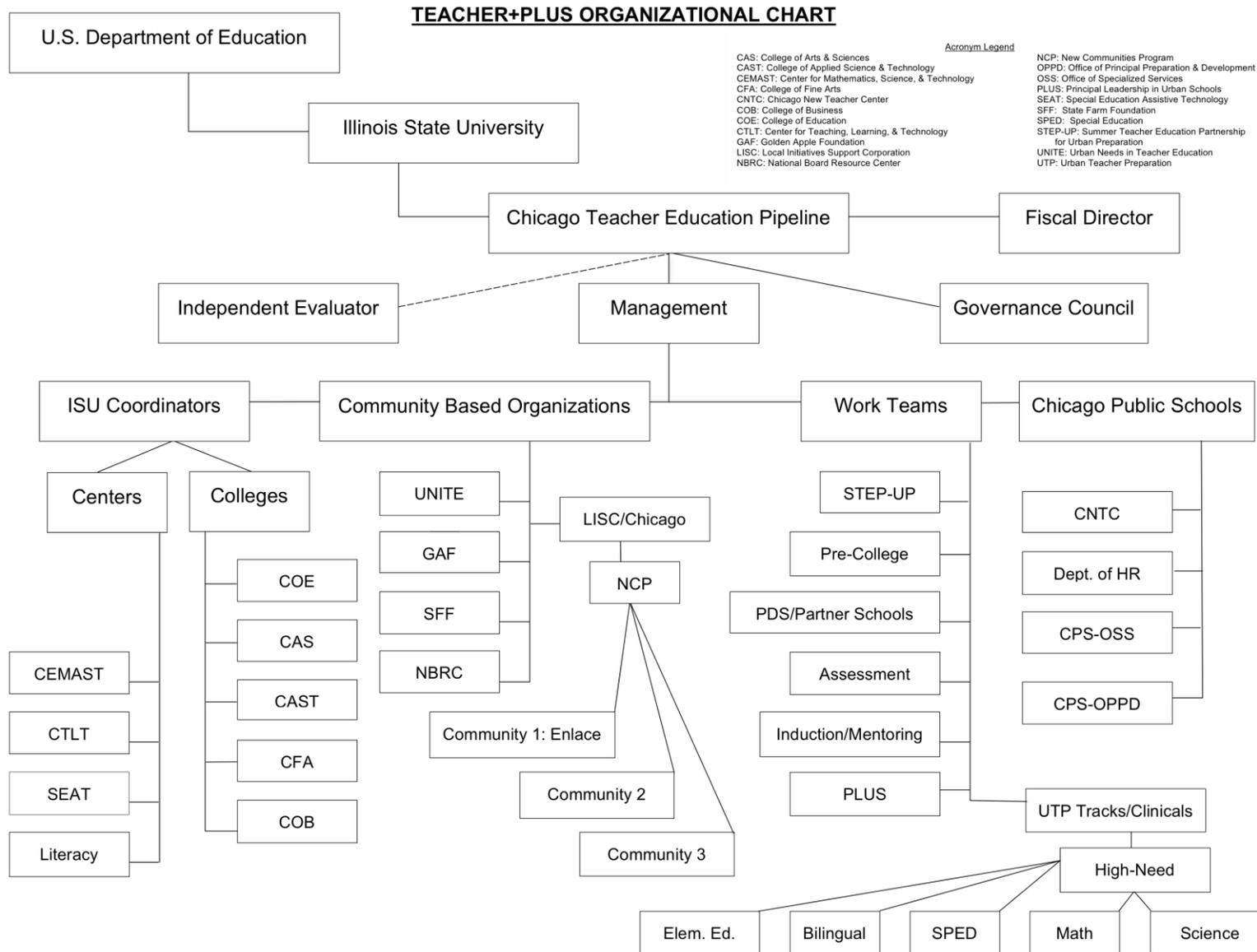
vacant teacher positions in high-need subject areas in CPS remains stable, the TEACHER + PLUS program can fill 80% of that need in 5 years of grant funding. This rate of placement will continue to dramatically increase beyond the fifth year and further close the gap in the district with highly qualified teachers in high-need areas. As the largest preparer of teachers in Illinois, ISU has successfully demonstrated how to produce high-quality teachers on a large scale. ISU's retention of teachers is far superior to other teacher education programs with more than 80% of ISU graduates still teaching 5 years after graduation compared to 50% nationally.

The TEACHER+PLUS Project will address and assess five key objectives across the continuum: 1) Establish a system of collaboration among ISU, CPS, and Chicago community partner agencies; 2) Prepare teacher candidates to be high-quality teachers for high-need Chicago schools; 3) Support and retain new teachers in high-need Chicago schools; 4) Develop the leadership capacity of TEACHER+PLUS candidates through Principal Leadership; and 5) Improve the academic achievement of CPS Students.

***Developing enhanced partnership collaboration:*** The TEACHER+PLUS Project will enhance the existing partnerships among CPS and ISU partners who support urban teacher professional development, and select partners in Chicago high-need communities (for more information about this partnerships, refer to TEACHER+PLUS Organizational Chart (next page). Whereas the current level of partnership provides quality program components, this project will act as a conduit—bridging the gaps between organizations to address school needs and promote a continuum of teacher development focused on increased student learning and achievement.

Six years ago ISU and CPS formed a partnership to develop a unique university-district-local school partnership for urban teacher recruitment, preparation, and training. This partnership, the Chicago Teacher Education Pipeline, facilitates a true connection between the university and the hiring district to meet the needs of its local schools. As this partnership developed it was realized that collaborative efforts needed to include specific high-need communities, particularly those with the highest teacher attrition and lowest performing students. This university partnership, with

**Teacher Education and Assessment Continuum for High-need Educators and Resources (TEACHER) + Principal Leadership for Urban Schools (PLUS) Project – Illinois State University**



campus-wide efforts across colleges and disciplines has expanded ISU's overall presence in Chicago through the development of a collaborative culture and a resulting pool of highly qualified teacher graduates endorsed in multiple subjects, ready to teach in CPS.

***Management of the Partnership:*** To make this partnership effective, a formal structure will be developed to enhance communication and collaboration among all organizations. That structure will include: 1) a Governance Council to provide overall leadership for the project; 2) a Management Team to provide day-to-day project coordination and supervision; and 3) Work Teams comprised of personnel from appropriate partners, those who are intimately involved with the development and implementation of the innovative practices. The seven Work Teams are: Pre College, UTP Track/Clinicals, STEP-UP, Partner Schools/PDS, Induction/Mentoring, Assessment, and PLUS (for a complete description of individual Work Teams and responsibilities, see page 10). Finally, an Assessment Team will employ a wide range of assessment instruments to provide on-going feedback on the effectiveness of the program's candidate instruction, clinical work, induction activities (See Section D.3 for a detailed description of these assessments). See Section D for a detailed description of the management of the project.

***Ramping-up exemplary urban teacher education:*** Through this TEACHER+PLUS Project, ISU will enhance its programs on campus by more clearly developing an Urban Teacher Preparation (UTP) strand to attract and prepare students to be teachers in high-need Chicago public schools. The development will consist of curriculum modifications to focus on improved learning in urban school classrooms, faculty development to work closely with urban school personnel, and enhanced experiences in urban classrooms. This concept includes "tracks" with entry points starting at the freshman, sophomore, and junior years. It also incorporates a Summer Teacher Education Partnership for Urban Preparation (STEP-UP) where students during the summer leading into their junior or senior year have an opportunity to literally "step-up", thereby committing to urban teacher education in Chicago, living in partnership communities, and

interning in a Chicago public school, thereby creating a “community within a community”.

**1. The extent to which the proposed project represents an exceptional approach to the priorities established for this competition:** Teacher candidates will be immersed in a carefully sequenced continuum of intensive clinical work in urban settings where they will learn how to apply the latest research in education and best educational practices learned in their courses focused on pedagogy and the study of academic content in Professional Development Schools (PDS). A PDS is defined as “a collaboration between schools, colleges, or department of education; P-12 schools; school districts; and union/professional associations” (Ridley, Hurwitz, Davis Hackett, & Knutson Miller, 2005, p. 46). Within that definition we realize that there are many variations of what a PDS provides pre-service teachers. At ISU, students in this program model complete a full-year of pre-service clinical experience and student teaching along with senior-year methodology coursework taught onsite. The PDS model provides teacher candidates an intensive program that provides more time in classrooms with CPS students than is offered to typical pre-service teachers. Whereas Illinois requires that students complete 100 clock hours of clinical experiences prior to student teaching, PDS interns complete 300. In all, pre-service teachers in PDSs clock over 1000 hours in classrooms with CPS students.

In a review of recent literature on PDSs, Darling-Hammond et al. (2005) found that graduates of PDS programs “were viewed as much better prepared than other new teachers” by employers and supervisors. In addition, studies that compare teachers prepared in PDSs to those prepared in traditional programs found that PDS-prepared teachers were “rated stronger in various areas of teaching, ranging from classroom management and uses of technology to content area skills” (p. 416). Furthermore, teachers who live and work in the same community as their students share funds of knowledge and may value what their students and their families bring to the classroom, rather than viewing them through a deficit lens (Gonzalez, Moll & Amanti, 2005).

Moreover, during their clinical work and in their cohort courses, teacher candidates will become engaged in reflective intellectual communities of collaborative professional practice. This

allows teacher candidates to break down teacher isolation and become highly adept professionals who regularly share with and learn from their colleagues and university faculty. Second, the pre-service teachers will gain an in-depth understanding of how inquiry-based and authentic forms of pedagogy can be effectively employed in K-12 urban classrooms, as well as the underlying structures and basic modes of inquiry and concepts of academic content, especially in the disciplines of English, science, and mathematics, all of which will be fully aligned with local and state teaching and learning standards. Third, teacher education courses will be fundamentally redesigned so that they are more closely aligned with and responsive to the needs of teachers and students in high-need urban schools as well as the most recent research findings on best teaching practices. Fourth, teacher candidates will acquire skills that will enable them to integrate the arts (e.g. theater, dance, music, and the graphic arts) in instruction so as to give learning more vitality and personal meaning for students. Fifth, the TEACHER+PLUS pre-baccalaureate teacher preparation programs will heavily involve community agencies in contributing to the development and implementation of the clinical and induction components by working with the staffs of these agencies to ensure that the instructional programs are geared to the needs of the high-need urban communities served by this project. Sixth, the TEACHER+PLUS approach is exceptional in that mentor teachers and ISU faculty will work side-by-side on classroom instruction and teacher education programs in the field assisting candidate cohorts and new teachers to link their teaching to the latest research. Seventh, this TEACHER+PLUS Project will draw upon innovations already in place at ISU and in CPS that focus on high-need areas. Finally, the conceptual design of this proposal – focused on restructuring teacher education for high-need schools and creating a community of collaborative professional practitioners – has been heavily inspired by the concept of *a community of learners* and the classic, *Schoolteacher*, by Dan Lortie, which advocates breaking down teacher isolation. Through dialogue on professional teams with TEACHER+PLUS, participants will create a culture of mutual learning at the LEA school and classroom levels.

Accordingly, through TEACHERS+PLUS, a powerful multi-dimensional model of school/university/community collaboration within PDSs/Partner Schools will be enhanced. Inclusive professional Work Teams, comprised of partner representatives, will recruit and prepare teachers for high-need schools. By providing effective instruction to K-12 students through co-taught K-12 classrooms, a rich climate of shared work, inquiry, and innovation will be born. Immersed in issues of professional practice at school sites, teacher candidates and new teachers will become challenged to become highly qualified practitioners in high-need schools by developing a deeper understanding of the culture of the schools and the communities they serve. (Point 2 of the Quality of the Project Design, *The Likely Impact of the Services to be Provided by this Project on Recipients*, comes after the Absolute Priority Section on page 43.)

### **Absolute Priority One: Partnerships Grants for Pre-Baccalaureate Projects**

#### ***Recruiting Teachers***

**1. Teachers from under represented populations to become highly qualified teachers:** The need for diversity in the teaching profession is increasing in Illinois as demographics of the State become increasingly dynamic, complex, and diverse. Currently, 48% of K-12 students in Illinois are Hispanic or African American. However, only an average of 14% of teachers in Illinois is either Hispanic or African American. College underrepresentation compounds the problem as only 7% of African Americans and 14% of Hispanics in Illinois earn college degrees. To meet this shortage, ISU's goals of attracting and retaining minority undergraduates into teaching through the Chicago Teacher Education Pipeline (CTEP) are now being realized.

***Pre-college teacher recruitment:*** Recruiting more underrepresented individuals to attend college as teacher candidates is essential to increase diversity in the teaching profession. The CTEP program will be enhanced as a part of the TEACHER+PLUS Project. An existing program, TEACH, creates student chapters in Chicago public high schools which provide underrepresented high school students with post-secondary awareness seminars, including

campus visitations, college application and financial aid workshops, and ACT prep courses. An intensive 6-week program for Chicago high school students interested in learning more about the teaching profession is also provided through TEACH College Prep (TCP) with courses on lesson plan design, curriculum development, college access, and teaching experiences in elementary schools. The program involves a 2-week intensive training period where students work on teaching skills such as public speaking, lesson planning, classroom management and assessment creation. Weeks 3-5 are spent in CPS elementary summer programs working with a mentor teacher. Evaluation of the TEACH College Prep program has demonstrated encouraging results. Participation during the past academic year had a significant effect on *Teaching Intentions* as students who had participated were more likely to state intention to become a teacher than those who had not participated (Lee, Roser, Curry & Klunder, 2008).

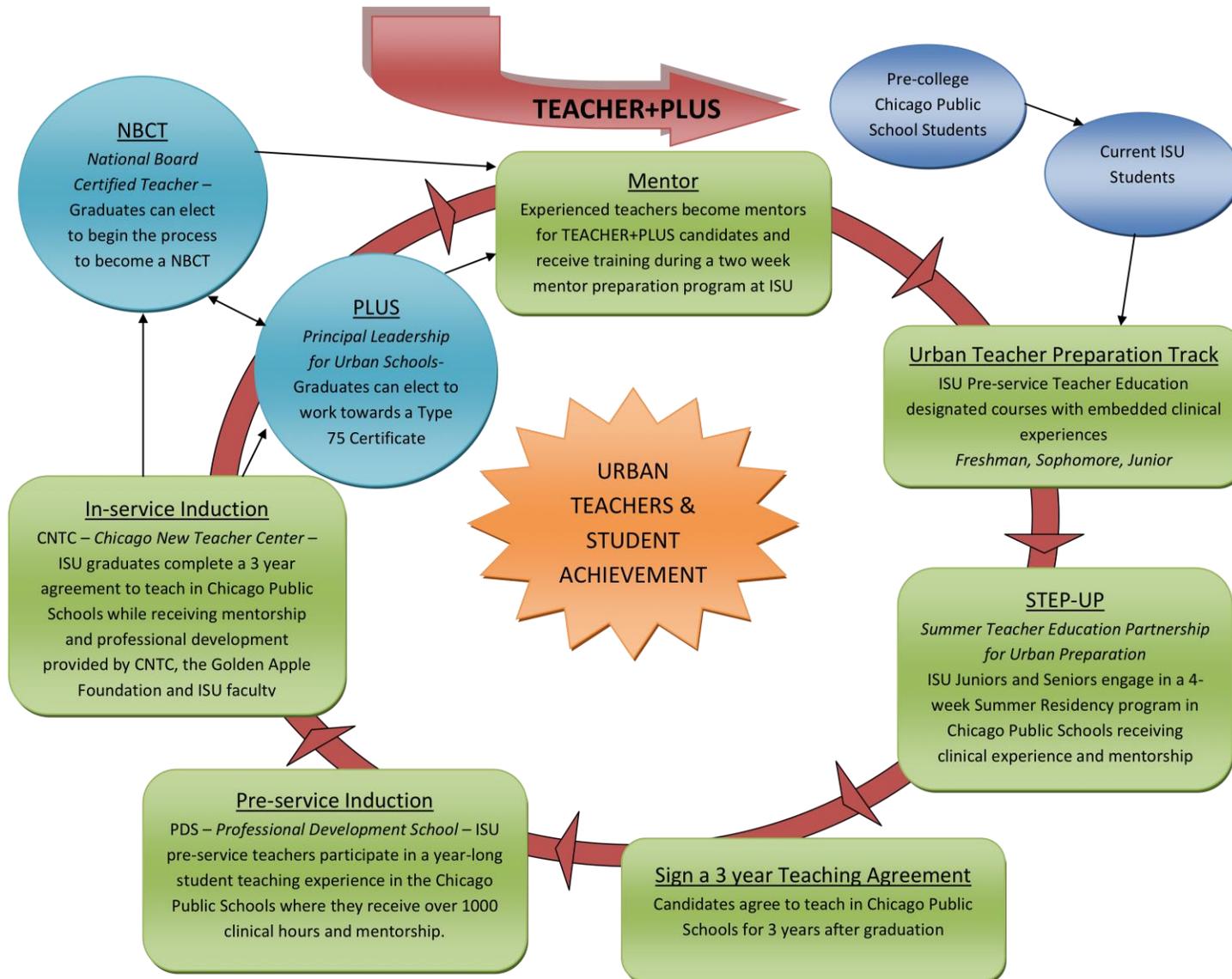
***2. Recruiting individuals to teach in shortage areas: The ISU Robert Noyce Teacher Scholarship Program*** will be offered concurrently to TEACHER+PLUS participants from 2009-2013. ████████ of scholarships and stipends will help recruit and support a total of 40 new Mathematics, Chemistry and Biology teacher candidates, with a primary impact on Chicago's high-needs schools, where these individuals are in desperate shortage. More broadly, ISU will also conduct studies and develop models of the concerns and methods of professional preparation for STEM (Science Technology Engineering Math) professionals who switch into the STEM teaching profession. The scholarship program for ISU students is a joint effort of CPS, and ISU's Departments of Chemistry, Biological Sciences and Mathematics, College of Education, College of Arts and Sciences and Research and Sponsored Programs office and funded by ISU and the National Science Foundation.

***Designing the pre-baccalaureate program and the continuum of teacher development:*** The success of TEACHER+PLUS relies on a collaborative and innovative program design geared specifically toward recruiting quality teachers and impacting student achievement over five years and beyond (for more information about the program design, please refer to the

TEACHER+PLUS Project flowchart on the next page). Beginning in the fall of 2009, the project Work Teams will begin meeting to focus on the plan, design, coordination, implementation, and evaluation of TEACHER+PLUS activities. Work Teams will have representative involvement from CPS local school personnel, ISU education faculty across five colleges, community partners, and others as appropriate to the task to ensure universal collaboration and accountability. This type of organizational structure promotes capacity and sustainability and will include the following seven Work Teams: Pre-College, UTP Track/Clinicals, STEP-UP, PDS/Partner Schools, Induction/Mentoring, Assessment, and PLUS.

***College recruitment:*** As TEACHER+PLUS evolves, Work Teams will be collaborating to prepare freshman, sophomores, and junior year students to commit to the opportunity to teach in a high-need CPS school by defining course offerings, clinical experiences, and partnerships with community based organizations to determine best practices for recruitment, curriculum including clinicals in CPS schools, and necessary support from community partners. The improved UTP Track serves as the primary recruitment tool of TEACHER+PLUS. The recruitment efforts will focus on generating a pool of candidates to commit to teach high-need subjects in high-need areas in CPS, including those on STEM scholarship. ***An innovative approach to teacher recruitment:*** To attract the highest quality students to urban teacher preparation, the TEACHER+PLUS Project will engage students with clinical experiences through course work that traditionally has no clinical component. Such recruitment efforts are novel because students become engaged at entry points early in their college career through their enrollment in the 35 courses across 19 disciplines at ISU redesigned for urban teacher preparation. Such courses, including the two general education courses required of all students (Communication and English), allow students authentic experiences in Chicago schools and demonstrate the significance of learning across disciplines for high-need urban areas.

**TEACHER+PLUS Project Flowchart**



This type of recruitment effort presents two primary opportunities for TEACHER+PLUS: 1) as student interest increases in urban teacher education, project efforts will expand the reach to meet the need. Because clinical components are integrated in courses across disciplines, students who may not have considered such an urban placement or even education as a career become engaged and interested in this project; and 2) as more students become engaged, the ability to be more selective in recruitment allows for only the best and brightest teachers to “STEP-UP”.

During the first year of the grant, planning will take place to build a cohesive track for the approximately 300 ISU teacher education candidates who are enrolled in one or more experiences in UTP specifically designed to meet the goals of highly qualified urban teacher preparation as described in this proposal. The UTP Track/Clinical Work Team will oversee the expansion of redesigned courses in teacher education under TEACHER+PLUS at a rate of 10 courses per year to total 50 in 5 years, beyond the existing 35 courses at ISU. Moreover, all redesigned courses will have not only an urban education focus, but also embedded clinical experiences in Chicago public schools for these future teacher candidates. Simultaneously, 40 students will enter the current Little Village PDS/Partner School Student Teaching program. As this program expands to meet increasing needs, PDS sites and Partner Schools provide pre-service clinical experience and student teaching along with senior-year professional studies taught onsite. These students are paired with CPS teachers who are trained to mentor. This necessitates ongoing professional development with CPS as in-service teachers undergo a selection process to participate as TEACHER+PLUS Project mentors.

The STEP-UP program serves as the threshold for the student’s commitment to CPS, ensuring that TEACHER+PLUS will substantially aid CPS in meeting its existing need for quality, urban teachers. Summer 2010 will mark the beginning of this effort, bringing 65 students, chosen through a competitive selection process from a pool of ISU students interested in urban education, to Chicago for four weeks of training in which students have an opportunity to literally “step-up”, commit to urban teacher education in Chicago, live in partnership

communities, and intern at Chicago public schools. In this “community within a community”, pre-service teachers join the collaborative culture of the project—embracing the advancement of social justice in the local context when they work in community schools and ensure an early immersion into teaching while simultaneously inculcating community-ownership and renewal. By taking courses and attending relevant seminars, participating STEP-UP pre-service teachers will learn more about how their role as “future teacher” fits together with the social, cultural, and educational landscape of this project’s community- and school-based partnerships and the expressed needs of the CPS District. As the project evolves, each summer will see increasing numbers of ISU students come to Chicago to participate in the STEP-UP process.

Therefore in the 2010-2011 school year, those 65 students (as seniors), are optimally prepared to enter the PDS and Partner School model in CPS and continue to experience enhanced clinical and professional studies. Also ongoing are support efforts for the 40 new CPS teachers previously involved in PDS and partner schools who have completed student teaching, graduated, and are fulfilling their STEP-UP commitment as in-service teachers at CPS. As 40 professionals enter Induction Phase 1, TEACHER+PLUS will begin meeting the needs of CPS by providing quality urban teachers prepared for high-need areas.

The Induction/Mentoring Work Team will develop supportive approaches for new teachers in CPS, providing continuity of TEACHER+PLUS activities directed at quality teaching and increased student achievement. These measures are aimed at teacher retention and include efforts to provide a seamless transition for those entering the CPS workforce. A partnership with the Chicago New Teacher Center (CNTC) is necessary to support teachers in the Induction Phase.

At the same time, the PDS/Partner School Work Team will begin to lay the groundwork for the 2010-2011 and 2012-2013 expansions of the current PDS/Partner School Student Teaching program to include sites in two additional high-need Chicago communities beyond the current site in the Little Village neighborhood. As the PDS/Partner School Student Teaching expands into an African-American neighborhood, undergraduate courses and clinical programs will be

redesigned to prepare students for these areas and, through their field-based courses, some of them in their freshman and sophomore years, quality pre-service teachers will become attracted to teaching in high-need urban areas and thus increasingly meet CPS needs.

**A. Preparing highly-qualified prospective or new teachers:** It is well documented that the quality of teachers plays a significant role in student achievement and learning in the classroom. Data shows that there *is* causality between effective teachers and student achievement (Finn, 1997; Darling-Hammond, 2000). The description of the objectives and the activities proposed in this project demonstrate the interdisciplinary composition of this unique teacher education program and its rigorous curriculum delivered in the field to improve the quality of all teachers.

As part of the collaborative culture, teacher candidates will have ample opportunities to plan instruction and assessment opportunities, practice instructional and assessment techniques, and understand challenges that elementary and middle school teachers' face. Finally, candidates will learn how to use fundamental concepts in the subject matter of science, including physical, life, and earth and space science, as well as key concepts and methods used in scientific practices, such as designing experiments, testing hypotheses, collecting data, and analyzing results of experiments. All of these practices are addressed in the state and national standards and curriculum for pre-service and in-service teacher performance.

**Cultural responsiveness to diversity:** Irrespective of teaching content area, a teacher's knowledge of how culture is formed and sustained and his or her attitudes regarding education are vital for effective student learning, particularly in classrooms where the teacher's background and culture are very different from those of the students (Loadman, W. E., Freeman, D. J., Brookhart, S. M., 1999). Moreover, without addressing the assumptions and beliefs that individuals have at the outset, classroom field experiences have the potential to actually increase prospective teachers' stereotypes of diverse students, compromising their effectiveness as urban educators and inhibiting future learning (Haberman & Post, 1992; Gomez, 1996). The development of the TEACHER+PLUS Project's collaborative culture of university-school-

community based teacher education programs can address this situation by engaging pre-service teachers in diverse field experiences combined with guided discourse about the beliefs, assumptions, dispositions, and concerns that they bring with them so that they will be well-prepared to teach in those urban settings (Lee & Radner, 2006; Allen, Palaich, & Anthes, 1999).

***Improved student achievement:*** The TEACHER+PLUS Project will focus on the relationship of teacher quality to improved student learning to supplement the teacher evaluation strategies already utilized in the district. Information from the assessment of teachers and teacher candidates will be utilized in the redesign of candidate programs and teacher induction activities.

Improvement of learning in the classroom is a complex task that will not be accomplished with any single treatment or by any single source. The strength of the TEACHER+PLUS Project is integrating the elements listed above along with initiatives from other sources and addressing measurable outcomes and tying these back to student achievement.

***Continuum of professional development:*** One of the obstacles for continued professional growth from pre-service in the beginning years of teaching is the lack of continuity in the language used to describe teaching and the assessment of teaching effectiveness. By bringing together the pre-service faculty and personnel in CPS and CNTC, the project will articulate the continuum of standards, resources, and assessments utilized in the process of learning to teach.

***Preparing teachers to understand empirically-based practice and scientifically valid research for teaching and learning to improve instruction:*** Teacher candidates under TEACHER+PLUS will be prepared to understand research and its application to teaching and learning in a variety of ways. All pedagogy and academic content courses candidates take will include in them not only a review of scientifically-based research in such areas as those that follow, but how that research can be applied to urban classrooms: Bilingual and English Language Learning, Special Education, mathematics, science, literacy, technology, authentic inquiry-based learning, the integration of the arts into teaching and learning, positive behavior supports, the teaching of academic content, Response to Interventions (RTI), and school

improvement strategies. Also, through all of their teacher education courses that are redesigned and their clinical work, candidates will read major works and journals. As part of their course and clinical work, students will develop action research projects requiring them to review the research literature in a particular area of teacher education and conduct that action research in classrooms. Such research projects will acquaint students with issues in educational research, such as defining the problem, drawing upon research, developing and testing hypotheses, using research designs, collecting and analyzing data, and interpreting research findings.

***Research supporting the use of technology and integrating technology into instruction:*** To support the project's use of technology, teacher candidates will be immersed in research on technology and how it can be applied to classroom practice. That research identifies technologies with a positive impact on student performance that teachers will integrate into their instruction (Lombardi, 2007; Waxman, 2002; Siemens, 2004), which will include: on-line inquiry and project-based learning (Reeves, et.al., 2002; Harrington, et.al., 2003); hypermedia software (Bain, et.al., 2000; Liu, 1998; Jenkins, 2006); simulations (Bertoline & Dorjgotov, 2007; Michael, 2002); on-line and computer-driven forms of communication (Reeves, et.al., 2002; Jenkins, 2006); and the use of technology with children with disabilities using principles of Universal Design (Ringstaff, 2002; Linn, 2006).

***Teachers using technology to collect, manage, and analyze data to improve teaching and learning:*** Teacher candidates under TEACHER+PLUS will employ a wide range of technologies, which have been or will be addressed in detail in other sections of this proposal, to collect, manage, and analyze data to improve teaching and learning. These technologies include: assistive technology (on-line module development focusing on Universal Design for Learning (UDL) and the use of readily available technology to influence student literacy outcomes); the creation, use, and analysis of data bases and spreadsheets; electronic teacher and student portfolios; on-line investigations and data collection; LiveText; videotapes of teacher and student practice; and technologically-based forms of curriculum assessment. ISU's Special Education &

Assistive Technology Center, the Center for Math, Science, and Technology, and the Center for Teaching, Learning, and Technology will all provide teachers with the knowledge and skills to use technology effectively and use data to improve teaching and learning.

*Principles of Universal Design for Learning to improve student achievement:* IDEA 2004 established Universal Design for Learning (UDL) as a national educational priority for general education classrooms that include all students, regardless of exceptionality or diversity (Rose, Meyer, and Hitchcock, 2005, p. 6). According to Dr. Jeff Bakken, Special Education department chair at ISU, UDL follows many of the same principals as differentiated instruction. Despite standardized testing, the focus of classroom instruction should be on student learning and *not* on the tests. When the tests are within 1-2 months, teachers can familiarize all students with test taking strategies and the format of the test. Students' confidence levels can be improved as they know the material from UDL activities. Students with exceptionalities and students of diversity need an environment where instruction is flexible, equitable, and accessible every day of the year so that they may succeed. This is the purpose of UDL (Council for Exceptional Children, 2005, p. 2): providing equal access to learning, not simply equal access to information. UDL allows students to control the method of accessing information while the teacher monitors the learning process and initiates any beneficial methods. The teacher is responsible for imparting knowledge and facilitating in the learning process. As employed by TEACHER+PLUS, UDL does not remove academic challenges; it simply removes barriers to access. Thus, UDL promotes effective teaching (Council for Exceptional Children, 2005, p. 3).

UDL utilizes “four main components in the general education curriculum, which this project will incorporate into its teaching programs: 1) goals and milestones for instruction (often in the form of scope and sequence); 2) media and materials to be used by students; 3) specific instructional methods (often described in a teachers' edition); and 4) means of assessment to measure student progress (Rose, Meyer, and Hitchcock, 2005, p. 38). “The single most significant barrier (that keeps all students from having access to)...the general curriculum is the

fixed medium of presentation” (Council for Exceptional Children, 2005, p. 7). Thus, using UDL provides multiple, flexible methods of presentation, expression, and apprenticeship (practice).

As such, UDL will be used to train all pre-service teachers since it is designed to work with all students in mainstreamed classrooms where multiple abilities are present. Particularly with the TEACHER+PLUS Project, the concept of UDL applies within high-need urban schools since all areas of diversity are taken into consideration including learning disabilities, speech or language disabilities, emotional disturbance, autism, health impairments, mild mental retardation, traumatic brain injury, hearing impairment/deafness, visual impairment, deaf-blindness, orthopedic impairments, and those with multiple disabilities (listed above).

***Alignment with state standards for K-12 teaching and learning:*** To ensure that ISU prepares high-quality educators who are prepared to help all students learn, pre-service teachers must demonstrate the competencies defined by State and the NCATE standards. Teacher candidates acquire an in-depth knowledge of state standards in their four years of clinical work, as well as their pedagogy and academic content teacher preparation course work. ISU requires that all pre-service teachers recommended for certification demonstrate that they meet the program-specific Illinois Content-Area Standards. Teacher candidates must also meet the core professional education standards for teachers (IPTS), and administrators must meet the Illinois Professional School Leader Standards.

***Preparing highly competent teachers to improve cognitive, emotional, and physical development:*** In order to serve students with diverse needs, TEACHER+PLUS candidates will learn how pedagogy infused with content knowledge and cultural competencies have an impact on the cognitive, emotional, social, physical and communication development of all students, particularly those from diverse backgrounds and those with learning disabilities. In this regard, teacher candidates will acquire the ability to use differentiated instructional strategies to encourage the development of critical thinking, problem-solving, performance skills, and create learning experiences that make content meaningful to all students based upon their

developmental levels through activities such as curriculum-based assessments. Candidates will also acquire an understanding of the effects a family and community have on child and adolescent development, and how to use this knowledge to foster collaboration and supportive interaction among professionals, parents, students, and community members. Through an understanding and study of human development, teacher candidates will be able to create learning environments encouraging positive social interaction, healthy physical and emotional development, and engagement in cognition and learning, all promoting self-motivation.

***Preparing highly qualified teachers in shortage content areas and elementary and secondary school levels:*** The TEACHER+PLUS Project will focus on the high-need areas identified by CPS and listed below. Based upon the innovative revisions undertaken by the TEACHER+PLUS Project, qualified teachers in high-need subject areas will graduate and begin filling this shortage in CPS. In fact, we anticipate introducing 199 Elementary Education teachers, endorsed in multiple areas into CPS (90% of the LEA's need); 91 Bilingual teachers (75% of the need); 48 Math teachers (100% of the need); 48 Science teachers (120% of the need); and 68 Special Education teachers (36% of the need) over the life of grant funding. These figures are based upon the needs of CPS in 2009 that are predicted to remain moderately stable over time.

For beginning teachers with unique challenges, customized support will be provided from ISU by content specialists. Moreover, all of the degree programs described below will employ authentic inquiry-based learning approaches to teaching, which will prepare teacher candidates to have an in-depth understanding of the underlying structures and modes of inquiry in academic content and an understanding of how technology can enhance K-12 student learning.

***Bilingual and English Language Learner (ELL) Teachers and General Education Teachers:*** During the project, the Bilingual sub-team will adapt the field-based Bilingual Program to meet the needs of the Latino community in Chicago for pre-service teacher preparation, support of beginning teachers, and for training experienced teachers as mentors.

This approach will subsequently provide foundations, methods and materials, and assessment processes and strategies that will enable participating candidates, whether Bilingual teachers or General Education teachers to acquire the skills necessary to teach all children, especially ELLs and LEP students within an urban school. An interdisciplinary course of study will include the ISU departments of English, Foreign Languages, and Curriculum & Instruction as well as local school Bilingual educators.

The proposed project addresses the above-mentioned issues facing ELLs in CPS schools, by creating a pipeline of Bilingual teachers in the district and does so in a manner that will foster their own academic success and ultimately improve classroom instruction.

Working in collaboration with the district and the university Bilingual program, the Bilingual and general education candidates will develop a sound theoretical and practical foundation in Bilingual education. This approach is grounded in empirical research and designed to support the 11 Illinois State Standards for Teaching ELLs and the 5 World-Class Instructional Design and Assessments (WIDA) language proficiency standards, which focus on communicating and using information, ideas, and concepts for academic success in: 1) social, intercultural, and instructional purposes within the school setting; 2) the language arts; 3) mathematics; 4) science; and 5) social studies. Additional research points to the effectiveness of additive Bilingual instruction, which include prolonged exposure to the native language, sheltered instructional approaches, and an increase in the status of the home language and culture (Garcia, 2005).

The components of this project are designed so that they are consistent with a substantive body of research which shows that in order for Bilingual students to become academically successful: 1) the language and culture of the students must be incorporated into the school program; 2) the participation of the community, especially parents, in students' learning is essential; 3) students must have opportunities to be creators of their own knowledge through problem-solving and inquiry in their native language as well as their second language; 4) opportunities need to be provided for students to have genuine dialogue and interaction with

their teachers and fellow students; 5) learning must be embedded in cultural contexts and demanding enough to intellectually challenge students; and 6) students should have every opportunity to demonstrate their cognitive and linguistic abilities through an on-going performance-based assessment (Ada, 1988; Cummins, 1991; Howe, 1994; Jimenez, 1994; Lacelle-Peterson, Rivera, 1994; Lessow-Hurley, 1996; and Nieto, 2000).

*Special Education Focused on All Students, Including LEP Students:* In addition to preparing Special Education teachers, there is a need for all teachers to have a better understanding of how to teach special needs students in their classes. The project will expand the limited knowledge and skills that are included in the pre-service teacher education programs by developing instructional modules that will be employed in the support of beginning teachers.

In order to serve students with diverse needs, the TEACHER+PLUS Project will prepare Special Education teacher candidates to understand how disabilities have an impact on the cognitive, physical, emotional, social and communication development of individuals, and learn how to support those with and without disabilities, and students with Limited English Proficiency. Special education teachers will learn how to employ the WIDA standards described above to the LEP students with special needs. In this regard, teacher candidates will acquire the ability to use a variety of instructional strategies to encourage the development of critical thinking, problem-solving, performance skills, and create learning experiences that make content meaningful to all students, including LEP students. An emphasis on data based decision making, positive behavior intervention and supports, scientific based reading and numeracy supports, and Response to Intervention will be incorporated into pre-service learning experiences (Salend, 2008). They will also receive support in domain specific integration since novice special educators rely more on their ability to manage a classroom to teach skills specific to reading than they do scientific based reading pedagogy itself (Brownwell et al., 2009). Project teacher candidates will also experience coaching in the urban environment to contextualize these skills, especially for Limited English students, while providing effective supports for pre-service

teachers to better integrate university-based course work into applied practice in the urban setting.

**Mathematics:** ISU's approach to mathematics education ensures that elementary and secondary school teacher education candidates are prepared to teach mathematics using methods that engage school students actively and cooperatively in problem solving, reasoning and proof, and make appropriate mathematical connections and representations.

The prospective TEACHER+PLUS candidates of mathematics will, during their course work, regularly engage not only in solving mathematical problems but also in posing mathematically rich tasks which are appropriate to the needs and contexts of their future students, consistent with Illinois Learning Standards for Mathematics (ISBE, 1997) with NCTM's (National Council of Teachers of Mathematics) Principles and Standards for School Mathematics (NCTM, 2000) and the more recent grade-related curriculum focal points (NCTM, 2006). The teacher candidates will make use of inductive and deductive reasoning and be creative in employing modern technologies that will assist school students to learn key mathematical structures. In addition to important mathematics content, the mathematics teacher education candidates will acquire the kind of research-based pedagogical content knowledge (Ball, Thames & Phelps, 2008; Hill, Ball, & Schilling, 2008) that will assist them to identify and correct common mathematical misconceptions.

**Science:** Through course readings, discussions and assignments at ISU, TEACHER+PLUS science teacher candidates will explore issues relevant to elementary, middle, and secondary school science teaching, such as teaching science in ways that model scientific practice, linking science and other disciplines (e.g. literacy, social studies), teaching science as part of culturally responsive science teaching, and connective science learning to youth's lives (Barton, Ermer, Burkett, & Osborne, 2003). In this project, candidates will have real life experiences applied to the classroom where they are placed. Candidates will have ample opportunities to plan instruction and assessment opportunities, practice instructional and assessment techniques, and

grapple with a host of challenges that elementary and middle school teachers' face. Finally, candidates will learn how to use fundamental concepts in the subject matter of science, including physical, life, and earth and space science, as well as key concepts and methods used in scientific practice, such as designing experiments, testing hypotheses, collecting data, and analyzing results of experiments.

### ***B. Specific Partnership Reforms***

***1. Implementing teacher preparation program curriculum changes that improve how well all prospective and new teachers develop teaching skills:*** Three years ago, the UTP track started its development at ISU to provide coursework and clinical experiences to prepare pre-service teachers to work in under-serviced communities throughout Illinois, particularly in Chicago and other high-need urban areas.

To address this goal, teacher candidates will be exposed to curriculum that address nine major objectives (Teacher Education at Illinois State; Urban Teacher Preparation, 2009), such as, learning about the ways schools and communities are socially, economically, politically, culturally, historically and geographically situated and related; questioning stereotypical views of city children, families and neighborhoods, and learn to see the assets of the communities rather than the deficits; and, examine and critique the sources of economic, racial, gender, and linguistic inequity within schools and communities and understand how these factors influence teacher candidates' experiences within and outside the classroom.

Thus far, 35 courses over four faculty cohorts have been redesigned across five colleges (Education; Arts and Sciences; Applied Sciences and Technology; Fine Arts; Business) to serve the needs of pre-service teachers who have interests in urban education. Initial assessment data concerning this initiative are very promising, in that, a growing concentration of teacher candidates who take these courses display an improved sense of efficacy, urban teaching intentions, and positive changes in attitudes regarding urban education.

***Supporting Student Clinical Experiences:*** UTP faculty universally attest that pre-service teachers must have firsthand experience interacting with administrators, teachers, and students in high-need urban schools as part of the course curriculum. In most course sections, this generally entails an all-day experiential trip to CPS involving intensive classroom observations or a 2-3 day immersion trip in which teacher candidates conduct observations across multiple schools and become familiar with the area neighborhoods. This strategy is data driven in that the project investigators (Lee, Eckrich, & Lackey, 2009) have documented that a teacher candidates' overall amount of urban experience is significantly correlated with intentions of becoming an urban teacher ( $r = .49, p < .0001$ ). This finding supports the TEACHER+PLUS plan to encourage clinical experiences across all redesigned classes (increasing the frequency of student experiences).

It is expected that teacher candidates who take UTP track courses will display more positive knowledge/beliefs about urban education, more confidence about working in urban settings and a stronger intention to work in these contexts than do teacher candidates who take a parallel course that does not have such a specialized emphasis, all of which has shown to improve teacher quality and performance by cognitive and affective events that affect motivational and personal goals (Eisenberg, 1986; Eisenberg et al., 2006; McPherson et al., 2009).

***Development of a 4-Year Urban Teacher Preparation Track:*** It is anticipated by 2014, 50 courses (in addition to the 35 preexisting courses) will have been redesigned that contain a full-range of course offerings in urban education to constitute a sequence or strand of connected courses to be taken by pre-service teachers with interests in urban education.

During the implementation of this four-year curriculum experience, it is anticipated that the TEACHER+PLUS Project will not have the resources to accommodate every student who is interested in pursuing a career in urban education. To address this issue, the track will actively target pre-service teachers in the following high-need areas (identified by CPS as priorities): Math/Science Education, Bilingual Education, Special Education and Elementary Education—

Multiple Endorsements, and use the STEP-UP Program as the formal gateway into the project.

Thus, this recruitment strategy will include pre-service teachers who are pursuing careers that are a strong match with the current needs concerning CPS teaching shortfalls.

***2. Ensuring that through collaboration prospective teachers receive training in both teaching and relevant content areas to teach students, including those with disabilities as described in section 02(10)(D) of the IDEA:*** All teachers must have knowledge of specifically designed instruction, data based decision making, positive behavior intervention supports, direct instruction, collaboration, Response to Intervention, Universal Design for Learning, and assistive technology (Salend, 2008). This project will provide the same type of supports to general educators as special educators to make them successful in the general education environment. Furthermore, as Response to Intervention becomes more prevalent, and mandated in the State of Illinois, general educators will need to have intimate knowledge of problem solving and specially design reading and numeracy instructional techniques to implement as Tier II interventions. Tier II interventions may consist of targeted phonics or reading comprehension instruction, specialized numeracy instruction, or effective techniques for teaching positive social behaviors (positive behavior interventions and supports, using check-in and check-out systems, teaching replacement behavior, etc.) to students who are having difficulty with behavior problems.

Specifically, ISU's Colleges of Education; Arts & Sciences; Applied Science & Technology; Fine Arts; and Business faculty members, interacting with school- and community-based personnel, and representatives from community-based organization's will work with other federally mandated (e.g., NCLB, IDEA) and CPS initiatives to ensure teachers are well prepared to teach the subjects they will be hired to teach. This will require content specific personnel from ISU to be "on the ground" in Chicago to work with content preparation issues. By bridging the theory (university)-practice (local schools) divide, the impact has implications for all involved—that is, strengthening content courses at the university by what is learned in local, community-based schools, and local schools receiving support from content experts. This articulation will

require cross-campus, interdisciplinary articulation at ISU and has received support from all five colleges in support of the project's collaborative culture development.

IDEA 2004 established Universal Design for Learning as a national educational priority for general education classrooms that include all students, regardless of exceptionality or diversity (Rose, Meyer, and Hitchcock, 2005, p. 6). Teacher education departments across ISU currently introduce UDL in their Introduction to Special Education course and consider UDL to be a part of best practice in Special Education, but also could be infused across the curriculum. For example, the collaborative culture that will be developed in the TEACHER+PLUS Project would have Music Education teacher candidates implementing UDL for all their lesson plans in order to accommodate all learners without providing a separate curriculum for those of diversity or with special needs.

UDL is designed to work with all students in mainstreamed classrooms where multiple abilities are present. Those exceptionalities where the general education classroom is not the least restrictive environment do not need to be taken into consideration. However, with the concept of UDL, all areas of diversity are taken into consideration.

**3. Admission priorities aligned with hiring objectives of the partner LEA:** The TEACHER+PLUS Project will recruit current teacher education students from all partner departments at ISU to experience Chicago schools and high-need communities through rigorous redesigned courses with embedded clinical experiences, which allow teacher candidates to visit and work in Chicago schools from the onset of their preparation. This will culminate before their formal student teaching as ISU pre-service teachers will literally “step-up” in the proposed STEP-UP summer residency, which will be used as the formal entry point to the commitment to become a CPS teacher. Teacher candidates will be chosen for this program by application. At this phase of the project, as UTP Track teacher candidates are accepted to and complete STEP-UP, they will sign a commitment to teach in CPS for a minimum of three years, and in turn, the CPS district has committed to hiring all TEACHER+PLUS graduates.

**4. Program and curriculum changes that ensure teacher candidates have requisite content**

***knowledge preparation to teach Advanced Placement or International Baccalaureate courses:***

All of the majors that teacher candidates undertake will provide them with an in-depth understanding of content knowledge. The number of hours of academic content in the majors is provided in parentheses for each of the following majors: Elementary Education (40-50 hours); Bilingual Education (40-50 hours); Biology (51 hours); Chemistry (39 hours); Mathematics (43 hours). This extensive study of academic content, which includes advanced courses in academic content, would more than prepare teacher candidates to teach Advanced Placement or International Baccalaureate courses. In addition, all of these courses will focus not only on providing candidates with an in-depth understanding of content knowledge and its underlying structures and concepts, but also the authentic modes of inquiry employed in these content areas. Such authentic inquiry-based learning approaches, buttressed by the most recent scientifically-based research and practice, (Lombardi, 2007; Newmann, 2002; Cochran-Smith, et.al., 2008; Siemens, 2004; Jenkins, et.al., 2006; Kevin, et.al., 2004), places an emphasis on: 1) constructing knowledge through such authentic intellectual work as analysis, interpretation, synthesis, and evaluation rather than reproducing what others have found; 2) disciplined inquiry that highlights: defining problems, engaging in sustained investigation, using multiple sources and perspectives to arrive at conclusions, collaborating with other students, reflecting on their thinking and learning (metacognition), drawing upon interdisciplinary perspectives, creating polished products that are more than exercises, and employing multiple interpretations to arrive at outcomes and allowing for competing solutions to problems; 3) becoming immersed in classroom activities that are deeply meaningful to students and have significance beyond the school; and 4) using technology to support: simulated-based learning, student created media, on-line investigations, working with research data bases, and reflecting on and documenting student achievements.

**5. Teacher induction:** Text on teacher induction appears at the end of the Absolute Priority.

**6. *Understanding and implementing research-based teaching practices:*** ISU College of Education's years of experience in working with schools has demonstrated that effective professional development must address how a culture of inquiry can be developed in the context of school work sites (Clandinin, Davies, Hogan, & Kennard, 1993; Richardson, 1994; Fine, 1994; Liebermann, 1994). It is within such a culture of inquiry that teachers and students ask critical questions about their work, non-judgmentally explore its meaning, and reflect with colleagues on how they can jointly solve instructional problems. This proposal outlines a professional development program that goes beyond offering workshops and in-service sessions. It offers a comprehensive approach to professional development which fosters a culture of inquiry through activities such as formal and informal conversation among educators within and across schools, team-building with university professors, networking through E-mail, casework within schools, videotaping of practice, and opportunities to meet and reflect on educational practices. Through such a process of joint reflection and inquiry, new institutional roles will be created and modified as public schools, community-based partners, and universities collaborate to redesign curriculum and assessment in the field of urban teacher education (Nourie & Lee, 2006). In this way, participants are freed from isolated professional roles to become lifelong learners, negotiators, facilitators, project managers, curriculum developers, assessment designers, teacher educators, and policymakers (Firestone, 1993; Fullan, 1993).

***Employing effective strategies for reading instruction:*** Through the TEACHER+PLUS Project, literacy and reading instruction will be woven throughout the UTP track. The reading programs offered to teacher candidates under the TEACHER+PLUS Project will be based on the findings of the International Reading Association's (IRA) National Commission on Excellence in Elementary Teacher Preparation for Reading Instruction (2003). Therefore, the reading program offered through TEACHER+PLUS will focus on such key topics as early literacy, including oral language, phonemic awareness, phonics, and word identification; fluency, vocabulary, and comprehension; assessing all aspects of literacy learning; and organizing and

managing literacy instruction across grade levels. A more detailed description of the reading component appears in Section C.

*Analyzing student academic achievement data to improve classroom instruction:* This partnership will place an emphasis in coursework with teacher candidates on Response to Intervention (RTI), which is a process of implementing high-quality, scientifically-based classroom instructional practices based on learners needs, the monitoring of student progress, and the adjusting of such instruction so that it is geared to student responses. Based on such ongoing assessments, pre-service teachers will learn how to develop instructional interventions that are reliable, valid, and feasible. In the process of undertaking such interventions, candidates will utilize a problem-solving model for individualized decision making and the development of interventions for individual students.

*Meeting the specific learning needs of all students by understanding effective instructional strategies across all applicable content areas, differentiating instruction for students, and preparing general education teachers to teach children with disabilities:* One the unique parts of ISU's teacher education curriculum is that all teacher candidates are taught either through on-line module or classroom instruction on how to apply assistive technology. This includes not only specialized instructional techniques, but applied instructional technology supports using readily available technology. ISU is able to provide this nationally recognized, one-of-a-kind program because of an established Special Education Assistive Technology (SEAT) Center whose mission is to be "a community of people working together to help individuals with disabilities realize the democratic ideal through assistive technology." As such, the SEAT Center will work in collaboration with TEACHER+PLUS to provide an urban context to the instruction that all teacher candidates receive. Additionally, it will provide specific professional development to faculty on how to more effectively integrate the use of technology into course work. Specific activities may include on-line module development focusing on Universal Design for Learning (UDL) and the use of readily available technology to influence student literacy

outcomes. UDL and readily available technologies hold a promise of a flexible curriculum, assisting educators in providing specialized supports to students at all levels of competency, and improving student outcomes for the gifted, talented, and those who are Limited English Proficient (Blum, Parette, & Watts, 2009; Council for Exceptional Children, 2005; McGuier, Scott, & Shaw, 2006; Parette, Blum, & Watts, 2009). These modules, along with appropriate training, will be made available to school personnel at Chicago public schools in partnership with TEACHER+PLUS. Finally, as part of the teacher education preparation, candidates will also draw upon an understanding of differentiated instruction and a range of Special Education skills described above to develop the skills to be able to participate in an individualized education program team.

### **C. Literacy Training for Prospective Teachers**

#### ***1. Implementing literacy programs incorporating the essential components of reading***

***instruction:*** The reading programs offered through the Center for Reading and Literacy at ISU was developed as a public service to offer opportunities that facilitate literacy development among the Illinois residents through service and research. Through a range of programs, this Center partnership promotes literacy. The Center achieves this goal by providing service, teaching, and research of use to policymakers, educators, parents, and employers. The reading program offered through TEACHER+PLUS will focus on developing knowledgeable, strategic, adaptive, responsive, and reflective teachers that also engage teacher candidates by providing a comprehensive curriculum that guides them toward a cohesive knowledge base for effective decision making of such key topics as early literacy, including oral language, phonemic awareness, phonics, and word identification; fluency, vocabulary, and comprehension; assessing all aspects of literacy learning; and organizing and managing literacy instruction across grade levels. Additional essential literacy skills are described in detail below under point 4.

***2. Assess students' literacy levels to improve classroom instruction:*** According to the International Reading Association's National Commission on Excellence in Elementary Teacher

Preparation for Reading Instruction (2003), there are eight critical features for teacher preparation programs of reading teachers, of which TEACHER+PLUS will employ to diagnose, screen and assess students' literacy levels, difficulties, and growth so that classroom instruction and student reading and writing skills are improved. Those eight features are: 1) Content – teacher educators engage pre-service teachers with a comprehensive curriculum and guide them toward the development of a cohesive knowledge base for effective teacher decision making; 2) Apprenticeship – teacher educators engage their pre-service teachers in a variety of course-related field experiences where they have opportunities to interact with excellent models and mentors; 3) Vision – teacher educators center their program around a vision of literacy, quality teaching, and quality teacher education; 4) Resources and Mission – the teacher education program has sufficient resources (intellectual, financial, and professional) to support the mission for quality teacher preparation; 5) Personalized Teaching – teacher educators value diversity and are prepared to offer their pre-service students responsive teaching and an adapted curriculum; 6) Autonomy – teacher educators are active negotiating with their institutions to make sure their students receive the most effective preparation; 7) Community – teacher educators work to create an active learning community including faculty, their students, and mentor teachers; and 8) Assessment – teacher educators continually assess their students, their program, their graduates, and themselves to guide instructional decision making and program development.

**3. *Individualized literacy instruction for students with deficient literacy skills:*** The Center for Reading and Literacy will provide foundations, methods and materials, and assessment strategies to enable candidates to acquire the skills necessary to teach all children, especially English Language Learners within urban schools, as well as those with other literacy deficiencies. An interdisciplinary course of study will include the departments of English, Foreign Languages, and Curriculum & Instruction, and school and community-based educators.

**4. *Integrating literacy skills in the classroom across subject areas:*** With the TEACHER+PLUS Project, pre-service and beginning teachers will be placed in situations in

which they will improve their ability to use their training to use multiple literacies through an interdisciplinary approach. For example, College of Fine Arts faculty might work with Reading Specialists to introduce theatre and writing plays as one form of written literacy; College of Business, Marketing faculty might help students developing project-based service learning assignments that are community-based with reading and advertising strategies that research has demonstrated to be highly effective.

Such strategies could also include: activating relevant prior knowledge, determining importance, visualizing or imaging, drawing inferences, predicting, and retelling or synthesizing. Under this approach, pre-service teachers will learn how to engage their students in becoming active readers who reflect on and process the multiple meanings of implicit in any narrative. Moreover, teacher candidates will learn how to teach their students to take control of their learning as readers. Such effective intentional reading will involve K-12 students in planning, monitoring, articulating ideas, comparing and contrasting concepts, and monitoring one's own reading. Together with ISU's Borg Center for Reading and Literacy, the TEACHER+PLUS Project will share best practices.

***D. Rigorous clinical experiences:*** In the TEACHER+PLUS Project, to enhance teacher candidates' understanding of cultures, identities, and contexts different from their own and of their own identities—both as individuals and as prospective teachers, clinical experiences will provide candidates with firsthand experiences to visualize themselves in life-affirming, realistic, and reflective ways, teaching in diverse and high-need Chicago schools. Each redesigned course contains an embedded clinical experience that provides teacher candidates with an in-depth experience in the project's LEA, where teacher candidates are transformed from observers to assistant teachers in a Chicago public school as well as provided an extensive experience with a community based organization (CBO) to contextualize their experience.

***1. Incorporating year-long opportunities for enrichment:*** Prior to a student's admission into TEACHER+PLUS, highly qualified undergraduates within 12 to 18 months of certification, will

be required to participate as a STEP-UP Fellow in an intensive teacher residency experience in select partnership communities.

This highly structured Summer Teacher Education Partnership for Urban Preparation (STEP-UP) will be designed to provide talented urban teacher education majors opportunity to literally “step-up” and commit to urban teacher education in Chicago, live in partnership communities, and intern at Chicago public schools, thereby creating a “community within a community”. STEP-UP Fellows spend four weeks co-teaching with the guidance of experienced mentors to learn about best practices and urban school teaching methodologies. Mentors will include CPS veteran teachers, Golden Apple Fellows, Golden Apple Teaching Scholars, and ISU faculty. The program includes complimentary housing in partner high-need neighborhoods, transportation, a living subsidy, mentorship, and professional networking opportunities.

All ISU UTP track students are eligible to apply for STEP-UP and must meet rigorous admission standards set by the TEACHER+PLUS Project partners, which ultimately meet the needs of CPS. By the end of the program, STEP-UP Fellows will be fully immersed in both school and community and will ideally be placed in the same school when they return to complete their student teaching, allowing for the Fellow to continue relationships with both the school and community. While Fellows are living in the partner communities, service learning and civic engagement activities will allow teacher candidates to volunteer for a partner CBO within the community in which they are teaching and living. Candidates will also participate in professional development and reflective teaching seminars facilitated by CPS leadership, ISU faculty, CBO staff, Golden Apple Fellows and Scholars, and other urban education professionals. In addition to professional development, students will be provided with cultural context experiences, excursions and seminars offered by CPS Human Resources, and Chicago connection activities. Pre-service teachers, who have successfully completed their STEP-UP program, will then enter an intensive clinical experience either as an intern in ISU’s PDS program or another rigorous extended clinical experience.

**Professional Development Schools (PDSs):** The TEACHER+PLUS Project will form a learning community grounded in empirically based practices about teaching and learning through the PDS model (see page 6 for a complete description on PDSs). Pre-service teachers working in such a yearlong PDS program are better supported and mentored by effective veteran CPS teachers through a process of socialized induction—a “guided” acculturation process into urban education, which has been shown to increase teacher retention when such induction and support for beginning teachers is provided. Since its inception in 2005, the PDS has been quite successful in bringing highly qualified teacher candidates who are endorsed to teach multiple subjects to high-needs schools in Chicago. To date, over 60% of the student interns who have gone through the program during its four-year existence have remained in CPS—*by choice*, rather than as a contingent requirement (as many other programs demand of their students upon graduation).

**Supervised interactions:** A wide range of closely supervised interactions between prospective teachers and faculty, experienced teachers, principals, other administrators at elementary and secondary schools will be provided to assist teacher candidates with their academic, personal, and career needs while they are preparing to become teachers through their participation in the project’s cohorts. As members of these cohort teams, candidates’ program needs will be assessed, and individual academic and career plans will be developed. These plans will be addressed individually by Cohort Team advisors through personal counseling and tutoring within the teams by ISU and community-based partners, as well as Clinical Teachers. Career and academic planning workshops will also be conducted each semester as part of the cohort teamwork. In addition, all candidates will be linked to the team for on-going academic and career support through the project’s interactive website.

**Professional Development School sites:** The pre-service teachers will participate in intensive and extensive clinical and support experiences for pre-service at the elementary and secondary levels, which will entail having ISU faculty and K-12 teachers model professional practice at the project’s PDSs. For example, faculty from the College of Education and the College of Arts &

Sciences at ISU will jointly supervise clinical experiences with master teachers in K-12 classrooms, ranging from daily to multiple times per semester depending upon the type of clinical experience involved.

***Professional Practice Teams and seminars for teacher candidates:*** During their internship at each PDS the teacher candidates will meet either their teacher mentor or university supervisor daily. During their internship, the teacher candidate cohort will also have opportunities to participate in school-work groups to study, plan, and implement school-wide curricula, professional development, and school policies and practices. Each cohort will be supervised by a team, which will include: K-12 mentor teachers, school administrators, and faculty from education and the arts and sciences. These PDSs will provide an opportunity for teacher candidates to acquire the professional skills and supports to become teacher leaders by being engaged firsthand in the study and implementation of school-wide programs and practices. During their student teaching, candidates will meet in seminar sessions to undertake case study discussions and reflect on what they have learned with the assistance of ISU education and arts & sciences faculty, mentor school teachers, and school administrators.

***Supervised assessments:*** ISU faculty and teacher mentors will also use a wide range of measures to assess and support candidate clinical performance. These include: electronic portfolios of their clinical work, a content analysis of instruction by the ISU faculty and mentors according to NCATE/ISBE standards, as well as observational protocols developed by Charlotte Danielson's Framework for Teaching. The NCATE/ISBE standards provide performance-based assessments of student knowledge and competencies in the areas of 1) content pedagogy; 2) student development; 3) diverse learners; 4) multiple instructional strategies; 5) motivation and management; 6) communication and technology; 7) planning; 8) assessment; 9) reflective practice; and 10) school and community involvement. In addition, the clinical experiences under TEACHER+PLUS will be organized according to criteria which require: 1) teacher candidates to receive support and continuous assistance; 2) that candidates be matched with the best qualified

mentor; 3) mentors to have training and clearly defined roles and responsibilities; and 4) an evaluation process where the mentor assists in assessing student competencies according to the above NCATE/ISBE standards

**2. *Integrating pedagogy and classroom practices and effective teaching skills in academic content areas:*** As discussed, the TEACHER+PLUS Project will continuously build on innovative instructional techniques to prepare quality teachers. Clinical experiences will involve teacher candidates in employing effective pedagogy in all academic areas, with a significant focus on high-need schools. These areas include: 1) constructing knowledge and becoming engaged in disciplined inquiry where investigations challenge teams of teacher candidates to think about their thinking and to consider a range of competing solutions to problems and how they can be addressed; 2) studying problems that are more than academic exercises, not only have relevance beyond the school, but deep meaning to the lives of students; and 3) using technology to support simulated-based learning, student created media, on-line investigations, study research data bases, and document personal and group achievements.

**3. *Teachers and university faculty preparing to be high-quality mentors:*** To provide high-quality teacher mentoring for TEACHER+PLUS, the professors and teachers involved in mentoring will together attend bi-monthly professional development sessions to acquire, discuss, and reflect on how to effectively employ standards- and inquiry-based instruction and to develop strategies, which can provide teacher candidates with the feedback and assistance they need. This means that all teacher candidates at field sites will be mentored and supported by both master teachers (designated as Clinical Mentor teachers) and on-site clinical professors, functioning as mentors and coaches offering an approach that bridges classroom learning to clinical learning. Professors will spend on average (over the course of a year) 6-8 hours per week collaborating with teacher mentors, cooperating teachers, curriculum developers, and school administrators at school sites to provide supervised clinical experiences. The professional development sessions will explore and discuss how the mentors can be good listeners, empathic,

become effective problem solvers and leaders, use good oral and written communication skills, and work to provide guidance and feedback to teacher candidates in cohorts.

*Extensive and intensive mentoring of teacher candidates:* In addition to the highly qualified mentoring from CPS, the pre-service teachers participating in TEACHER+PLUS will undertake intensive and extensive mentoring from their freshmen through senior years. In the case of the extensiveness of the mentoring, pre-service teacher candidates will have a wide range of year-long mentoring experiences as described above for four years. In addition, teacher candidates will have about 1,000 hours of mentoring, with the most intensive mentoring occurring just before their senior year in the 4 week summer STEP-UP clinical component, in the daily clinical field work with mentors for the first semester of their senior year, and daily mentoring under a 16 week student teaching component. In all three of these components, mentors will meet with teacher candidates on an almost daily basis either during teacher prep periods or after school to reflect on and discuss what the candidates have been observing and for them to receive continual feedback and support on how to become effective teachers as they teach either tutor, teach modules, or teach whole classes of students.

**4. Clinical experiences aligned with course work:** The project Clinical Work Teams will select interdisciplinary faculty members who teach content specific courses for teacher candidates to redevelop their existing courses so that they become specifically designed to prepare future teachers for the realities of high-need schools aligned with clinical work in the field. Having courses taught based in response to specific school needs, the community partnership helps bridge course work with clinical experiences so that teacher candidates have an opportunity to practice instructional strategies at schools for which they are preparing to teach in.

By expanding this effort to have courses redesigned and aligned with clinical work across all five colleges (Education; Arts & Sciences; Applied Sciences & Technology; Fine Arts; and Business), more teacher candidates at ISU will be exposed to the instructional challenges of working in high-need public schools.

**5. *Prospective teachers learn to teach where they will be hired:*** In the TEACHER+PLUS Project, as UTP Track students are accepted to and complete STEP-UP, they will sign a commitment to teach in CPS for a minimum of three years. In turn, the CPS district has committed to hiring all TEACHER+PLUS graduates.

TEACHER+PLUS Project activities will increase articulation between the CPS Office of Human Resources and ISU to ensure that candidates are effectively placed and supervised. Further, the project will increase the capacity of the schools to assess these experiences according to school standards so that there will be a mechanism for recruiting these students to student teaching and ultimately starting their teaching career in a high-need Chicago school. Such collaborative articulation will allow prospective teachers to learn and practice the instructional initiatives and curriculum appropriate to CPS.

***Providing training and experience to enhance the teaching skills of prospective teachers to meet the unique needs in urban communities:*** TEACHER+PLUS will gradually increase teacher candidates' real-world exposure by placing them in classrooms for observations and practice teaching at the onset of their preparation. Strengthening the partnerships between universities that prepare future teachers and the urban high-need schools that need to mentor and hire them are recent. Adding community-based partners can also help bridge this gap between universities and urban classrooms and schools, which are integral components in pre-service teachers' development (Lee & Radner, 2006; Thompson & Smith, 2005).

**6. *Field work focused on high need school communities:*** To provide training and experience to enhance the skills of prospective teachers to meet the unique needs in urban communities, pre-service teachers will become involved in a wide variety of activities that will provide them with that background. First, as already described in detail above, students will complete extensive field work in the communities where high-need schools are situated. Moll and Gonzalez (1996) have shown that pre-service teachers, through the use of ethnographic and qualitative methods, can gain new and deeper insights into themselves and others by using

sensitive participant-observation and interviewing methods to document the multi-dimensionality and diversity of family experiences. By visiting parents' homes, businesses, stores, parks, churches, neighborhood organizations and documenting the results of their visits, pre-service teachers will learn about the cultural resources and knowledge which exist within communities and thus gain a greater respect for the families of students they will teach and how the curriculum can be connected to the lives of their K-12 students.

### ***E. Support for Program Participation for Prospective and New Teachers***

**1. Prospective Teachers:** Incentives provided to pre-service teachers are: STEP-UP – a [REDACTED] stipend paid four week residency professional development experience including free housing in a Chicago partner community; free transportation for the duration of their stay; an on-site classroom teaching experience in a Chicago public school; volunteer and networking activities with a local community-based organizations; seminars taught by partners aimed at addressing issues regarding high-needs and urban education and training in incorporating empirically based data and reflection into decision making; an award upon completion of the TEACHER+PLUS Project designating them as a highly qualified urban educator; enhanced clinical experiences during course-work in CPS; a two year induction program including teacher coaching classroom visits by an CNTC assigned coach, study groups, summer institutes, working meetings and literacy institutes; continued ISU faculty support beyond CNTC and Golden Apple services during induction; gateways into CPS employment including a guarantee to be hired as a teacher; gateways into starting graduates onto the path of becoming a National Board Certified Teacher; and gateways into starting graduates onto the path of attaining a Type 75 certificate or masters degree via the Principal Leadership for Urban Schools (PLUS) Program.

**2. Mentors:** Incentives provided to current CPS teachers are: a two-week stipend paid training program aimed at preparing mentor teachers to provide pre-service teachers with best-practices in high-need subject areas; five stipend paid professional development days given to each mentor teacher for continued education in content knowledge and enhance pedagogy by

incorporating empirically based data into instruction; a stipend paid monthly for reflective seminars aimed at improving mentoring and instruction; and opportunities to join mentoring group specific to their school and high-need subject area facilitated by ISU faculty counterparts from the same high-need subject area

**3. Faculty Members:** Incentives provided to ISU Faculty are: a stipend to redesign a course to include urban preparation and embed enhanced Chicago-based clinical experiences; seminars from ISU's Center for Teaching, Learning and Technology aimed at redesigning a course to make meaningful impacts on teacher preparation and student achievement; and a Chicago community residency immersion experience to provide knowledge, familiarity, resources and connections to create an enhanced clinical experience and embed community-based organizations and activities into coursework and clinical experiences.

#### **F. TEACHER+PLUS INDUCTION PROGRAM**

Upon graduation from ISU, as teacher candidates transfer from student teacher to teacher professional, ISU is committed to working with CPS to provide a seamless transitional experience for all teachers entering the CPS workforce. In 2009, no teachers will be hired as the pilot year is student teaching only. In 2010, 40 teachers will be hired; 2011, 65 teachers; 2012, 85 teachers; and in 2013, 140 teachers. In that final grant year, 322 TEACHER+PLUS trained teachers will be working in CPS.

Although we will retain 100% of the teachers who were inducted in 2011, 2012, and 2013, the teachers who began in 2010 will have reached their 3-year commitment. Based on our demonstrated history, we predict to retain 80% of those initial 40. In 2014, 170 program-trained teachers will be hired into the district; these pre-service teachers were part of the project's tracks, but will begin their teaching career in CPS after grant funding has ceased. In total, 500 pre-service teachers will receive grant-sponsored training and begin their careers in CPS.

Over the past 4 years, ISU's Chicago Teacher Education Pipeline has also worked in partnership with the Golden Apple Foundation whose distinguished teachers provide additional in-class mentoring and induction support to all new teachers working in Chicago public schools.

For this project, high-quality induction means leveraging resources to provide direct support to teachers through coaching, while also supporting school leadership and improving literacy instruction. High-quality mentoring and induction is critical to growing and retaining effective new teachers in Chicago's hardest-to-staff Instructional Areas and instrumental in accelerating the pace of their development. Accordingly, TEACHER+PLUS will collaborate with the CPS Chicago Center for New Teachers (CNTC) in providing the induction component for the project.

***New teacher development:*** Under the CNTC induction program, mentors guide new teachers through the beginning stages of teaching through new teacher's second year. As described below, CNTC's provides a comprehensive program of mentoring/coaching, monthly professional development aligned with the needs of new teachers, content specific professional development workshops, networking events, working meetings, study groups, and on-line forums. Over the two-year mentorship cycle, these strategic supports and professional relationships have been shown to retain new teachers in CPS and enhance and accelerate their instructional proficiency, ultimately advancing student learning. First and second year teachers in TEACHER+PLUS will be matched with full-time mentors that have similar content and grade/level experience. First year teachers will also attend a two-day New Teachers Summer Institute focusing on the challenges of teaching in an urban setting and preparing for the first few days of school.

All first and second year TEACHER+PLUS classroom teachers under CNTC will receive support from a building-based induction program. The CNTC provides fully-released mentors for support of the beginning teachers in CPS schools. Monthly mentor training and staff development for beginning teachers will be provided by CNTC. The coach will be trained in CNTC's proven model of feedback and support. There are ongoing opportunities for teachers to build a community of practice through voluntary networking events, content-specific

professional development, and online forums. Beginning teachers who are interning in a teacher preparation program and not yet fully certified are mentored by those programs.

***In-service professional development activities:*** Through ISU’s colleges and The National Board Resource Center, located at ISU, the project will match university faculty with content expertise to individual school needs as determined by the mentors and building principals. Such professional development ensures that all teachers are able to learn and integrate cutting-edge, empirically based practices with scientific validity in their classroom instruction—modeling such practices with ISU teacher candidates. In cooperation with the school/district, such professional development provides release time and stipends for mentor teachers who participate.

ISU’s Induction and Mentoring Steering Committee (IMSC) has also developed a website and identified courses that will be used to train mentors and provide professional development for beginning teachers. The IMSC has initiated a process of working with our partners to align the senior year experiences with the beginning teacher induction program at these schools. IMSC is working with the ISU UTP Steering Committee (UTPSC) to identify knowledge and skills needed by pre-service teachers for teaching in urban schools. All of this work will be woven into the beginning teacher support in the TEACHER+PLUS Project.

***Strengthening content knowledge:*** Examples of how the continuum to strengthen content knowledge will be developed include the following:

- CPS is implementing the Danielson Framework for teaching as a device to promote a common language of formative assessment by principals with teachers and with mentors of beginning teachers. The Framework is also utilized in ISU classes and in evaluation tools for student teaching. In the TEACHER+PLUS Project we will use these two now separate experiences in a combined way to facilitate a continuum of professional growth.
- Similarly, teacher preparation programs at ISU utilize the content standards for learning to develop appropriate knowledge and skills for teaching what schools like CPS use in

developing curriculum for their students. In this project we will make a more formal link between the uses of these standards in both arenas.

## **2. The Likely Impact of the Services to Be Provided by This Project on Recipients, Including: Preparation, Placement, Retention, and Effects on Student Achievement**

TEACHER+PLUS Project activities and services will have a major impact on its teacher education recipients, especially in the case of teachers on their recruitment, preparation, placement, and retention, and in the case of students on their academic achievement.

**Recruitment Impact:** First, the TEACHER+PLUS has developed a comprehensive system of teacher recruitment from the pre-collegiate years through the junior year of college. That recruitment program has been closely aligned with the needs of the Chicago LEA to recruit cohorts of teachers in such high-need areas as Elementary Education with Multiple Endorsements, K-12 Bilingual Education for ELLs, K-12 Special Education, and at the middle and secondary levels in the areas of mathematics, science (especially chemistry and biology) and smaller numbers in English and History. By recruiting students from Chicago public high schools through future teacher clubs, the project will ensure that more teachers will be recruited from underrepresented backgrounds to serve as teachers in the Chicago public school system. In addition, ████████ in scholarship will be earmarked to help recruit 40 teacher candidates in the high-need secondary school areas of mathematics, chemistry, and biology. In addition, undergraduate students will be recruited into TEACHER+PLUS through ISU's UTP Track that targets students in their freshmen, sophomore, and junior years to become enrolled in TEACHER+PLUS. By combining recruitment with initial teacher education courses and clinical work, TEACHER+PLUS will establish a rigorous process of selection and teacher preparation, ensuring that only the most highly qualified individuals are enrolled in the final teacher education year. In this regard, TEACHER+PLUS will offer pre-service undergraduate students year-long and intensive clinical experiences (including a four week summer internship, STEP-UP just before their senior year, to prepare and finally recruit students into their senior pre-

service year) in the project's PDSs/Partner Schools in high-need communities both to recruit and prepare them for teaching. ***Teacher Candidate Preparation Impact:*** Second, based on this extensive recruitment system for the high-need teaching areas mentioned above, 500 teacher candidates (with about 250 at the elementary level with multiple endorsements and the remaining 250 at the middle or secondary school levels) over the five years of the project will be able to participate in the redesigned teacher education program. This program will immerse students in both Latino and African-American Professional Development Schools (PDSs) in three high-need Chicago communities where they will undertake intensive clinical work (daily for one full semester) and 16 weeks of student teaching where the courses in methodology they are taking will be coupled with their clinical work in PDSs. For example, pre-service teachers will be able to develop skills to apply teaching strategies (based on their study of the most recent research in teacher education and teaching and learning standards) they have been acquiring in their courses to actual school classrooms, where they will be closely supervised by highly qualified CPS teacher mentors who are collaborating with ISU faculty. Those teaching strategies, because they will be practiced in PDSs, will be especially aligned to the needs of urban settings and will emphasize how authentic inquiry-based teaching can be implemented in classrooms and how technology and the arts can be employed to more deeply engage students in instruction that they will find deeply meaningful and relevant to their lives. ***Teacher Placement and Teacher Retention Impact:*** Third, all of the students participating in TEACHER+PLUS will sign commitments to teach in Chicago schools. The Management Team will collaborate with CPS staff and principals at PDSs/Partner Schools to determine where candidates will be hired as teachers. ISU already has a history of placing over 75% of its teacher candidates in Chicago schools through its Chicago Teacher Education Pipeline program, so TEACHER+PLUS will build on that current collaborative history to continue to place teacher candidates in Chicago elementary, middle, and secondary schools. TEACHER+PLUS will collaborate with the LEA's CNTC to provide support for two years after candidates have been hired by the CPS. By the

project's fifth year, 322 new teachers will have been placed and retained in Chicago schools. As described in detail in Section B.5 focused on the Absolute Priority, TEACHER+PLUS in collaboration with the CNTC and Golden Apple will provide extensive support in the form of coaching, mentoring, study groups, work meetings, as well as additional professional development in the form of Summer and Literacy Institutes. *Effects on Student Achievement:* Fourth, by the fifth year of TEACHER+PLUS, 80% of the students in classrooms of ISU graduates will have improved their academic performance in the academic areas of reading, mathematics, and science, in terms of the added value that each teacher contributes and assessment on pre-post assessments of students' ability to conduct authentic inquiry-based learning. This type of impact on student achievement will be possible because the high-quality of instructional services ISU teachers will provide, all of which will be aligned with state teaching and learning standards. Moreover, ISU teacher graduates will involve their K-12 students in such research-based activities as: 1) intellectual work that involves analysis, interpretation, synthesis, and evaluation rather than reproducing what others have found; 2) disciplined inquiry that highlights: defining problems, engaging in sustained investigations, using multiple sources and perspectives to arrive at conclusions, collaborating with other students, reflecting on their own thinking and learning (meta-cognition), drawing upon interdisciplinary perspectives, creating polished products that are more than exercises, and employing multiple interpretations to arrive at outcomes; 3) becoming immersed in classroom activities deeply meaningful to students and have significance beyond the school; and 4) using technology to support: simulated-based learning, student created media, on-line investigations, working with research data bases and reflecting on and documenting student achievements.

### **3. The Extent to Which the Professional Development Services Provided are of Sufficient Quality, Intensity, and Duration to Lead to an Improvement in Practice Among Those Served**

**a. A Project of Sufficient Quality:** There are a number of ways in which the professional development services provided are of high-quality to lead to improvement in practice among the

pre-service teachers and ISU graduates served in the first two years of teaching. ***Alignment with***

***Recent Research:*** First, the professional development provided at both the pre-service and in-service levels will be aligned with the latest research (see Section A.5 for a detailed description of those research findings). Consistent with that research, all professional development activities, whether in terms of courses or institute sessions, will provide follow-up support in the form of extensive mentoring and coaching, which will enable candidates and teachers to apply the new concepts and strategies they have learned. The mentoring will also be accompanied by reflection and dialogue sessions where candidates, new teachers, and the mentors can explore case material (sometimes in a video format) and specific examples of how instruction can be improved.

Moreover, all of the mentors involved in TEACHER+PLUS will receive extensive training so that they can offer support that is sensitively geared to the needs of candidates and new teachers.

***Extensive Assessments:*** Second, an extensive array of assessments will be employed to provide feedback to teacher candidates and new teachers (See Section D.3. for an extensive discussion of these assessment tools). ***Cohorts Offering an Integrated Professional Experience:*** Third, by

organizing teacher candidates into cohorts will offer them a more integrated and supported professional development experience where they will be able to provide mutual support and have greater continuity in the development of their professional skills. ***Support from a Wide Range of***

***Professionals:*** Fourth, the candidate cohorts will also be supported by teams of professionals, including: education professors, arts and sciences faculty, community representatives, master teachers, and school administrators. Together these groups will combine their expertise to provide candidates with a wealth of professional experience. ***A Program Based on a Six-Year History of***

***Collaboration to Align Programs to School Needs:*** Fifth, the professional development program offered under TEACHER+PLUS also benefits from the 6 years in which ISU and CPS have collaborated on designing professional development programs that are geared to the needs of high-

need Chicago schools. ***Technology to Support Professional Development:*** Finally, a wide range of technologies enhance the quality of the professional development under TEACHER+PLUS,

including: simulated-based learning, teacher and student created media, on-line investigations, working with research data bases, and reflecting on and documenting teacher and student achievements.

**b. A Project of Sufficient Intensity:** TEACHER+PLUS also provides professional development of sufficient intensity. *Day-Long and Summer Clinical Work:* First, the clinical experiences provided to pre-service teachers from their freshman year through their senior year involves candidates in day-long clinical programs where they have multiple opportunities to learn about teaching firsthand, through: observations, shadowing, tutoring, small and whole group instruction, and teaching of modules. The four week STEP-UP summer program before a teacher candidate's senior year offers intensive work in high-need schools, a full-time internship on-site for the first semester of a candidate's senior year, and 16 weeks of students teaching in the second semester of that year added to the intensity of a candidates professional development work. Because all cohort courses in preparation tracks have clinical work, candidates are intensively engaged in meaningful inquiry with teacher mentors through the use of case material drawn from field-work, including videos, portfolios, journals, and lesson plans. *Intensive Course Work:* Second, teacher candidates in all of their majors are provided with intensive levels of course work that are coupled with day-long clinical opportunities. The elementary (86 hours), Bilingual (48 hours as well as the requirements for a elementary or secondary major), Special Education (77 hours), biology (77 hours), chemistry (65 hours), and mathematics (69 hours) teacher education majors require the hours of course work provided in parentheses. These courses include extensive hours in academic disciplines (from 18-40 hours), curriculum and instruction, educational administration and foundations, psychology, Special Education, field experiences, and student teaching. *Intensive Professional Development Induction Experiences:* Third, new teachers under the CNTC and through collaborative programs with ISU and Golden Apple have a wide range of intensive professional development induction experiences. These include: classroom coaching and mentoring by master teachers; all day institutes, writing, technology, classroom management

workshops; study groups meeting for 90 minutes or longer; and follow-up work meetings with mentors and/or coaches. *Multiple Levels of Support:* Fourth, multiple levels of support are provided under TEACHER+PLUS from university faculty, a range of ISU teacher education support centers (see page 1), community representatives, school administrators, and master classroom teachers. *Technology to Enhance and Intensive Communication and Support:* Finally, technology increases the intensity of interactions for teacher candidates and new teachers in that they are able to use project Listservs, websites, data bases, and on-line supports.

**c. A Program of Sufficient Duration:** TEACHER+PLUS is also a project of sufficient duration. The pre-service professional development program has four years of clinical and course work of increasing intensity and complexity for teacher candidates, during which time they have ample opportunities to develop high-quality skills to teach in high-need urban settings. Likewise, the induction professional program is of sufficient duration in that new teachers are inducted into the profession over two years, again with extensive opportunities to refine their professional skills.

#### **4. The Extent to Which the Services Projected by this Project Involve the Collaboration of Appropriate Partners for Maximizing the Effectiveness of the Project Services**

The structure of the project is designed to enhance communication and collaboration among all of the partners. The Work Teams created by the project to address the specific program elements listed above will clarify the instructional issues, refine current practice, implement refinements, and monitor the impact on candidates and new teachers. The partners assembled to collaboratively design, implement, and ultimately institutionalize the TEACHER+PLUS Project's objectives were selected because of our collective goal to change the way that teachers are recruited, prepared, inducted, and retained for high-need urban communities and schools, and as a direct result improve student learning and achievement for all children. See sub-section "6" within this section for a complete listing of all partners and their roles.

As it was originally coordinated in 2005, ISU together with CPS, LISC/Chicago, and State Farm Insurance Co., identified the Little Village community, its community-based organization

(Enlace-Chicago), and its schools as a partner under the larger New Communities Program (NCP) umbrella, a long-term initiative to support comprehensive community development. It is our intention that during Year 2 (2010-11) and by Year 4 (2012-13) of this project, and again in collaboration with CPS, LISC/Chicago, State Farm, and the NCP network of community-based organizations and its schools, the TEACHER+PLUS partnership will add two community-based partners in Chicago and identify new high-need schools to develop—working within each of those communities to offer innovative and progressive urban teacher education reform.

ISU teacher candidates will learn to be effective, highly trained, and culturally sensitive teachers because of their work with the project’s community agencies. Since each NCP neighborhood has already undertaken a structured community planning process that involved local residents and leaders in the creation of strategies to improve the community's quality of life—including education reform, the TEACHER+PLUS partnership will capitalize on this relationship and maximize the effectiveness of project services by being able to “hit the ground running” to assist candidates to be highly prepared to teach in high-need communities.

## **5. The Extent to Which the Overall design and Services provided by the Project Are Based on Sound Research and Practice**

The project’s design is extensively based on up-to-date knowledge from research and best practice as described in detail below.

**The inquiry and constructivist approach** which undergirds the work of this project is theoretically consistent with recent research demonstrating that student **learning in Bilingual education, special education, and science** is enhanced when students are involved in creating their own knowledge (Brooks, 2002; Daniels, 2007; Putnam and Borko, 2000; Newman Newmann, 2005; Tinto, 2001; Wilhelm, 1997) and have opportunities to participate in disciplined inquiry and elaborated discussion. The collaborative design and assessment process to teaching and learning, which espouses the socially-situated nature of learning, is supported by a substantial body of research (Fullan, 2003; Wilhelm, 1997; Lieberman, 1995; Newmann ,2005;

Cochran-Smith, 2008; Senge, 2001; Sergiovanni, 2002) indicating that collaborative problem-solving, when modeled throughout a teacher education program, can develop a social context for learning, curricular design, team teaching, the development of practical professional knowledge, and major improvements in the achievement of K-12 students. Second, studies (Burstein, 2002; Chen & Burdan, 2006; Tinto, 2007) indicate that pre-service teachers learn best and make intellectual connections when grouped into cohorts.

**The Positive Behavior Supports approach**, employed by TEACHER+PLUS, is an empirically validated set of principles that enables school personnel to provide a three-tiered comprehensive model for offering behavioral supports (Bohanon, et.al.,2006; Fanning, et.al., 2004; Lassen, et.al., 2006; Luiselli, et.al., 2005; Sprague, et.al, 2007). The project's approach to **the teaching of Bilingual Education** is consistent with state standards, which emphasizes the importance of conceiving of language acquisition as a constructive and interactive process (Banks, 2001; Baker, 2007; Brisk, 2002).

**The clinical component** of the project is tied to recent research (Cochran-Smith, et.al., 2008; Burstein, 2000; Ladson-Billings, 2007; Wiggins & Follo, 2005) highlighting the importance of immersing teacher candidates, teachers, and professors in the study of contextual problems of practice in the field in high-need schools with diverse populations, and of linking those experiences with course work. Research shows that candidates need a progressively complex range of experiences in schools and communities, where they are mentored by professionals (Cochran-Smith, et.al, 2008; Kennedy, 2008; Ravitch, 2008).

**The project's approach to the teaching of academic content (especially in science)** draws upon research that demonstrates that student achievement in academic content areas will improve significantly with the use of inquiry oriented strategies such as identifying similarities and differences, meaningful practice with real-world problems, setting objectives and providing feedback, generating and testing hypotheses, and using advanced organizers, interactive learning, and thematically-based work (Marzano, Pickery, and Polack, 2001; Stigler & Hiebert, 2004;

Walberg, 1995; Senk, 2003). Likewise, cooperative and team learning has been shown through scientifically-based studies since the mid 1970's to effectively impact student learning (Sharan et.al., 2007; Slavin, 2003; Schmuck & Schmuck, 2001; Johnson & Johnson, 2005).

**The design of the new teacher component** is consistent with recent research which demonstrates that induction programs are most likely to improve practice when they: 1) plan their own learning activities; 2) have opportunities to reflect and engage in on-going dialogue about their work with mentors and colleagues; 3) receive follow-up support and coaching; and 4) have the opportunity to engage in reflection that deepens knowledge of professional practice (Danielson, 2000; Darling-Hammond, 2006; Odel & Huling, 2007; Sparks, 2005; Birman, 2000).

## **6. The Roles and Commitments that each Partner will make and their Responsibilities**

Illinois State University: Provide coordination for all TEACHER+PLUS efforts, contribute in-kind, identify a course for sustainability, partner with community based organizations and businesses, maintain assessment and reporting, and facilitate participation by the university across five colleges, academic centers including Center for Math, Science, and Technology, Center for Teaching, Learning, and Technology, National Board Resource Center, and the Special Education & Assistive Technology Center, and other campus units to integrate and support TEACHER+PLUS activities.

Chicago Public Schools District 299: Provide placement assistance for clinical experiences, provide experienced teachers to serve as mentors, extend TEACHER+PLUS into two other communities, partner through staff and programs to support the project, and offer teaching positions for all STEP-UP participants completing candidate requirements.

LISC/Chicago and the New Communities Programs: Improve access to quality education by identifying two new community sites for TEACHER+PLUS and facilitate partnerships in education, business, and community based organizations to support neighborhood expansions.

State Farm Insurance Companies Foundation: Support high-quality teachers and increased student achievement through funding for replication and expansion of TEACHER+PLUS efforts.

Enlace-Chicago: Provide collaborative opportunities for community-based education, continue to support Little Village partnerships and mentor other NCP communities in adopting TEACHER+PLUS programs.

Chicago New Teacher Center: Provide mentoring to in-service teachers in Induction Phases and support professional development activities for in-service teachers.

Golden Apple Foundation: Support candidates through scholarships and designations and provide experienced teacher Fellows as mentors to pre-service and in-service teachers.

Urban Needs in Teacher Education: Support the involvement of students in campus-based organizations aimed at building awareness for urban teacher preparation at campuses including ISU and provides alumni to serve as mentors in urban communities including Chicago.

## **SECTION B: QUALITY OF THE PROJECT EVALUATION**

### ***1. The Extent to which the Methods of Evaluation Include Objective Performance Measures Clearly Related to Project Outcomes and That Produce Qualitative and Quantitative Data***

***Overview of the Evaluation Methods:*** The purpose of this project's evaluation plan is to provide a thorough analysis of whether the project's objectives have been met through a summative assessment and how the project can be improved as it is being implemented through a formative assessment. Benchmarks and timelines will be set annually to gauge whether the project's activities are meeting the partnership's objectives. Throughout the program, teacher, school administrator, student, parent, and community representative, performance will be assessed using such quantitative measures as time-series pre-post questionnaires and surveys; state assessments of basic skills, academic content, and assessments of teacher candidates meeting state teaching and learning standards; standardized observation instruments; attendance data; enrollment records; and student standardized test scores. Qualitative assessments will include interviews, focus groups, portfolios, LiveText, written reports, journaling, minutes, course unit plans and lessons, and course materials. Where appropriate, quantitative data will be analyzed with Multivariate Analysis of Covariance (MANCOVA) strategies followed, if justified

by univariate analyses. The alpha level for significance tests will be set at .05, and appropriate effect size indices (e.g. omega square) will be calculated to estimate the magnitude of program effects on the quantitative outcomes.

***Management of Project's Evaluation:*** The project's Management Team will be responsible for managing the project's evaluation design. This group will work with the Independent Evaluator and the Project Director to refine the project evaluation design, implement it, and report quarterly to the Governance Council on formative and summative evaluation results. Assisting the Management Team with data collection and analysis will be ISU faculty who are experts in evaluation design. In addition, each school will have a contact person for statistical data collection and the returning of surveys. The Management Team, in conjunction with the Project Director, will be responsible for all federal accountability reports.

***Timelines and Reporting to the U.S. Department of Education:*** The Management Team and the Independent Evaluator will be responsible for conducting the project's evaluation activities in a timely manner. Baseline data for summative assessments will be collected at all partnership school sites when each school year begins: October of 2009 in the first year, and August of ensuing years. Post-assessments will be administered in August of each project year. Formative assessments will be administered quarterly throughout each project year. Finally, the project will report on this program's GPRA requirement documenting the percentage of families targeted for services who receive services during each year of each project year.

***Objective Performance Measures:*** The objective quantitative performance assessments will include such measures as: time series of pre-post survey assessments of ISU College of Education and Arts & Sciences faculty and K-12 teachers in teacher preparation and professional development activities, and of their knowledge of professional practice and research; valid and reliable classroom observation protocols to assess teacher candidate and new teacher competencies against national and state teaching standards, and assessments documenting the intellectual quality of K-12 classroom tasks; observational assessments of teacher candidate

cohort instructions; teacher candidate performance on standardized tests of basic skills and academic content; records of course grades; classroom evaluations by students; videotapes of student practice; self-assessment feedback questionnaires (with Likert scales); logs of website use; content analyses of teacher candidate student electronic portfolios; meeting notes; supervisory evaluations; structured and unstructured interviews with team members; focus groups; standardized tests of K-12 student academic performance in the core subjects of reading, writing, mathematics, and science; attendance records for meetings, classes, individual and groups sessions, and professional development sessions; documentation of web site use; and the number participating in all project activities. Finally, each LEA school and ISU will have a contact person for statistical data collection and the returning of surveys.

The above assessment instruments will be developed or prepared for administration (in the case of existing measures) during the project's first year by the Management Team with the assistance of the Independent Evaluator. Pre or baseline assessments will be administered in the fall of 2009 and a time series of post assessments in June of years 2010-15. The data obtained from the above tools will be used to help team members set goals and monitor the effectiveness of interventions. All data will be entered into a database at ISU for analysis and comparison.

***Qualitative Data:*** This quantitative component will be reinforced with periodic measures of project processes and perceptions of participants. Consistent with an action research perspective, the qualitative aspect of the project will not only involve the evaluators, but the participants themselves through an in-depth study of how change within the context of the project occurs. The qualitative measures will include content analysis of documents such as instructional curricula, teacher candidate portfolios, agenda, meeting minutes and notes, journals, and the partnership's web site, non-structured interviewing, self-assessment, and peer observations. Finally, throughout the program, such measures as questionnaires, observations, focus groups, and interviews will be used to assess modifications to accomplish the project's goals.

*Objective Performance Measures Clearly Related to the Outcomes of the Project: Outcomes, Benchmarks, Performance Measures and Assessment Instruments*

**a. Objective 1: Establishing a System of Collaboration among Illinois State University, the Chicago Public Schools LEA, and Chicago Community Agencies for the**

**TEACHER+PLUS TQP Project:** By September 30, 2014, a system of collaboration will have been established among Illinois State University, the Chicago public schools LEA, and Chicago community agencies to support the preparation of teacher candidates and the effective induction of teachers and retention of teachers into the Chicago public school system.

**Output Benchmarks for Objective 1:** Each year of the project the Governance Council will have met quarterly to focus on establishing and maintaining the community agencies; 8 agencies each year indicating that they have remained as partners in the project and have participated in project meetings; and on the average over the five years of the grant on the average at least 6 agencies have attended the Governance Council and Management Meetings.

**Outcomes and Performance Measures for Objective 1:** By September 30, 2014, plans will have been developed and implemented indicating that a system for collaboration had been developed by TEACHER+PLUS; the 8 community partners will continue in supporting the project and have made plans to continue to collaborate with ISU in institutionalizing the project after federal funding ends; and at least 85% of the university faculty, PDS teacher mentors, and principals will rate the partnership as functioning effectively to support effective teaching.

**Outcome Benchmarks for Objective 1:** In each year of the grant, at least the following percentages of university faculty, PDS mentors, and principals will rate the partnership as functioning effectively to support effective teaching in Chicago schools: (Yr. 1: 70%; Yr. 2: 75%; Yr. 3: 80%; Yr. 4: 85%; Yr. 5: 85%).

**Assessment Instruments for Outcomes for Objective 1:** 1) Time series pre-post survey assessing the effectiveness of the partnership's functioning; 2) ISU & LEA documents describing policies & practices, & organizational units in the partnership; 3) changes in ISU policies and

procedures; and changes in course and program descriptions; records & reports of dissemination assistance; 4) attendance records, minutes; 5) plans & reports documenting Governance Council & the Management Team work; and 6) content analyses of documents produced.

**b. Objective 2: Preparing Teacher Candidates to be High-Quality Teachers for High-Need Chicago Schools:** By September 30, 2014, 500 pre-service teachers or pre-baccalaureate teacher education students will have increased their ability to provide high-quality instructional knowledge and skills focused on academic content for high-need schools by employing the state's highest K-12 teaching and learning standards upon graduation.

**Output Benchmarks for the Objective 2:** With rolling cohorts in the TEACHER+PLUS tracks, students can join the program their sophomore and junior years as undergraduates. The number of cumulative teacher candidates enrolled in TEACHER+PLUS training by year will be as follows: (Yr. 1: 145; Yr. 2: 220; Yr. 3: 325; Yr. 4: 430; Yr. 5: 450). At year 6, a total of 500 program-sponsored new high-quality teachers with specialized training will have graduated from the TEACHER+PLUS Project and been inducted into CPS.

**Outcomes and Performance Measures for Objective 2:** By September 30, 2014, of the 500 pre-service teachers 100% will have passed the State examinations of Illinois Test of Basic Skills, Program-Specific Content-Area Tests, and 95% pre-service teacher performance on the Assessment of Professional Teaching, a test of pedagogy will measuring candidate competencies defined by the Illinois Professional Teaching Standards (IPTS), which are aligned with the INTASC standards, the Technology Standards for all Teachers, and the Language Arts Standards for all teachers; and 90% will have acquired the knowledge and skills to be effective teachers according to the TEACHER+PLUS post assessment instrument.

**Outcome Benchmarks for Objective 2:** The benchmark percentages of teacher candidates passing the basic skills and content area tests will be 100% for each of the 5 years of the project; and the benchmark percentage meeting the IPTS will be the following: (Yr. 1: 85%; Yr. 2: 88%;

Yr. 3: 90%; Yr. 4: 92%; Yr. 5: 95%); and the benchmark percentages for the TEACHER+PLUS post assessment will be: (Yr. 1: 70%; Yr. 2: 75%; Yr. 3: 80%; Yr. 4: 85%; Yr. 5: 90%).

**Assessment Instruments for Outcomes for Objective 2:** 1) State examinations of Illinois Test of Basic Skills, 2) State Program-Specific Content-Area Tests, 3) the State Assessment of Professional Teaching, 4) the TEACHER+PLUS time series pre-post assessment instruments; 5) enrollment records; 6) student grades; 7) teacher candidate teaching portfolios; 8) cooperating teacher and supervising teacher reports; 9) observation protocols and reports from PDS teacher mentors; and 10) sample lesson plans and curriculum units.

**c. Objective 3: Effectively Supporting and Retaining new teachers in high-need Chicago schools:** By September 30, 2014, 500 new teachers who are ISU graduates will have increased their ability to provide high-quality inquiry-based forms of instruction for high-need schools by employing K-12 state standards. At least 322 program graduates will be hired and retained and teaching in Chicago schools and in high need academic subject areas at Year 5.

**Output Benchmarks for the Objective 3:** The cumulative number of teacher graduates who will be teaching in Chicago schools: (Yr. 1: 0; Yr. 2: 40; Yr. 3: 105; Yr. 4: 190; Yr. 5: 322).

**Outcomes and Performance Measures for Objective 3:** After the two-year requirement, 80% of the program-sponsored teacher graduates will have been retained in their teaching positions.

**Outcome Benchmarks for Objective 3:** The benchmark percentages of teacher education graduates who will be retained per year: (Yr. 1: 95%; Yr. 2: 90%; Yr. 3: 85%; Yr. 4: 80%; Yr. 5: 80%) and the benchmark percentages for the TEACHER+PLUS induction post assessments will be: (Yr. 1: 70%; Yr. 2: 75%; Yr. 3: 80%; Yr. 4: 85%; Yr. 5: 90%).

**Assessment Instruments for Outcomes for Objective 3:** 1) Chicago school teacher retention records; 2) pre-post assessments of induction; 3) teacher portfolios; 4) mentor reports; 5) observation protocols and reports from mentors; and 6) sample lesson plans and curriculum units.

**d. Objective 4: Principal Leadership**

By September 30, 2014, 25 principals in Chicago public schools participating in the TEACHER+PLUS Project will have increased their ability to become effective leaders and have acquired the Type 75 administrative certificate.

**Output Benchmarks for the Objective 4:** The number of principals who will have enrolled in the principal leadership program from high-need Chicago schools: (Yr. 1: 0; Yr. 2: 0; Yr. 3: 25; Yr. 4: 25; Yr. 5: 25).

**Outcomes and Performance Measures for Objective 4:** 80% of the 25 principals participating in the TEACHER+PLUS Project will have acquired the Type 75 administrative certificate and 80% will have demonstrated on time series pre-post assessment instruments that they had acquired the knowledge and skills to become effective leaders at their high-need schools on the dimensions of 1) the characteristics of strong leadership in such areas as creating professional learning communities, providing a climate conducive to professional development, teacher assessment, managing resources, involving parents, and understanding student learning; 2) the development and improvement of sustained and high-quality leadership for pre-service programs, including such areas as clinical learning and supervised interaction between prospective school leaders, faculty and new and experienced teachers; 3) the creation of an effective induction program; and 4) mentoring; and 5) parent involvement.

**Outcome Benchmarks for Objective 4:** The benchmark number of principals having acquired the type 75 certificate (Yr. 1: 0; Yr. 2: 0; Yr. 3: 12; Yr. 4: 12; Yr. 5: 25); and the benchmark percentages of achievement for the TEACHER+PLUS time series post assessments focused on principal knowledge and skills: (Yr. 1: 70%; Yr. 2: 75%; Yr. 3: 75%; Yr. 4: 80%; Yr. 5: 80%).

**Assessment Instruments for Outcomes for Objective 4:** 1) Illinois State Board of Education records documenting that the principals had acquired the Type 75 certificate; 2) time series pre-post assessments of the principal leadership program; 3) principal portfolios; 4) supervisor reports; 5) observation protocols and supervisor reports; and 6) sample school leadership plans.

**e. Objective 5: Improving the Academic Achievement of Chicago Public School Students:**

By September 30, 2014, K-12 students in the classrooms of ISU teacher education graduates will have increased their academic achievement so that higher percentages of students are meeting state standards for academic performance.

**Output Benchmarks for the Objective 5:** The total number of students who are being taught by TEACHER+PLUS graduates teaching in Chicago schools: (Yr. 1: 0; Yr. 2: 1,200; Yr. 3: 3,150; Yr. 4: 5,700; Yr. 5: 9,660).

**Outcomes and Performance Measures for Objective 5:** By September 30, 2014, of the students taught by TEACHER+PLUS graduates teaching in Chicago schools, 80% of the students will have increased their achievement as measured by academic value added and student portfolios and teacher mentor observation reports documenting students' ability to employ authentic inquiry-based forms of learning.

**Outcome Benchmarks for Objective 5:** The benchmark percentages of students taught by project graduates who have demonstrated an increase in their achievement as measured by academic (Yr. 1: 0%; Yr. 2: 70%; Yr. 3: 75%; Yr. 4: 80%; Yr. 5: 80%.) and those students employing authentic forms of inquiry (Yr. 1: 0%; Yr. 2: 70%; Yr. 3: 75%; Yr. 4: 80%; Yr. 5: 80%.)

**Assessment Instruments for Outcomes for Objective 5:** Standardized State of Illinois Tests of student achievement and analysis of the results from those tests indicating that achievement value was added, as well as K-12 student portfolios and induction mentor observation reports documenting authentic forms of inquiry.

**2. The Extent to Which the Evaluation Addresses the Evaluation Requirements of TQP**

The evaluation design has been constructed to address and report on every year the GPRA evaluation requirements of this TQP project, TEACHER+PLUS. In that regard the project will address the GPRA performance measures listed below. Under each measure, how the project will

assess that measure is provided. As required, this project will report to the U.S. Dept. of Education on a yearly basis the extent to which the project has met the GPRA performance measures.

***Long-Term Measures:***

***First GPRA Performance Measure – Graduation:*** The percentage of program completers who attain initial certification/licensure by passing all necessary licensure/certification assessment and attain a bachelor's degree within two years.

**Measurement Instrument:** Illinois State Board of Education licensure/certification assessment records and ISU graduation records.

***Second GPRA Objective – Employment Retention:*** The percentage of beginning teachers who are retained to teaching in the high-need LEA two years after being hired by CPS.

**Measurement Instrument:** CPS personnel records.

***Third GPRA Objective – Improved Scores:*** the percentage of graduates reporting improved pass rates and scaled scores on assessments for initial State certification or licensure of teachers.

**Measurement Instruments:** Illinois State Board of Education records and school records of student scores on Illinois standardized tests of achievement.

***Fourth GPRA Objective – Employment Retention:*** the cost of a successful outcome where success is defined as retention of the teacher in the partner high-need LEA after the teacher is hired by the LEA.

**Measurement Instrument:** CPS personnel records.

***Short-Term measures:***

***First Short-Term GPRA Objective:*** the percentage of program participants who were not scheduled to graduate in the previous reporting period, and persisted in the postsecondary program in the current reporting period.

**Measurement Instrument:** ISU student records documenting progress towards fulfilling graduation requirements.

**Second Short-Term GPRA Objective:** the percentage of beginning teachers who are retained in teaching in the partners high-need LEA after being hired by the LEA.

**Measurement Instrument:** CPS personnel records.

**In addition to the above measures a variety of other areas will be assessed, including:**

1. The percentage of highly qualified teachers from underrepresented groups hired by the Chicago LEA.
2. The percentage of highly qualified teachers hired by the Chicago LEA who teach in high-need areas, such as reading, mathematics, science, Special Education, and Bilingual /ELL.
3. The percentage of highly qualified teachers hired by the Chicago LEA who teach in high-need schools, disaggregated by elementary and secondary levels.
4. The percentage of teachers trained to integrate technology effectively in curricula and instruction, including technology consistent with the principles of UDL; and the percentage who collect, manage, and analyze data to improve teaching and learning for the purpose of improving student academic achievement.

Measurement instruments for the above assessments: CPS hiring records, pre-post assessments of teacher abilities to use technology and the Universal Design for Learning.

### **3. The Extent to Which the Methods of Evaluation Provide Performance Feedback and Permit Periodic Assessment of Progress towards Achieving Intended Outcomes, Including Outputs, Outcomes, Benchmarks to Monitor Progress, and the Effects on Partners**

The formative elements of the evaluation design will provide on-going feedback to project staff for timely and valid information on the management, implementation, and efficiency of the project. Systems for providing feedback and on-going assessment will be established as well as measures of on-going project progress. For example, the Project Director and the Governance Council will receive monthly feedback from the Management Team and the Independent Evaluator to ensure that timely and valid information is provided. Moreover, at the end of each program session the leaders of those programs will meet to both reflect upon and provide data (including feedback

questionnaires from students and parents) on how effective that program was implemented. The feedback surveys using Likert scales and open-ended items will include items on the way the student and parents sessions have been organized and how effectively the sessions have been led.

Not only have benchmarks and timelines been set to annually gauge the extent to which project's activities are meeting program objectives, but a range of formative evaluation measures will be employed to provide additional on-going and continuous feedback on the project's progress. The following formative assessment strategies will be used to give performance feedback to the Management Team and project staff (e.g. the mentors, ISU faculty, and community agency staff), school staff, and program administrators: a) focus groups will be convened quarterly to discuss how well students and learning are learning and what impact the project is having on students' educational and occupational performance and aspirations and parental support for them; b) structured and unstructured interviews will be administered bi-annually with representative students and parents, which will provide in-depth analysis of project development; c) staff will regularly review evaluation data, curricula, and sample lesson plans and units posted on the website to consider changes in project design; and d) mentors, community staff, and ISU faculty will convene monthly to review all of the above documentary data to determine how efficiently the project is being managed.

Information will be used in a variety of ways to manage progress towards the project's stated objectives. First, the Management Team will assess during each year the degree to which benchmarks have been met for all of the project's objectives. The quantitative and qualitative measures and results (see above for a listing of teacher candidate, first year teachers, and K-12 student pre-post measures), for both formative and yearly summative evaluations will be shared on a quarterly basis by the Management Team with the Governance Council. Second, the Management Team will meet with the Governance Council to share the formative and summative evaluation findings and to determine which modifications in program implementation should be undertaken. Third, after these modifications have been implemented, the Management

Team will determine, in collaboration with the Independent Evaluator, the impact and efficacy of the changes. Fourth, based on an evaluation of these changes, additional recommendations will be made in consultation with the Governance Council. This process will be repeated each project year and an on-going feedback loop will be created to ensure progress toward outcomes.

#### **5. Commitment to Participate in U.S. Dept. Of Education National Evaluation Study**

TEACHER+PLUS as part of its evaluation design will make a commitment to share data and evaluation results with any national evaluation undertaken by the U.S. Department of Education of the Teacher Quality Partnership Program.

#### **6. The Project's Objective and Independent Evaluator**

The evaluation team will also have, as a consulting partner, an Independent Evaluation Consultant, Jerry B. Olson, a former Associate Dean for School Relations at Northeastern Illinois University with a Ph.D. from the University of Chicago in education. Dr. Olson has over 20 years of experience as an evaluator and a director of numerous federal, state, and privately funded grants (see the Appendix for his resume), including Teacher Quality Enhancement grants, as well as other student, parent, and school improvement and professional development projects. As required by the TQP RFP, Dr. Olson has taken an active role in the design and development of TEACHER+PLUS. Dr. Olson is also an independent evaluator in that he is not an employee of Illinois State University, and as a result will be able to conduct an objective analysis and assessment of the project's implementation. He will in his role as Independent Evaluator prepare reports periodically each year to assist the project in making appropriate adjustments in its design based on formative evaluation data. He will also as appropriate provide technical assistance on the design of evaluation instruments, their administration, and the analysis of data derived from such an evaluation.

### **SECTION C: SIGNIFICANCE**

#### **1. How this Project Will Result in System Change or Improvement**

This project has been designed to bring about comprehensive systemic change or improvement in the way that teacher candidates are prepared in their undergraduate years and supported during

the first years of teaching. The first objective of TEACHER+PLUS is focused on developing a system of collaboration among CPS, the community partners, and the various colleges and departments within ISU. As described, that collaboration will result in establishing systems for the partners to work effectively together, including a Governance Council, a Management Team, and various Work Teams focused on program design and its implementation. Second, through this extensive collaboration, the partners will develop a system where pre-service teachers become deeply immersed in over four years in intensive clinical work in schools, including: high-quality mentoring by Chicago school teachers, a STEP-UP summer experience before a candidate's senior year, a senior year first semester internship that will involve candidates in daily clinical work in two high-need urban schools and at different grade levels, and followed by a 16 week student teaching experience. Third, ISU will also establish rigorous requirements for students to enter the TEACHER+PLUS Project, including a written commitment to teach in a high-need Chicago school upon graduation, a grade point average of at least 3.0, and successfully passing the State of Illinois Basic Skills and Academic Content tests. Fourth, this project will undertake systemic changes in that it will closely align its teacher education programs with the needs of the Chicago LEA, and in collaboration with its partners redesign ISU's teacher education clinical and course offerings so that a more intensive and extensive program can be designed to prepare candidates for urban settings. Fifth, a system of collaboration will be established to enable ISU to work with CPS and the CNTC to support new teachers, including the development of systems for mentoring new teachers and providing effective professional development for them.

## **2. How this Project Will Build Local Capacity to Provide, Improve, or Expand Services that Address the Needs of the Target Population in Teaching and Student Achievement**

The TEACHER+PLUS Project will build capacity to provide, improve or expand services that address the needs of the target population in teaching and student achievement in the following ways: First, ISU and its partners have indicated in their letters of partnership, that they are committed to institutionalization of the project and plan to use their own funds to continue the project (see Appendix

A). Second, the project will establish organizational units that build capability and sustainability through organization into the following Work Teams, guided by the Governance Council and Management Team: Pre College, UTP Track/Clinicals, STEP-UP, Partner Schools/PDS, Induction/Mentoring, Assessment, and PLUS. ISU and its partners will develop detailed plans on how the partnership can be sustained through appropriated school funds, private grants, and reallocation of funds. Third, the project is designed to change the way teachers instruct high-need students. It is anticipated that these new instructional skills will be a permanent part of their teaching repertoire. Fourth, the project also has a multiplier leadership component in that principals will have developed leadership skills focused on improving instructional quality. Fifth, the PDSs through their intensive clinical programming and assessment processes will provide increased local capacity to the schools as well as the university in supporting teacher preparation and the work of new teachers, as well as enhancing student achievement.

### **3. The Importance or Magnitude of the Results or Outcomes, Especially Improvements in Teaching and Student Achievement**

The TEACHER+PLUS Project will demonstrate the increased ability of teachers to positively impact student achievement. In fact, it is anticipated that this project will result in at least 80% of the 9,660 students of ISU graduates demonstrating an increase in their achievement both as value added on Illinois State tests of academic achievement and assessments of the degree to which students are effectively employing authentic inquiry-based learning. To ensure that this level of improvement occurs, extensive on-going assessments of students' learning and the employment of Response to Intervention will be administered. Such assessment methods will be incorporated into the programs offered by each partner institution. Taken as whole, the project will demonstrate how a university with other partners can impact an urban school system and substantially improve the teaching of urban students and the academic achievement of students within such a system. To support these increases in achievement, TEACHER+PLUS activities will specifically impact 1) the quantity (recruitment) and quality (preparation and induction) of graduates of pre-service teacher education programs to fill Chicago's high-need areas (Special

Education, Bilingual/ELL, Mathematics, Science, and elementary teachers who are endorsed in multiple subject areas); 2) the professional capacity of all in-service teachers in partnership schools so that they are able to mentor the next generation of teachers while simultaneously developing their own pedagogical practices using cutting-edge, empirically based best practices; 3) the training for all pre-service and in-service teachers to continually use a wide range of in-class assessments (see D.3 for an extensive discussion of these assessments) and understand how to interpret data to guide and modify their instruction to increase student achievement; 4) the recruitment of emerging teacher leaders along a continuum of learning to earn Type 75 certification and become the next generation of CPS principals; and 5) the creation of value-added research designs to assess teacher quality and performance as related to student achievement of all CPS students. The project will also develop a continuum of knowledge and skills to link teacher education to the professional growth of beginning teachers. The resulting model will be disseminated to other institutions through its website, presentations at conferences, publications in journals, and technical assistance.

#### **4. The Potential of this Project to Have Continued Support after Federal Funding Ends, Including as Appropriate the Demonstrated Commitment of Appropriate Entities**

*Institutionalization Commitments:* The project partners' key leaders have indicated in their letters of support and agreement that they are committed to institutionalization plans for teacher recruitment, scholarship assistance, teacher preparation, and support of additional cohorts of new teachers through the use of their own funds. The President, the Provost, and the Deans at ISU have indicated that institutionalization is a long-term top priority.

*New Organizational Units to Support Institutionalization:* Since TEACHER+PLUS builds upon ISU's over 20 year history of working with educational change, collaboration across partners will help establish institutionalization. As a first step in this institutionalization planning process, the project will establish specific organizational units within the project to focus on these sustainability and institutionalization issues. From the beginning of the grant, the

Governance Council and the Management Team will develop detailed plans on how the partnership's initiatives can be sustained through appropriated funds, private and state grants, and the reallocation of funds.

***The Planned Reallocation of Resources for Institutionalization:*** The institutionalization of this project is likely to be successfully undertaken because funds received from the U.S. Department of Education to launch TEACHER+PLUS will be conceived of as seed monies. Staff hired with federal funds will no longer be needed once federal support ends, as new organizational structures will have been established to continue the project, e.g. the Governance Council and the Management, Work, and Instructional Teams. After the project ends, ISU faculty and staff, along with LEA teachers, staff, and community-based partners will continue their participation as part of their regular professional assignments. As the focus shifts towards creating new organizational units, curricula, and networks of collaboration, the monies necessary to continue the project will be substantially less than yearly grant awards.

It is anticipated that once federal funding ends, [REDACTED] will be needed to institutionalize the project. During the first and second years, plans will be developed to identify how funds can be reallocated within the partner institutions to fully support the work of TEACHER+PLUS. In the last three years of federal funding, [REDACTED] of in-kind funds and contribution will be cumulatively generated by all partners. The TEACHER+PLUS Project partners believe that by matching over 100% in each of the last three years showcase its commitment and ability to institutionalize and sustain programs (see page 68 for a year-by-year breakdown of in-kind matching contributions).

***Setting the Stage for External Funding:*** ISU has an established record of receiving funds from local foundations and corporations that support public education. In 2008, ISU received [REDACTED] from such sources. Of the awards received, 36% were instruction-based, 36% were for basic research, and the final 18% were service grants. As lead partner in the TEACHER+PLUS Project, ISU will continue to apply to such foundations as well as others

locally and nationally to continuously improve and replicate this project's model to other high-need communities and schools, addressing urban teacher recruitment, preparation, induction, retention, and school leadership.

***Organizational Units to Sustain the Project:*** TEACHER+PLUS has been designed to fundamentally change the way ISU prepares teachers. These changes will: 1) undertake fundamental structural changes in the partnership for the long-term support and institutionalization of the project's recruitment, scholarship assistance, and teacher preparation components; 2) build on a 6 year history of collaboration among the partners; and 3) involve all partners in the design and development of the project to develop a sense of ownership for activities. It is anticipated that some variation of the project's structures will become permanent parts of the way that ISU and CPS function, with additional cohorts of new teachers being recruited, prepared, and supported even though federal funding has ended.

## **5. An Assessment of Resources Available to the Partnership**

**a. The Integration of Funds from other Related Sources:** As identified in the budget, each partner organization will contribute resources to the development, management, implementation, assessment, and evaluation of the TEACHER+PLUS Project. Overall, in-kind resources from each partner also increase each year (the TEACHER+PLUS Project has applied for a partial matching waiver in the first two years in light of the economic hardship faced across all partner organizations) to accommodate the project's growth as well as to begin sustaining efforts beyond the grant's funding. In Year 1, 48.09% of TQP grant funds are matched with in-kind sources; Year 2, 66.23%; Year 3, 110.18%; Year 4, 113.40%; and by Year 5, 130.20% of grant funds are matched, which is well-over the 1-to-1 match requirement and demonstrates firm institutional commitment to sustain the TEACHER+PLUS Project after 2014.

**b. The Intended use of Grant Funds:** Grant funds will be used to hire and compensate key project personnel; provide travel for project personnel, faculty, students and community partners traveling to ISU from Chicago, and from Chicago to ISU; compensate ISU faculty members who

will be fundamentally redesigning teacher preparation courses to better prepare pre-service teachers for high-need urban schools; purchase necessary technology to help train pre-service and in-service teachers on technology use to enhance pedagogy and for in-class assessments that will help student achievement; classroom support for mentor teachers through stipends and release time; stipends for pre-service teachers participating in TEACH College Prep and STEP-UP; mentoring and induction training and professional development for teachers; and for program development, expansion, assessment, and evaluation.

**c. The Commitment of Resources of the Partnership:** As detailed in each partner organization's Letter of Support (see Appendix A) all TEACHER+PLUS Project partners are fully committed to the design of this project as outlined in this proposal. Each partner has further committed its own funds and in-kind resources (e.g., personnel time, space, equipment) to ensure full participation and overall sustainability after grant funding.

## **6. The Needs of the LEA and Project Participants that this Project Addresses, Especially How They Were Assessed, and How the Project Addresses These Needs, Especially How the Project Will Affect Teaching and Student Achievement in the Proposed Service Area**

*How Needs were Assessed:* A comprehensive needs assessment was undertaken including a compilation of teacher and student needs data from CPS and the Illinois State Board of Education as well as in-person interviews with CPS district officials, local school principals, and teachers.

*Major Teacher Shortage in Chicago:* In September 2004, CPS had 1,011 unfilled teacher positions. As of July 2009, CPS continues to have 1,168 unfilled positions. What is clear is that over the last 5 years, teacher attrition from the CPS district is continuing – and potentially increasing. If efforts are to only attract new teachers—without addressing teacher retention through comprehensive preparation and induction—any recruitment will be structurally impaired if those same new recruits leave teaching after only a few years in the profession, exacerbating the attrition problem and compounding the shortages in urban classrooms. As a case in point, in 2003, 31% of new CPS teachers hired in 2001 had left, a substantial increase from the 18% attrition over the two-

year period beginning in 1996-1997 (Williams, 2003), highlighting the need for better teacher preparation through university-district/school and community-based partnerships. As the largest preparer of teachers in the State of Illinois, ISU is successfully producing high-quality teachers on a large scale. ISU’s retention of teachers is far superior to other teacher education programs. More than 80% of ISU graduates are still teaching 5 years after graduation compared to 50% nationally.

**Impoverished, high-need communities in Chicago:** The demographics of Chicago’s high-need communities with endemic teacher attrition and low student achievement present a challenging picture:

**Table 1. Demographic and Other Student Information for Partnering CPS District**

Total District Enrollment	380,787	The percentage of students from low income families	83.6%
Black	45.4%		
Hispanic	39.7%	Percent of Illinois public School students attend CPS	20.4%
White	8.3%	Limited-English-Proficient	14.8%
Asian/Pacific Islander	3.5%	Citywide attendance rate	89.9%
Native American	0.2%	Graduation rate	68.7%
Multiracial	3.0%		

Source:

<http://iirc.niu.edu/District.aspx?source=District%20Profile&districtID=15016299025&level=D>

ISBE’s Report indicating that CPS District 299, our participating LEA, is a high-needs district is supported by the U.S. Census Bureau. According to data obtained from the Department of Education web site from the 2007 census, 26.86% of students in CPS District 299 come from families living in poverty (<http://www.ed.gov/programs/lsl/eligibility.html>). It is in these high-needs districts where children are coming from families living in poverty that we must ensure that our teachers are highly qualified.

**Low student achievement:** CPS students are faced with significant gaps in services and opportunities resulting in low-achievement, high enrollment of economically disadvantaged students, and low high school completion rates. Using benchmarks set by ACT to determine

college readiness for high school juniors, underprivileged students making up 84.3% of enrollment scored considerably lower than the national averages. In 2008, only 9% of CPS juniors met or exceeded ACT benchmark scores in Science. This trend of low-achievement and low scores on college readiness indicators continues in other content areas including 16% meeting/exceeding in Math, 21% meeting/exceeding in Reading, and 39% meeting/exceeding in English which has the lowest benchmark score of 18. While Illinois as a whole did not score at or above the national averages in any area measured by ACT, Chicago lags far behind the already failing State.

Even more sobering are the disparities within the city limits of Chicago. Racially isolated neighborhoods and schools, limited access to selective enrollment and private schooling, and lack of resources to families with high-need students create massive achievement gaps within this one district. In Chicago's 19 magnet and selective enrollment high schools, the percentage deemed ready for college math according to the ACT benchmark was 45.5%. In the other sixty-nine neighborhood CPS high schools, those which serve 72% of the high school students in Chicago, the percentage of 11<sup>th</sup> graders "ready" for college math was 6.4%. In 17 of these neighborhood CPS high schools, no 11<sup>th</sup> grader was reported to be "ready" for college math; and in 29 neighborhood CPS high schools, no 11<sup>th</sup> grader was reported to be ready for college science (Still Left Behind, 2009).

The inequity between neighborhood schools and selective enrollment schools is also apparent when evaluating the Prairie State Achievement Examination (PSAE) scores and standards set by Illinois. More than 70% of CPS 11<sup>th</sup> graders fail to meet the 62.5% standard in math, reading, and science. With 99 schools reporting PSAE scores, only eight selective enrollment schools met/exceeded state standards in one area while no neighborhood school met standards in any area. Out of the eight selective enrollment schools, only five met/exceeded standards in all three areas. More than half of the 99 reporting schools have less than half of their students meeting state standards. Scores for students meeting or exceeding PSAE standards have remained at

27.2% since 2001, only rising and falling by decimals each year. The flat-line trend underscores the need for education reform and extensive resources for high-need communities.

Using ISAT scores to predict college success during grades 3-8 demonstrates the depth of low-achievement at the district level. Illinois Standards Achievement Test (ISAT) benchmarks show that in order for a student in the 8<sup>th</sup> grade to have a 50% chance at meeting the ACT math benchmark, the student must score a 297 or better. A mere 9.2% meet this score placing over 90% of 8<sup>th</sup> graders on-track to fail. While ISAT scores have improved slightly since 2001 from 24.3% to 32.1%, most of this improvement is attributed to adjusting test design to make the test “easier” for students.

These data illustrate the type of high-need communities this grant will serve to bring high-quality teachers in high-need content areas of math and science; the ability to effectively teach reading and literacy across the curriculum; and meet the unique needs of Bilingual and Special Education students, which will undoubtedly impact student learning and achievement.

*How the Project Addresses These Needs:* There are numerous unique and exemplary ways that the TEACHER+PLUS Project will address the needs of CPS (for a detailed description of services to be provided see pages 43-45). The project will build upon and enhance current effective practices, creating an integrated, comprehensive system of urban teacher recruitment, preparation, induction, and retention to strengthen a pipeline model that will recruit and prepare 500 high-quality teachers for the schools in the highest-need Chicago communities.

## **SECTION D: QUALITY OF THE MANAGEMENT PLAN**

### **1. How the Management Plan Will Achieve its Objectives on Time and within Budget, Including Clearly Defined**

*Introduction and Organizational Unites Developed to Govern, Manage, and Implement the Project:* The management plan is designed to ensure that the program objectives will be achieved in a timely manner and within budget. A table outlining the interrelationship between activities, responsibilities, timelines, milestones, and persons responsible for accomplishing

project tasks is provided on the following pages. Adequate budget support has been provided for each of the project's objectives. The budget provides funds to: 1) hire project staff from ISU, and contractual employees of other agencies; 2) provide for teacher compensation as teacher consultants; 3) supplies and resources for PDS professional development sessions; and 4) support for independent evaluation.

An efficient organizational structure to support and guide the process of achieving project objectives will be provided by several organizational units (Work Teams) monitored by the Governance Council and the Management Team: Pre- College, UTP Track/Clinicals, STEP-UP, PDS/Partner Schools, Induction/Mentoring, Assessment, and PLUS. The overall management of the regions will be undertaken by the Management Team, composed of the Director, Assistant Director, ISU faculty members, the project's community, teacher candidate, induction, and school leadership coordinators, representatives from the LEA and the project's PDSs, and the project's community partners. Consistent with the community-of-learners concept, which informs the management of teacher, all of these organizational structures will be broadly representative. Accordingly, the work and instructional teams will have a similar composition. The management group will meet every other week to: 1) review timelines and milestones; 2) monitor the budget; 3) define the responsibilities of staff; 4) implement and carry out an on-going review of the project plans; and 5) monitor and modify the activities of the project based on feedback received from the project staff. To provide overall coordination of the project, the Governance Council, composed of a representative from the LEA central office; four teachers (two from the project's PDS elementary schools and two from its Partner Schools); two school administrators; four ISU faculty; ISU college deans and center directors; two representatives from each of the community partners, and representatives from the Illinois State Board of Education, Elementary and Secondary Education Act of 1965, Individuals from the Disabilities Education Act, and those having NSF grants will meet quarterly to: 1) set overall policies for the program; 2) monitor the implementation of this proposal; 3) review evaluation reports and make

recommendations to staff; 4) discuss the effectiveness of the project with the Management Team; and 5) develop and monitor plans to sustain the project after federal funding ends.

## **2. How the Project Will Ensure That Adequate Feedback Mechanisms and Continuous Improvement in the Operation of the Proposed Project**

A number of steps will be taken to provide continuous improvement and feedback on TEACHER+PLUS's operation. First, the results of both formative and yearly summative evaluations (see Evaluation Plan for a detailed discussion of formative and summative measures, e.g. pre-/post surveys, feed-back questionnaires, teacher observation protocols, K-12 student test scores, focus groups, and interviews), and data to be collected on milestones and outcomes, (see Table 2) will be shared on a quarterly basis by the project's Director and the Independent Evaluator with all of the project governance and management groups and with the project work and instructional teams. Second, after evaluation staff members have shared the formative and summative evaluation findings with these groups, they will make recommendations for changes and modifications in program design and the implementation of project activities. Third, the Management Team will then discuss and plan how the evaluation recommendations can be used to modify programs. Fourth, after the implementation of these modifications, the Management Team will determine, in collaboration with the Independent Evaluator, what the extent of the impact and effectiveness of these changes has been. Fifth, based on an evaluation of these changes, additional recommendations will be made in consultation with the governance, management, and instruction groups and the process above will be repeated, thereby maintaining an on-going feedback loop for incorporating evaluation results into project teacher's work.

While the Management Team will initially focus on formative evaluations used to adjust project activities in light of continual monitoring, the team will also – in conjunction with the Independent Evaluator – immediately begin designing the annual summative evaluations to determine the extent to which objectives have been met. A detailed plan for assessment of progress is presented in the evaluation section. Responsibility that the evaluations are conducted

in a timely manner lies jointly with the Project Director and the Management Team.

### **3. How the Project Will Ensure that There Are Adequate Mechanisms in Place so That High Quality Products and Services Result from the Project**

Communication leading to collaboration is the key to integrating the work of the various partners. It is vital that the project establish a continuum of assessment that cuts across the barriers of time and space to bring personnel together to work on the high-quality of teacher preparation and its relation to student learning and achievement.

The objective quantitative performance assessments will include such measures as: time series of pre-post survey assessments of ISU College of Education and Arts & Sciences faculty and K-12 teachers in teacher preparation and professional development activities, and of their knowledge of professional practice and research; valid and reliable classroom observation protocols to assess teacher candidate and new teacher competencies against national and state teaching standards, and assessments documenting the intellectual quality of K-12 classroom tasks; observational assessments of teacher candidate cohort instructions; teacher candidate performance on standardized tests of basic skills and academic content; records of course grades; classroom evaluations by students; videotapes of student practice; self-assessment feedback questionnaires (with Likert scales); logs of website use; content analyses of teacher candidate student electronic portfolios; meeting notes; supervisory evaluations; structured and unstructured interviews with team members; focus groups; and standardized tests of K-12 student academic performance in the core subjects of reading, writing, mathematics, and science; attendance records for meetings, classes, individual and groups sessions, professional development sessions, documentation of web site use, and the number participating in all project activities.

***Response to Intervention (RTI)***: All TEACHER+PLUS participants across development levels will be trained to use RTI to evaluate their impact on student achievement and how to incorporate the results into their instruction. Academic Engagement Time (AET) is one tool used to measure a teacher's ability to engage students, resulting in higher academic achievement.

**Table 2. Management Chart Organized by Objectives (See Key Below)**

OBJECTIVES, ACTIVITIES, AND MILESTONES	TIMELINES	PERSONS RESPONSIBLE
<b>OBJECTIVE 1: Establishing a System of Collaboration Among Illinois State University, the Chicago Public Schools LEA, and Chicago Community Agencies for the TEACHER+PLUS TQP Project</b>		
<ul style="list-style-type: none"> <li>Activity: Governance Council being established and meeting to conduct its business</li> <li>Milestones: Quarterly meetings are held as scheduled. University faculty, PDS mentors, and principals will rate the partnership as functioning effectively to support effective teaching in Chicago schools: (Yr.1: 70%; Yr.2: 75%; Yr.3: 80%; Yr.4: 85%; Yr. 5: 85%).</li> </ul>	Oct – Sept 2009 & Sept 2010- 2014	GC, PD, MT, IE, PFD, RA, IE
<ul style="list-style-type: none"> <li>Activity: Work Teams meet to redesign teacher education courses.</li> <li>Milestone: Meetings are conducted as scheduled and at least 10 courses are redesigned each project year.</li> </ul>	Fall and spring of each project year	WT, WTC, PD, AD, PMC, CPSC, UTC
<ul style="list-style-type: none"> <li>Activity: Professional Development Schools (PDSs) are established in three Chicago high-need communities in collaboration with university colleges and centers</li> <li>Milestone: Number of PDSs established by year (Yr.1: 1 PDS; Yr.2: 2 PDSs; Yr.3: 2 PDSs; Yr.4: 3 PDSs; Yr. 5: 3 PDSs).</li> </ul>	April 2009- Sept 2014	PD, WT, WTC, ISPC, CPSC
<b>OBJECTIVE 2: Preparing Teacher Candidates to be High-Quality Teachers for High-Need Chicago Schools</b>		
<ul style="list-style-type: none"> <li>Activity: Recruitment and enrollment of teacher candidates</li> <li>Milestone: The number of cumulative teacher candidates recruited and enrolled in TEACHER+PLUS training by year: (Yr. 1: 145; Yr. 2: 220; Yr. 3: 325; Yr. 4: 430; Yr. 5: 500).</li> </ul>	April 2009- Sept 2013	AD, WT, CPSC
<ul style="list-style-type: none"> <li>Activity: STEP-UP and Clinical programs are implemented in PDSs and at Partner Schools</li> <li>Milestone: Students participating in clinical programs by year: (Yr. 1: 145; Yr. 2: 220; Yr. 3: 325; Yr. 4: 430; Yr. 5: 500).</li> </ul>	April 2009- Sept 2013	AD, AC, HSC, SEC, HBC, HEC,
<ul style="list-style-type: none"> <li>Activity: Redesigned teacher education courses are taught in three PDSs &amp; Partner Schools</li> <li>Milestone: Number of redesigned courses by year: (Yr. 1: 12; Yr. 2: 25; Yr. 3: 50; Yr. 4: 50; Yr. 5: 50).</li> </ul>	April 2009- Sept 2013	PD, AD, AC, HSC, SEC, HBC, HEC
<b>OBJECTIVE 3: Effectively Placing, Supporting, and Retaining New Teachers in High-need Chicago Schools</b>		
<ul style="list-style-type: none"> <li>Activity: Placement of ISU graduates in Chicago high-need urban schools</li> <li>Milestone: (Yr. 1: 0; Yr. 2: 40; Yr. 3: 105; Yr. 4: 190; Yr. 5: 322).</li> </ul>	August 2010 – August 2013	AD, WT

**Teacher Education and Assessment Continuum for High-need Educators and Resources (TEACHER) + Principal Leadership for Urban Schools (PLUS) Project – Illinois State University**

<ul style="list-style-type: none"> <li>• Activity: Professional development induction program is offered in collaboration with the Chicago New Teacher Center (CNTC)</li> <li>• Milestone: Teachers served by the induction program: (Yr. 1: 0; Yr. 2: 40; Yr. 3: 105; Yr. 4: 190; Yr. 5: 322).</li> </ul>	August 2010 – August 2014	CNTC, PD
<b>OBJECTIVE 4: Developing Principal Leadership</b>		
<ul style="list-style-type: none"> <li>• Activity: Recruitment of principal leaders</li> <li>• Milestone: Numbers of principals enrolled in the leadership program (Yr.1: 0; Yr.2: 0; Yr.3: 25; Yr.4: 25; Yr.5: 25).</li> </ul>	December 2009 – February 2012	PPC, WT
<ul style="list-style-type: none"> <li>• Activity: Course work and internships for principal leaders</li> <li>• Milestone: Percentages of achievement for the TEACHER+PLUS time series post assessments focused on principal knowledge and skills will be: (Yr.1: 70%; Yr.2: 75%; Yr.3: 75%; Yr.4: 80%; Yr.5: 80%).</li> </ul>	March 2010 – June 2014	PPC, WT
<b>OBJECTIVE 5: Improving the Academic Achievement of Chicago Public School Students</b>		
<ul style="list-style-type: none"> <li>• Activity: Response to Intervention (RTI) is conducted in classrooms of ISU graduates</li> <li>• Milestones: The total number of students involved in RTI who are being taught by TEACHER+PLUS graduates teaching in Chicago schools (Yr. 1: 0; Yr. 2: 1,200; Yr. 3: 3,150; Yr. 4: 5,700; Yr. 5: 9,660).</li> </ul>	August 2010 – June 2014	CNTC, WT, MT
<ul style="list-style-type: none"> <li>• Activity: Authentic inquiry-based teaching is conducted in ISU graduate classrooms</li> <li>• Milestones: The benchmark percentages of students taught by TEACHER+PLUS graduates who have demonstrated an increase in their achievement with those students employing authentic forms of inquiry (Yr.1: 0%; Yr.2: 70%; Yr.3: 75%; Yr.4: 80%; Yr.5: 80%).</li> </ul>	November 2010 – June 2014	CNTC, WT, MT
<p><b>Key for Persons Responsible for Above Activities:</b> Project Director (PD); Project Fiscal Director (PFD); Assistant Director (AD); Project Manager Chicago (PMC); Chicago Public Schools Coordinator (CPSC); ISU Project Coordinator (ISPC); Urban Teacher Preparation Track Development Coordinator (UTC); Field Research Associate (FRA); Work Team Coordinators (WTC); Principal Preparation Coordinator (PPC); Student Achievement and Teacher Quality Assessment Coordinator (AC); High-Need Special Education Coordinator (HSC); High-Need Bilingual Coordinator (HBC); High-Need Science Education Coordinator (SEC); High-Need Elementary Education Coordinator (HEC); High-Need Mathematics Education Coordinator (HMC); Management Team (MT); Governance Council (GC); Work Teams (WT); Chicago New Teacher Center (CNTC); and Independent Evaluator (EI).</p>		

AET will be monitored simply through direct observation of students in specific classrooms.

Other curriculum based measurement (CBM) will be used to assess a teacher's impact on student achievement including Maze-CBM and Math-CBM. Maze is a multiple-choice close task that students complete while reading silently. The first sentence of a 150-400 word passage is left intact. Thereafter, every 7th word is replaced with three words inside parenthesis. One of the words is the exact one from the original passage. Science-based research has shown that this provides a reliable and valid measure of reading comprehension. Assessment of mathematic skills is typically accomplished by giving students a commercial broad-band achievement test that samples a wide range of types of computation problems, but has very few problems of any particular type. Based on such ongoing assessments, pre-service teachers will learn how to develop instructional interventions that are reliable, valid, and feasible. In the process of undertaking such interventions, candidates will utilize a problem-solving model for individualized decision making and the development of interventions for individual students, taking into account sequential patterns of steps divided into tiers or stages such as: classroom interventions, problem-solving team interventions, and Special Education referral and initiation of due process procedures.

***Charlotte Danielson's Framework for Teaching:*** The Charlotte Danielson Framework for Teaching will be used as a device to promote a common language of formative assessment by principals with teachers and with mentors of beginning teachers. The Framework is also utilized in ISU classes and in evaluation tools for student teaching. In the TEACHER+PLUS Project we will use these two now separate experiences in a more combined way to facilitate a continuum of professional growth. A TEACHER+PLUS participant will be well versed in the key domains provided by Danielson's model promoting continued self and program assessment. Using this model as an indicator of growth over the continuum, the TEACHER+PLUS Project will use this data to show qualitative/quantitative data of increased rigor in pre-service teacher education and increased effectiveness as in-service teachers.

*ISU's assessed requirements for teacher education programs:* All students entering teacher education programs at ISU must submit various assessment pieces over the course their pre-service education. These assessments include: Initial Reflective Essay; Professional Behavioral Assessment; Instructional Technology Passport System including ethics assessment, on-line searching quiz, telecom assessment, web page development, idea software development, spreadsheet creation, desktop publishing, assistive technology implementation, and database creation; Illinois Basic Skills Exam; Professional Communication Assessment, Illinois State Content Test; Instructional Analysis for Inclusion, Literacy assessment; Final Reflective Essay; Student Teaching Assessment; and a Multicultural Teaching Assessment.

#### **4. How the Partnership will Coordinate Strategies and Activities with Other Teacher Preparation and Professional Development Programs; and How the Activities of the Partnership will be Consistent with State, local, and other Reform Activities Promoting Teacher Quality and Student Academic Achievement**

##### **a. Coordination with Other Strategies and Activities with Other Programs**

TEACHER+PLUS strategies and activities will be coordinated with other projects in a number of significant ways. First, the project's Governance Council will have members on it representing the Illinois State Board of Education, CPS (including central office representatives, teachers, and school administrators), Elementary and Secondary Education Act of 1965, Individuals from the Disabilities Education Act, and those individuals having grants from the National Science Foundation. They will attend the quarterly meetings of the Council to ensure that coordination occurs. In addition, these same organizations will meet regularly with the Management Team, the appropriate Work Teams, and project teams from the PDSs in order to implement the levels of coordination between TEACHER+PLUS and these programs that has been agreed to. In this way the federal programs will be fully integrated into the work of TEACHER+PLUS by sharing ideas and ensuring that the programs support one another's work in assisting the preparation of teacher candidates and new teachers. Since the Governance



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Chicago Teacher Education Pipeline, ISU, coordinates all university faculty, student clinical visits, and service learning projects with CPS. In TEACHER+PLUS she will be responsible for



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in research with ISU’s Special Education Assistive Technology Center on how teachers can use

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Professor, Department of Curriculum & Instruction, ISU, develops year-long PDS student teaching internship programs in CPS and teaches courses in urban education, social studies

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