Table of Contents

PROGRAM NARRATIVE

INTRODUCTION

This brief introduction provides a contextual framework for the proposal that follows. It introduces the partners and allows readers to know that the proposed activities are feasible and grounded in an extremely productive and successful collaboration.

The Partners

Kennesaw State University (KSU), the third largest university of the 35 campuses of the University System of Georgia, is located in metro Atlanta approximately 20 miles northwest of central Atlanta. It is a SACS-accredited, comprehensive university enrolling nearly 22,000 students. In fall 2008, 26.9% of students reported themselves as members of underrepresented groups.

The Bagwell College of Education (BCOE) is one of eight colleges at KSU. Of these eight colleges, five belong to the Professional Teacher Education Unit (PTEU) – an umbrella organization representing fourteen departments that collaborate on the design, delivery, approval, and accreditation of all teacher preparation programs. KSU educator programs are accredited by the National Council for Accreditation of Teacher Education (NCATE). Annually, the BCOE recommends more elementary education candidates for certification to the Professional Standards Commission than any other institution of higher education in the state. In 2008 the PTEU prepared the second largest number of teachers (all levels) in Georgia (only 10 fewer than the University of Georgia).

Cobb County School District (CCSD) is the 28th largest school district in the country and the second largest district in Georgia with over 106,000 students. Administratively, the district is divided into six areas, each under the leadership of an Area Superintendent. Our school partners are in Area 2, an urban setting located 11 miles from KSU and adjacent to the Atlanta Public

School District. CCSD Area 2 comprises 18 schools: seven of these schools form a feeder pattern in which 100% of the middle school students move to the high school, and high percentages of students in the five elementary schools move to the middle school. These seven schools have been strategically selected for this project. Demographically, the 6,013 students in these seven schools are 38% African American; 2% Asian American, Filipino or Pacific Islander; 48% Hispanic; 4% Multi-racial; 8% White; 12% with disabilities; and 31% with English as a second language.

KSU and CCSD have a long history of successful partnerships. It is not uncommon for KSU to place over 50% of its teacher candidates in CCSD classrooms for field assignments any given semester. Often, these candidates become CCSD employees upon graduation. KSU and CCSD have collaborated in several grant projects such as TELL: Teaching English Language Learners, WINS: Winning Ideas Network of Schools (students with disabilities), and the Math/Science Education Partnership. Unequivocally, the proposed project will take the KSU/CCSD partnership to a new level.

The Proposed Activities

Together, KSU and CCSD will respond to **Absolute Priority #1 – Pre-baccalaureate Preparation of Teachers**. Collaboratively designed new teacher education programs with an urban emphasis at the elementary, middle, and high school levels will be offered through a newly established Vertically Articulated Professional development School cluster. Additionally, we will respond to three of the **Competitive Preference Priorities: 1) Student Achievement and Continuous Program Improvement, 2) Development of Leadership Programs, and 3) Rigorous Selection Process**.

NEEDS ASSESSMENT

Kennesaw State University has one of the highest pass rates on the Georgia Teacher Certification Exam (96% in 2007-08 compared to 95% statewide). Our teacher preparation programs are carefully aligned with national educational standards to prepare highly-qualified and effective teachers. We recognize that our programs must also meet the educational needs of an increasingly diverse community. According to 2005-07 U.S. Census data, Cobb County adults totaled 440,526, and 23.2% of those adults were foreign born. For children over five years old, 114,280 spoke a language other than English at home. Census data also indicated that only one other state (Arkansas) had a faster growing Hispanic population. According to the *Georgia School Council Institute*©, the majority of students in Georgia public schools since 2005 are from underrepresented groups. In 2008, 54% of students represented minority populations (African American, Asian, Hispanic, Multi-Racial, Native American). According to the Tomas Rivera Policy Institute (2004), the number of foreign-born children in Georgia increased by 233% from 1990 to 2000.

Historically, CCSD has been perceived as supporting students primarily from middle to high socioeconomic households. In recent years the demographics have shifted dramatically toward increasing numbers of students from economically disadvantaged homes, resulting in increasing numbers of high-need schools. The current teacher turnover rate exceeds the state average. Cobb County School District qualifies as a High-Need LEA as defined in the TQP Grant application (Table 1).

Table 1. High-Need LEA Eligibility

District	Criteria	Numbers/Percentages	Data Source
Cobb County School District	Poverty – A2	10,568 5 to 17-year-olds living in poverty *	2007 US Census
Cobb County School District	High Need – B2	CCSD Teacher Turnover Rate = 17.4% compared to state of Georgia Teacher Turnover Rate of 11.5%.	Professional Standards Commission (see letter of confirmation Appendix A)

*Note that 35% of the district's 106,000+ students are Free/Reduced Lunch. Thus, 37,100 students in Cobb Schools live in lower socio-economic households.

The partner schools are located in the CCSD Area 2 Administrative District. Comparisons of demographic data among Georgia, Cobb County School District, Area 2 of CCSD, and Atlanta Public Schools (the adjacent district to Area 2) are presented in Table 2. Both Atlanta Public Schools and CCSD Area 2 are urban school districts; however, CCSD Area 2 schools have a more diverse student population and a much higher ESOL population (Cobb Area 2 = 26%; Atlanta = 3%). Within the seven-school Area 2 cluster, Hispanic students make up 48% of the student population; 31% of the students are ELLs; and 79% are economically disadvantaged. Four of the seven schools did not make AYP in 2008-09. These schools provide the perfect setting in which to develop, implement, and assess a teacher quality research partnership designed to reform education and transform the culture in high-need settings by improving student achievement, teacher preparation, and teacher retention.

Because CCSD and KSU have a shared interest in student achievement, discussions began regarding the development of a formal partnership, first at the senior management level (Dean, Superintendent, etc.) and then at faculty and staff levels. More than 40 CCSD Area 2 teachers and administrators and KSU faculty members representing the Colleges of Education, Humanities and Social Sciences, and Science and Mathematics attended the first meeting, which was led by the Dean of Education, Dr. Arlinda Eaton.

Table 2. Demographic Comparisons of Related State, District and Partner Schools.

2008 Profiles Reports	Econ. Disadv	Asian	Black AA	Hispa-nic	Multi-Racial	White	SPED	ESOL
State of Georgia	51%	3%	38%	10%	3%	46%	11%	5%
Atlanta Public Schools	76%	1%	85%	4%	1%	10%	9%	3%
Cobb County School District (All Schools)	**35%**	**4%**	**30%**	**15%**	**4%**	**47%**	**9%**	**11%**
AREA 2 CCSD Schools*	**73%**	**3%**	**42%**	**38%**	**4%**	**13%**	**12%**	**26%**
Partner Schools Only	**79%**	**2%**	**38%**	**48%**	**4%**	**8%**	**12%**	**31%**
Osborne High	78%	3%	46%	40%	3%	8%	13%	15%
Smitha Middle	73%	2%	50%	36%	4%	8%	13%	14%
Birney Elem.	73%	4%	45%	36%	4%	11%	11%	24%
Fair Oaks Elem	93%	0%	17%	73%	3%	7%	11%	51%
Hollydale Elem	68%	2%	51%	33%	6%	9%	11%	27%
LaBelle Elem	86%	2%	17%	71%	2%	7%	17%	52%
Milford Elem	83%	4%	38%	46%	4%	7%	10%	36%

*Note the CCSD Area 2 percentages (as a whole) were compiled from the 18 schools in CCSD Area Two.

A joint Exploratory Task Force studied how KSU and CCSD could collaborate in mutually beneficial ways to improve student achievement and teacher preparation in high-need schools and to transform the culture in high-need schools so that all students are engaged in the learning process through differentiated methods and strategies that broaden the scope of teaching and learning. At each Exploratory Task Force meeting, CCSD K-12 classroom teachers, principals and administrators met with KSU faculty and administrators to discuss challenges, exchange ideas and strategies, and set priorities. Through a series of needs assessment exercises and small group collaborations, critical needs at both the K-12 and university levels were defined, discussed, and prioritized. More than 30 needs/ideas compiled from the K-12 assessment were then clustered into 12 related needs (Table 3). Once these critical needs were determined and discussed, the collaboration shifted to how KSU/BCOE could reform its pre-baccalaureate teacher education programs (and graduate programs) to meet these needs. Table 3 presents a holistic picture of how well KSU is preparing teachers in the high-need areas identified by CCSD.

Table 3. Preliminary Assessment of KSU Teacher Education Coursework – Re: High-Need Areas

High-need Areas	Elementary	Middle	Math	English	History	Biology	Chemistry
ELL	1	1	1	1	1	1	1
SWD	1	1	1	1	1	1	1
High Poverty	1	1	1	1	1	1	1
Literacy	2	2	1	2	1	1	1
Family/Community	1	1	1	1	1	1	1
Culturally Responsive/ Relationships	1	1	1	1	1	1	1
Action Research	1	1	1	1	1	1	1
Assessment	3	1	1	1	1	1	1
Gifted and Talented	1	1	1	1	1	1	1
Adolescent Dev.	NA	2	1	1	1	1	1
Behavior/ Classroom Mgmt.	1	2	1	1	1	1	1
Technology	3	1	1	1	1	1	1

Key: Teacher Preparation for working in high-need schools is: 1 (minimal), 2 (moderate), or 3 (strong).

While our candidates/graduates boast impressive scores on the Georgia Certification Test, **a disconnect exists between the test results and what teachers in high-need schools need to know and be able to do to ensure success for all students**. A 96% pass rate on the Georgia Teacher Certification test appears impressive until its limitations – for example, NOT testing candidates in critical areas such as ESOL or SPED – are added to the equation. Educators in Georgia are facing increasingly diverse student populations, and significant achievement gaps between sub-populations of students. In 2004, a group of educational leaders (i.e., Banks, Cochran-Smith, Moll, Richert, Zeeichner, LePage, Darling-Hammond, Duffy and McDonald in Darling-Hammond & Bransford, 2004) identified "the demographic imperative" and called for educators to take action in reversing the current inequities in educational opportunities.

Georgia reports a 95% pass rate on the certification exam; therefore, the problems described through the KSU and CCSD perspective are systemic and confirm a statewide phenomenon: teaching in the twenty-first century must change to accommodate and engage diverse student populations. Also of concern is the limited candidate diversity found in KSU's teacher education programs. Table 4 represents ethnicity and gender data for candidates enrolled in KSU's pre-baccalaureate programs fall 2008. The data show 85.4% of candidates were White, non-Hispanic; fewer than 6% were Black, non-Hispanic, and only about 2% were Hispanic. KSU and CCSD recognize the need to increase candidate diversity and, therefore, have established a recruitment objective.

Table 4. Ethnicity & Gender Enrollment for KSU's Pre-baccalaureate Teacher Education Programs, Fall 2008

Male	**No.**	**Percentage**
American Indian or Alaska Native	1	0.1
Asian or Pacific Islander	5	0.4
Black, Non-Hispanic Origin	12	0.9
Hispanic	1	0.1
Multi-Racial	3	0.2
Undeclared	1	0.1
White, Non Hispanic Origin	163	12.8
Subtotal	186	14.6
Female		
American Indian or Alaska Native	4	0.3
Asian or Pacific Islander	13	1.0
Black, Non-Hispanic Origin	62	4.9
Hispanic	26	2.0
Multi-Racial	8	0.6
Undeclared	12	0.9
White, Non Hispanic Origin	960	75.5
Subtotal	1,085	85.4
Total	1,271	100.0

Through a holistic examination of KSU's pre-baccalaureate programs, the joint Exploratory Task Force identified seven programs that will be reformed with an emphasis on teaching in urban settings. These reforms and other innovative improvements in teacher

recruitment, preparation, and retention are thoroughly documented in the Project Design section (p. 12).

In subsequent meetings, KSU/CCSD sub-committees established and refined objectives and activities to address critical needs identified by CCSD (see work plans and timelines in Appendices D-1 and D-2). With time, an overarching goal emerged: **develop a partnership to improve student achievement in high-need schools by reforming teacher preparation, induction, and professional development under a Professional Development School model in which all stakeholders (including families and the community) share the responsibility of providing all students an exceptional education.**

Recognizing the magnitude of CCSD's challenges in educating all students, KSU/CCSD developed this partnership and are seeking funding to create new models of pre-baccalaureate teacher preparation and quality embedded professional development through a system of Vertically Articulated PDSs, charged with bringing all students, including those with disabilities, students of high poverty, and ELLs to high levels of learning. Once developed, this new model can be replicated in other CCSD schools and other universities and school districts nationwide.

SIGNIFICANCE AND VISION

This project is significant because we will develop and implement a new model for professional development schools that can be leveraged to transform teacher education and have a profound impact on student learning in high-need schools. Although some of the program reforms we propose (e.g., embedding ELL content into existing content courses) have been implemented successfully around the country, the innovative VAPDS Model is unique and can be replicated in ways that create learning communities where students from all cultures and socio-economic levels can learn and succeed. Our vision is to bring about significant, sustainable change in meeting the needs of all students and educators in high-need schools through a

partnership of like-minded educators committed to a shared purpose and common goals. The vision is realized through the following goals: **(1) rebuild and reform our pre-baccalaureate programs to address the needs of students from resource poor, diverse, urban communities; (2) establish a cluster of seven Vertically Articulated Professional Development Schools (VAPDS); (3) establish a research academy to assess the impact that our graduates have on student learning and use these data for continuous improvement of our teacher education programs; and (4) build *and* sustain leadership (teacher and administrator) capacity at the school level *with an emphasis on sustainable leadership for learning.***

The Bagwell College of Education strongly believes that the relationship between improved teacher quality and improved student learning is reciprocal and inseparable (Goodlad, 1994). We believe meaningful reform of teaching and learning occurs best when all parties involved in educating young people work together in an on-going re-creation of teaching and learning responsive to continually emerging needs of students and communities in which they live.

> If Professional Development Schools become the doorways that all new teachers pass through as they launch their careers, they can transform the culture of teaching and expectations for collaboration along with the nature of teaching and learning in individual classrooms (Darling-Hammond, 1994, p. 9).

In our plan to improve student learning and teacher quality, the professional development school model is indispensible; however, prior models of Professional Development Schools have overlooked a critical component – articulation between and among schools; particularly high-need schools in resource poor, diverse, urban communities. Therefore, our goal is to **establish a cluster of seven Vertically Articulated Professional Development Schools (VAPDS)** – five

elementary schools, one middle school and one high school – all of which are vertically aligned high-need schools feeding into the same high school. This partnership and these schools create exemplary settings in which candidates will learn to be teachers and leaders will learn to lead. In the past, our pre-baccalaureate candidates have been ill-prepared to teach and/or lead in these challenging schools. This VAPDS Model will reform the way we prepare future teachers.

In our VAPDS Model, teachers and leaders value one another's knowledge, regardless of grade level, position, or subject matter, and there is no hierarchy of expertise. Theory is not privileged over practice, nor is practitioner knowledge considered more relevant than well-grounded research. They inform each other and are co-constructed through inquiry conducted by and shared among all partners (Abdal-Haqq, 1999). In the past, our K-12 partners have provided input in designing, delivering, and assessing the impact of our pre-baccalaureate programs through a formal advisory board. However, never have we had the depth of influence and contribution provided by the Vertically Aligned Professional Development School Model. By engaging teachers and leaders as co-creators and co-constructors, we will achieve our goal to **rebuild and reform our pre-baccalaureate programs to address the needs of students from resource poor, diverse, urban communities** (Absolute Priority #1).

This project is also significant in that we will be able to demonstrate with reliable and valid research that our programs have an impact on student learning. We agree with Grossman (2008) that education research should examine multiple features of teacher (or leader) education, "including both structural features such as the use of cohorts and the design of field experiences, and substantive issues, such as curricular emphasis on reading or on teaching diverse learners in urban schools" (p. 20). Our objective, therefore, is to **assess the impact our graduates have on student learning and use these data for continuous improvement of our teacher education programs** (Competitive Preference Priority #1).

Hargreaves and Fink (2006) challenge us to put learning before testing so that improved test scores "reflect real improvements in authentic and productive learning, instead of narrowing the learning to get quick gains in testing" (p. 41). We accept that challenge and will establish a research academy in which KSU/CCSD faculty and candidates can collaboratively engage in research on student learning in the VAPDS cluster. We will implement a research agenda to assess the effect of all teachers in the newly developed teacher education programs on student learning in the CCSD Area 2 high-need schools (Competitive Preference Priority #1) using longitudinal student achievement databases and providing reporting that uses mixed-model, multivariate longitudinal methodologies. Authentic and productive learning involves more than just high levels of preparation and discipline-based knowledge in mathematics, science, history and creativity (Hargreaves & Fink, 2006; NCEE, 2007). Therefore, our research will develop assessments that capture both discipline-based core subject knowledge and authentic assessments that measure qualities such as creativity, innovation, and facility with ideas and abstractions (NCEE, 2007).

This project is significant because our VAPDS Model is far more comprehensive than the traditional model of professional development schools. It engages the building leaders and teachers within the school and across the cluster of schools (elementary, middle, and high) in changing the culture of schools – making student learning within the cluster (not just within a school) a primary focus. Therefore, our objective is to **build *and* sustain leadership (teacher and administrator) capacity at the school level *with an emphasis on sustainable leadership for learning*** (Competitive Priority Preference #2). Induction, mentoring and coaching of new leaders as well as new teachers is a major focus. The quality of a school's principal is second only to quality teaching as the most important determinant of student achievement; it is the single most important determinant of teacher turnover in schools.

(http://www.barackobama.com/pdf/issues/PreK-12EducationFactSheet.pdf). Research in the late 1990s and early 2000s began noting a relationship between strong instructional leadership at the principal's level and increased student achievement (Hallinger & Heck, 1996; Leithwood, Louis, Anderson, & Wahlstrom, 2004; Pierce, 2000; Waters, Marzano & McNulty, 2003). We agree with Hargreaves and Fink (2006) that student learning should be the paramount priority in all leadership activity, so that in all decisions the first question is always "How will this help and not damage student learning?" (p. 41). Through the VAPDS Model, KSU and CCSD will prepare and sustain *leaders for learning* by implementing collaborative professional development leadership initiatives that target teachers and leaders in our high-need partner schools.

PROJECT DESIGN

Student Achievement: Overarching and Ever-present Focus

Student learning is the bull's eye – the focus of all we do in classrooms and schools (Glickman, 2002). The structures and practices we put in place, the expectations we hold for ourselves and our students, the decisions we make and priorities we set as leaders, teachers, and teacher educators have a profound impact on student achievement. Our proposal grew out of a vision that, together we could bring about significant, sustainable change in student achievement in high-need schools through a partnership of like-minded educators committed to a shared purpose and common goals. The overarching goal of the KSU/CCSD partnership is to improve student learning in high-need schools by reforming teacher preparation, induction, and professional development under a Professional Development Schools format in which all stakeholders share in the responsibility of providing exceptional education for all students.

Improving student learning is clearly evident in all aspects of the project design. Whether through new models of professional development schools or new pre-baccalaureate teacher education models, our focus is clear: improving student learning in high-need schools.

To assess the full measure of our impact, we will launch an ambitious, comprehensive, two-pronged research agenda consisting of 1) Ongoing, Applied Action Research for Improved Student Learning and Innovative Teaching; and 2) Longitudinal Research Linking Teacher Preparation and Effectiveness to P-12 Student Learning, which will be addressed later in this proposal. We have clarity of purpose. Together, CCSD and KSU are determined to improve student achievement in our high-need schools. This singular and all encompassing goal is our passion. It guides all we dream of doing through this grant.

The Vertically Articulated Professional Development School (VAPDS) Model

The Vertically Articulated Professional Development School cluster will be aligned with the Nine Essentials of PDS (National Association of Professional Development Schools) and the PDS Standards developed by the National Council for the Accreditation of Teacher Education (NCATE). This PDS model will support student achievement, teacher preparation, and teacher retention at the CCSD Area 2 schools.

To develop this model, KSU and CCSD will collaboratively establish a PDS Task Force with broad-based representation across all academic levels. This PDS Task Force will establish guidelines and policies, including identifying roles and responsibilities of project participants, and recommending a PDS Governing Board and PDS Advisory Board. To further ascertain the needs of teachers and building leaders working within this VAPDS model, the PDS Task Force will refine the needs assessment conducted for this application. In addition, KSU and CCSD will jointly conduct CCSD's GAPSS analysis (the Georgia Assessment of Performance on School Standards). The eight standards of this analysis (curriculum, assessment, instruction, planning and organization, professional learning, leadership, and school culture) will inform changes within the schools and within KSU's pre-baccalaureate programs and leadership programs that will be offered onsite (CPP#2).

A refined needs assessment conducted by the PDS Task Force during Year 1 will focus embedded professional development for general education, special education, and ESOL teachers and school administrators in high-need areas. Professional development will be designed in Year 1 and will begin immediately; novice and veteran teachers and building leadership teams will select professional development strands (e.g., teaching literacy to students with disabilities) for the academic year. Professional development strands differ from traditional professional development workshops in that teachers and building leadership teams will focus on a limited number of topics linked to the school's strategic plan for improvement. These professional development strands will be offered annually beginning in Year 2; pre-baccalaureate candidates will have opportunities to participate. Veteran teachers may receive Professional Learning Units (PLUs) for participation.

Teachers prepared in Professional Development Schools have a marked impact on student achievement (Castle, Fox, & Souder, 2006). The PDS model has also been found to reduce teacher attrition rates (Latham & Vogt, 2007). Working within a Vertically Articulated PDS model, KSU and CCSD will co-construct a teacher preparation model that will increase student achievement and improve the quality of teachers. To assess the impact of this model on teacher effectiveness including teacher self-efficacy and student achievement, a rigorous research agenda will be designed (see Project Evaluation Plan and Accountability, p. 28) using a wide range of longitudinal quantitative and qualitative measures. In addition to collecting and analyzing data from the overall program, case studies will be developed for each of the seven schools to examine the relationships of teacher effectiveness and student achievement (across sub-populations of students) using multiple and varied data sources. The unit of analysis of this outcome is focused at the school and classroom levels and will specifically examine the fidelity of implementation of research-based practices.

KSU and CCSD will be jointly accountable for retaining highly-qualified teachers. New teachers need to observe experienced teachers and receive feedback on their teaching; they need mentors, smaller classes, and co-planning time (Gilbert, 2005). Rich teacher collaboration that is ongoing and site-based has shown to meet teachers' needs more effectively than conventional in-service training and periodic visits from curriculum leaders (Johnson & Kardos, 2002). In addition to instructional support, beginning teachers need support in other ways, including acclimating to their new schools; understanding their new roles and responsibilities; developing relationships with colleagues, K-12 students, family and the community; becoming familiar with school/state assessments; and preparing for evaluation.

CCSD's teacher turnover rate (17.4%) exceeds that of the state's average (11.5%). To reduce the turnover rate in CCSD (Smith & Ingersoll, 2004) and to meet CCSD's induction needs, an Induction Committee composed of KSU/CCSD faculty and building leadership personnel will be identified Year 1 and will study various models of induction for new teachers (www.newteachercenter.org; Feiman-Nemser, 2001) and develop a program for all new teachers – those produced by KSU and those initially credentialed elsewhere. With an eye on increasing student achievement, the committee will consider a two-year site-based model that is shared, multi-layered and constant in which candidates have multiple mentors (Johnson & Kardos, 2002) and peer support. The model will provide release time and stipends for CCSD personnel involved in the program. The model will also make use of social-networking sites to connect new teachers across the VAPDS model. CCSD/KSU Induction Co-coordinators will be identified to oversee the program, and the model will begin in Year 2.

The preparation of pre-baccalaureate teachers is vital to this VAPDS model. KSU's pre-baccalaureate programs at all levels will be reformed Year 1 to prepare general education teachers to teach in high-need schools. Candidates will participate in early clinical experiences in

the VAPDS cluster their junior year and a high-quality, year-long clinical experience as seniors in which they are closely supervised by high-quality mentor teachers and KSU faculty. Mentor teachers and KSU faculty will receive intense, strategic professional development in mentoring, conferencing, and providing feedback to candidates. Pre-baccalaureate candidates will also participate in action research projects, data analysis on student performance, and professional development opportunities with mentor teachers.

To meet the needs of CCSD's veteran teachers and to build leadership capacity for mentoring and coaching of novice teachers and pre-baccalaureate candidates, KSU will develop and implement two new endorsement programs (Coaching and Teacher Leadership) and one new Assessment Certificate program (CPP#2). Depending on need, KSU will offer its Ed.S. and/or Ed.D. Leadership for Learning programs onsite in the VAPDS cluster.

Cobb County School District faculty and administrators identified family engagement as a need. School personnel are committed to increasing the engagement and participation of families in the school community and in their sons' and daughters' learning. Likewise, KSU faculty acknowledged that pre-baccalaureate candidates receive little or no instruction in working collaboratively with families in high-need schools. Our initial plans for addressing this need is addressed in the section, Engaging Families (p. 25).

Collaborative research on teaching and learning is a major project focus. KSU/CCSD faculty are committed to collaborative research in the VAPDS cluster. A complete description of the comprehensive research agenda proposed is presented in the Research section (p.27) and the Competitive Preference Priority #1 section.

Reform of Pre-baccalaureate Teacher Education Programs

To improve the quality of new and prospective teachers, KSU/CCSD will develop and implement a new model for pre-baccalaureate teacher preparation to meet the needs of a high-

need seven-school VAPDS cluster. Because vertical articulation will occur, pre-baccalaureate candidates will have numerous opportunities to develop their knowledge of teaching and learning across all grade levels. KSU has identified seven pre-baccalaureate education programs that will be reformed and/or have concentrations added: Elementary, Middle Grades, and five disciplines at the secondary level (biology, chemistry, English, history, mathematics).

Overview of Reforms. Faculty from seven departments across the university will collaborate with CCSD faculty in designing a new pre-baccalaureate model to be delivered onsite in the VAPDS cluster. Three grade-level task forces (ES Task Force, MS Task Force, HS Task Force) composed of faculty from the KSU arts and sciences, faculty from the Bagwell College of Education, and faculty from CCSD, will design new pre-baccalaureate programs across all K-12 academic levels. Reforms will entail: 1) developing new pre-baccalaureate teacher preparation programs with an emphasis on urban settings; 2) reforming the new programs to meet needs identified by CCSD; 3) establishing candidate performance criteria; 4) developing candidate and program assessments; 5) aligning the programs with PSC/NCATE and Georgia Performance Standards; 6) establishing rigorous selection criteria (CPP#3); 7) designing and implementing a rigorous year-long clinical experience closely supervised and supported by interaction between candidates and their field mentors; 8) preparing KSU/CCSD faculty to teach and supervise in the program; and 9) developing and implementing a recruitment plan that targets highly-qualified individuals, including those from underrepresented groups and from other professions for high-need areas.

In KSU's current pre-baccalaureate programs, content courses at all levels are often divorced from pedagogy. Neither do they prepare candidates to teach ELLs, students with disabilities, and students of high poverty in urban settings (Table 3). Grade-level task forces will examine ways content courses can be paired, sequenced with pedagogy, and/or co-taught by

KSU (content and education) faculty and CCSD faculty. ES, MS, and HS Task Forces will redesign courses to enhance candidates' content knowledge and strengthen their pedagogical skills for teaching in urban settings. The grade-level task forces will give special emphasis to embedding content related to developmentally appropriate and culturally relevant instruction into the programs.

Through this collaborative process, candidates will develop the requisite knowledge, skills, and dispositions to teach their respective content areas to K-12 students with diverse learning styles and needs by: (a) using principles of universal design; (b) providing content area reading and writing strategies; (c) developing multi-level curriculum and differentiated instruction; (d) using a variety of co-teaching arrangements to successfully implement differentiated instruction; (e) planning successful student transitions from class to class and/or building to building; (f) providing positive behavior supports to students with and without disabilities; (g) using authentic measures to evaluate student performance and report progress to a variety of constituencies; (h) using collaborative practices to reflect upon student work and adjust instruction accordingly; and (i) developing requisite knowledge for participating on individualized education program teams. Coursework in empirically-based practice and scientifically valid research will be embedded in each program. Action research projects will occur in the VAPDSs, and candidates will share their research at the Annual CCSD/KSU Local Action Research Conference, developed and hosted by CCSD/KSU partners. Candidates will develop and evaluate assessment instruments and use student data and research findings to modify instruction.

As KSU/CCSD's Needs Assessment (Table 3) shows, candidates in current pre-baccalaureate programs receive little coursework in instructional technology; however, KSU candidates need a solid foundation in technology to teach today's students needed skills for

success in a technologically-driven world. Strong technology skills are particularly needed when educating students with disabilities where the principle of universal design applies. Universal design calls for instruction that employs a wide range of technologies that assure participation of students with a full range of functional abilities in motor development, vision, hearing, etc. ES, MS, and HS Task Forces will develop an instructional technology integration plan that will include methods for preparing teachers to use enlarged keyboards, voice-to-text software, Co-writer and Write Out Loud software packages, Braille, as well as social-networking sites, video-sharing sites, wikis, blogs, and mashups. Candidates will also learn methods for using technology to collect, manage, and analyze data to improve teaching and learning.

As previously noted, teacher preparation in literacy (broadly defined as reading, writing, speaking, listening, and viewing) was identified as minimal in KSU's pre-baccalaureate programs, save English Education and Elementary Education. Therefore the new pre-baccalaureate programs will be designed so that literacy will be viewed in the content areas as a tool for learning for all students, particularly those in high-need areas. Content area teachers are often unable and unwilling to teach reading skills and often argue reading instruction isn't their responsibility (Bintz, 1997). There is an urgent need for literacy instruction to continue into middle and high school so students can learn specific strategies to derive meaning from expository and descriptive text as well as read narrative text (NASSP, 2005). Through on-going professional development, such as we propose in our VAPDS cluster, content area teachers will begin viewing themselves as literacy teachers (Cantrell, Burns, & Callaway, 2009).

Thus, within the VAPDS Model for new pre-baccalaureate teacher preparation, literacy instruction can be designed and delivered onsite at a PDS by reading specialists and content area experts who share a commitment to strengthening the literacy pedagogical skills of all teachers, thus enabling them to aid students in understanding complex texts. With this team approach,

teacher candidates can be prepared onsite to use screening, diagnostics, and formative and summative assessments to determine students' literacy levels. This experience can introduce candidates to instructional strategies for ELLs, students with disabilities, and economically disadvantaged students. Given the uniqueness of the KSU/CCSD PDS model – the vertical articulation across all grade levels – opportunities exist for candidates and faculty to study the developmental stages of literacy in K-12 learners. In this PDS design, all teachers, regardless of content, may view themselves as literacy teachers (NASSP, 2005). Additional opportunities abound for candidates to articulate across levels to study child/adolescent development, mathematical literacy, language development and acquisition, etc. through annual professional development strands.

CCSD has identified family and community engagement as a need (Table 3). In the reformed programs, candidates will take coursework in family and community roles in student learning, urban education, and social justice; they will participate in family and community activities in the VAPDSs. A major component of the family and community engagement initiative will be engaging families in the literacy development of their children and helping candidates develop relationship-building skills necessary to work with ELLs, students with disabilities, students of high poverty and their families. Candidates will collaborate with families who are engaged in learning experiences with their children such as family/child book clubs and science projects.

Specific Program-level Reforms. Elementary. In addition to the reforms for all programs described in the *Overview of Reform* section, the ES Task Force will develop a new program with an emphasis on urban settings in which candidates may obtain ESOL certification by taking the GACE ESOL content assessment at program's end. Given the high ELL population in the elementary schools in this PDS cluster (Table 2), such a reform is warranted. The current

elementary program offers limited coursework in teaching writing; therefore, a writing instruction and writing assessment component will also be added.

Middle School. The MS Task Force will develop a dual certification program. Middle level candidates already select two concentrations from mathematics, science, English language arts, and social science. The middle level will maintain these concentrations but will develop a model in which all candidates will add an additional certification in special education. A reading concentration will also be developed. Existing concentrations in mathematics, science, language arts, and social science will be redesigned with an urban education emphasis. In addition, the MS Task Force will include more early adolescent development coursework and culturally relevant pedagogy.

High School. Perhaps the most challenging reforms will occur at the high school level in the core content areas of English, mathematics, science, and history. The CCSD faculty and administrators identified several high priorities. The HS Task Force will revise the current pre-baccalaureate programs in English, mathematics, biology, chemistry, and history to prepare candidates and new teachers to understand adolescent development and factors (such as being economically disadvantaged) that influence adolescents' interactions/behaviors with adults; cultural relevance of the content in core academic subjects; strategies to reach struggling readers, students with disabilities and ELLs; and technology literacy. These concerns cut across the content areas and are consistent with those and others addressed in the National Association of Secondary School Principals (NASSP) publications *Breaking Ranks* (2001) and *Creating a Culutre of Literacy* (2005). In addition to the reforms described above and those in the *Overview of Reforms* section (p. 17), pre-baccalaureate content curricula will be examined to ensure that courses are rigorous, capturing the breadth and depth of content knowledge and pedagogical content knowledge so candidates are prepared to teach all learners, including those

in Advanced Placement (AP) and International Baccalaureate (IB) classes. The HS Task Force will explore possibilities for developing concentrations and/or coursework that will enable candidates to seek certification in additional high-need areas such as physics education, economics, and reading.

All new pre-baccalaureate programs will be aligned with standards set by the Georgia Professional Standards Commission, the National Council for Accreditation of Teacher Education, and the Georgia Performance Standards. Grade-level task forces will collaborate during Year 1 to establish performance criteria for pre-baccalaureate candidates and develop candidate and program assessments and a rigorous selection process. For details of this process, see Competitive Priority #3.

Intensive Year-Long Clinical Experience. ES, MS, and HS Task Forces will each design a **high-quality, year-long clinical experience.** Candidates will be closely supervised by high-quality and carefully selected CCSD mentor teachers and KSU faculty who have participated in professional development in the VAPDS cluster. Many mentor teachers will also be developing their leadership skills through the coaching endorsement program or the teacher leadership endorsement program (CPP#2). Prior to entering the year-long clinical experience, candidates will have taken coursework onsite and participated in early clinical experiences closely linked to coursework; they will have observed and taught across grade-level clusters. During clinical experiences, candidates will use differentiated instruction and will teach literacy strategies learned in previous coursework that meet their students' needs. Using previously acquired technology and research skills, candidates in the year-long experience will design action research projects in collaboration with mentor teachers and conduct data analysis on student performance and modify instruction accordingly. Candidates will conduct an impact on student learning analysis and participate in professional development with mentor teachers, KSU faculty, and

families. Opportunities abound for candidates to participate in professional learning communities with peers.

Implementation Plan for Reforming and Launching Model Pre-baccalaureate Programs.

During Year 1, ES, MS, and HS Task Forces will also establish selection criteria for KSU and CCSD faculty who will teach and supervise in the new pre-baccalaureate programs offered in the VAPDSs, and grade-level task force subgroups will plan professional activities that will prepare selected KSU/ CCSD faculty to instruct and mentor candidates in the VAPDSs. Activities will include preparing selected KSU and CCSD faculty to use assessment instruments, to conference, and to provide feedback on instruction. Selected faculty will become part of a professional learning community that collaborates, reflects, and monitors candidates' performance. These selected faculty members will collaboratively design coursework to be co-taught onsite by KSU and CCSD faculty. KSU Department Chairs and School Site Leadership Teams will also identify site co-coordinators for each level.

At the end of Year 1, program development will be complete, and the first cohorts (25 elementary, 16 middle, and 16 high school candidates) will begin Year 2 onsite in the VAPDS cluster. These candidates will engage in content and pedagogical coursework and will also have focused, and intentional, clinical placements. During Year 3, candidates will participate in a high-quality, year-long clinical experience. The number of candidates in the schools each year is outlined in Table 5 which illustrates how cohorts of candidates in each grade level progress through their experiences in the PDS cluster. Each cohort enters the PDS cluster during their junior year and remains in the PDS cluster schools for two years. The "I" indicates that the cohort enters the induction phase of the program. By Year 5, the PDS cluster will have served 244 pre-baccalaureate candidates. It is our intent that many graduates will assume jobs in the VAPDS cluster or other high-need schools.

Table 5. Number of Pre-baccalaureate Candidates in the PDS Cluster

	Year 1	Year 2	Year 3	Year 4	Year 5
	2009-10	2010-11	2011-12	2012-13	2013-14
Elementary					
E Cohort 1	**0**	**25**	**25**	**I**	**I**
E Cohort 2			**25**	**25**	**I**
E Cohort 3				**25**	**25**
Middle					
M Cohort 1	**0**	**16**	**16**	**I**	**I**
M Cohort 2			**20**	**20**	**I**
M Cohort 3				**20**	**20**
High School					
H Cohort 1	**0**	**16**	**16**	**I**	**I**
H Cohort 2			**20**	**20**	**I**
H Cohort 3				**20**	**20**
New Candidates		**57**	**+57**	**+65**	**+65**
Grand Total					**244**

Recruitment. When the new pre-baccalaureate model is developed, KSU/CCSD will collaboratively recruit highly-qualified individuals, including those from underrepresented groups and other professions for high-need areas. Beginning in the freshman college experience, KSU will recruit candidates into pre-baccalaureate programs by developing and offering KSU Education Learning Communities in collaboration with faculty in KSU's award-winning First-Year Experience Program. The Learning Communities will be constructed around such themes as urban education, poverty, and social justice. Kennesaw State University has been recognized as one of twelve founding institutions in "Foundations of Excellence in the First Year of College," a project by John Gardner and the Policy Center on the First-Year College Experience at the University of South Carolina. It has also been ranked as a top program to look for nationally by *U.S. News and World Report.*

Education Student Services (ESS) of the Bagwell College of Education will also play a major role in recruiting on campus through student organizations and KSU's Honors Program. ESS will develop teacher education Web sites to advertise the new pre-baccalaureate programs. KSU and CCSD will develop radio public service announcements and videos for airing on cable channels that reach a diverse demographic; advertising will be placed on billboards and in movie theaters in the VAPDS community. Promotional materials will be distributed on campus and in the community, particularly in the VAPDS cluster area. The development of additional scholarships for underrepresented groups and high-need areas will aid in the recruitment effort. To attract highly-qualified individuals from KSU's transfer population, including individuals from underrepresented groups, KSU will participate in local community and technical college career fairs and collaborate with these colleges to develop articulation agreements across programs. CCSD will support the recruitment effort by targeting paraprofessionals working in high-need schools, especially those located in the PDS cluster, and target faith-based and community organizations. To recruit early deciders, KSU and CCSD will create Teaching Academies in the PDS middle and high schools for 6-12 students interested in becoming teachers. KSU and CCSD are committed to increasing the diversity of teachers in CCSD. The efforts outlined here will greatly diversify KSU's new pre-baccalaureate programs and increase the percentage of individuals from underrepresented groups who choose career paths in teaching.

Engaging Families

In today's society, families are structured in many ways; and like our students, families have diverse needs, backgrounds, experiences, and perspectives. For teachers to be successful in collaborating with families, teachers must first develop trusting relationships that are often dependent upon sensitivities to each family's cross-cultural communication patterns, beliefs and values about education, prior experience with education and discrimination, level of educational

opportunity, family structure, parenting practices, developmental expectations and perceptions of disabilities (if appropriate) (Salend, 2008). Families of children who have disabilities have different emotional responses to situations and different expectations for their children that must be considered when designing educational programs.

Parent/family engagement in the school culture contributes to student achievement (Epstein & et. al., 2002). When schools and families form partnerships, student learning is enhanced (Allen, 2007). KSU and CCSD believe family and community must be empowered stakeholders in education; thus, the VAPDS model will go beyond the "standard school/university partnership" to include family and community as full partners in education (Comer, 1997). KSU/CCSD will increase family engagement through our VAPDS model. Family will be stakeholders in the development of the PDSs from the onset by serving on the PDS Task Force. The area superintendent and/or building leaders will appoint parent/family representatives from each level (elementary, middle, high school) to the PDS Governing Board and the PDS Advisory Board. A KSU/CCSD Assessment Team will collaborate to develop a plan for communicating more effectively with families regarding the assessment of K-12 student learning. The PDS Task Force will plan professional development activities for families and CCSD/KSU faculty in such areas as family, culture, community relationships, and student learning. Families may participate in CCSD/KSU delivered workshops on child and adolescent development and techniques for supporting student achievement at home. The PDS Task Force will also establish an academic booster club led by families in each school with a focus on improving student learning. ES/MS/HS Task Forces will embed "parents, family, and community as stakeholders and relationship building" content into the pre-baccalaureate programs. KSU/CCSD value the roles families play in children's lives and are committed to developing a PDS model in which families and communities are stakeholders in learning.

Research

We will establish a Research Academy with a two-pronged research agenda: 1) Ongoing, Applied Action Research for Improved Student Learning and Innovative Teaching; and 2) Longitudinal Research Linking Teacher Preparation and Effectiveness to K-12 Student Learning (see Competitive Preference Priority #1). Research to inform and improve student learning is at the heart of the CCSD/KSU partnership. The Research Academy will work with a consultant to design a research agenda linking K-12 achievement in the VAPDS cluster to teacher preparation.

Ongoing, Applied Action Research for Improved Student Learning and Innovative Teaching. This prong of the Research Academy partnership will flush out the proposition that quality teacher education programs should produce teachers empowered to develop research-based solutions to local school-based problems – "really useful knowledge" (Johnson, 1988). Levin and Rock (2003) further note that experienced teachers may increase their ownership of action research projects if they are guaranteed a wider audience for disseminating results. Zambo and Zambo (2007) note undergraduate student teachers may learn the action research process, but they need more time, mentoring, and support to realize the full potential of research. All pre-baccalaureate and experienced mentor teachers in this vertically articulated PDS will conduct and disseminate action research and will receive the time and support needed.

As part of the second prong, the Research Academy will oversee research activity in the VAPDS cluster, including maintaining a list of all research activities occurring in the sites, designing a qualitative and quantitative research agenda for the VAPDSs, overseeing mini-grant research proposals, and planning and conducting research workshops for KSU/CCSD faculty and KSU candidates. KSU/CCSD faculty and KSU undergraduate and graduate candidates will have numerous opportunities to engage in research and scholarly activities. All participants will share their research at the Annual CCSD/KSU Local Action Research Conference. Grant funds will be

available for CCSD/KSU faculty and candidate teams to co-present at state, national, or international conferences (e.g., NCTE, NMSA, NSTA, IRA, AERA, AACTE, NAPDS) .

Longitudinal Research Linking Teacher Preparation and Effectiveness to K-12 Student Learning. The second prong of the Research Academy will carry out complex and systematic examinations of student data to align longitudinal student achievement with identified factors. This type of complex statistical analyses requires expertise and hardware not readily available in the school district or on many university campuses. However, within the last few years, value-added analyses such as those calculated via Dr. William Sanders' EVAAS® model to measure student progress are more readily available. SAS® EVAAS® for K-12 builds on the Tennessee Value-Added Assessment System (TVAAS) methodology developed by Sanders and his colleagues at the University of Tennessee. Electronic data are sent directly to SAS, where the data are cleaned and analyzed. The results are then reported via a secure Web application. Through the grant, an IT database professional will work alongside KSU faculty and staff to build a data warehouse to accomplish these complex compilations of student achievement data over time by teacher. Furthermore, we will regularly contract with services similar to those described above to systematically analyze data in order to link teacher preparation and teacher effectiveness to student learning. Such a system will allow KSU/CCSD access to results necessary to systematically address group differences in learning and to make claims about the effectiveness of our teacher preparation and induction programs.

PROJECT EVALUATION PLAN AND ACCOUNTABILITY

Evaluation of the VAPDS model for the innovative preparation of new pre-baccalaureate teachers will be conducted by an outside evaluator experienced in the evaluation of educational programs and will include formative and summative elements of process and products. This

evaluation plan describes the objectives and measurable outcomes, the data to be gathered, and data collection procedures for the following four required sections.

A. Project Objectives

Objective 1: Develop and implement a new model for teacher preparation that will meet the needs of the Professional Development School (PDS) cluster in Area 2 of CCSD.

Outcome 1-1. The task force will develop across the three levels (elementary, middle, and secondary), innovative models of teacher preparation that produce highly qualified content teachers to effectively educate, in the general education curriculum and classroom, students who have historically underperformed in core content; including, but not restricted to students who qualify for services under IDEA, Title I, ESOL and underperforming students in gifted, IB, and advanced placements courses. The innovative teacher preparation model must articulate a conceptual framework that is research-based; includes all Georgia Performance Standards; meets all national specific performance areas; and includes process inputs and outputs, communication flow, procedural reliability and fidelity of implementation, and student and teacher evaluation. **Measure**: Conceptual framework narrative and model.

Outcome 1-2. Obtain institutional and/or state approvals (if required) of the jointly designed pre-baccalaureate programs (elementary, middle, secondary) designed to meet the unique needs identified by CCDS, KSU, and state and national standards. **Baseline:** Existing programs. **Measure**: Formal approvals.

Outcome 1-3. All identified mentor teachers will successfully complete professional development to foster a school climate of acceptance for all newly inducted teachers and pre-baccalaureate PDS candidate working in the high-need vertical cluster. **Measure**: Analysis of artifacts from mentors; analysis of artifacts from school; successful completion of activities.

Outcome 1-4. All inductees will attend 4 days of professional development activities focusing on the unique needs identified by the PDS partnership with intensive follow-up by mentor teachers including, but not restricted to, teacher study groups, classroom coaching, demonstration teaching, observations, debriefing, etc. **Measure**: Analysis of artifacts collected from activities; successful completion of activities.

Outcome 1-5. This model will increase teacher candidates' perceptions of their abilities (self-efficacy) to engage students in meaningful learning with particular attention paid to teacher candidates' perceived abilities to work with students with disabilities, students with other native languages, students with literacy challenges, and students from lower SES in high need areas. Part A. There will be a significant increase between beginning, third-, and fourth-year pre-baccalaureate teacher candidate self-efficacy scores across time. Part B. There will be a significant difference between self-efficacy scale scores of pre-baccalaureate teacher candidates employed in the vertical cluster of PD schools in years four and five over a set of matched control teacher candidates employed outside the PDS. **Baseline**: Data from Part B. **Measure:** Self-efficacy scales.

Outcome 1-6. Yearly survey and focus group results by all stakeholders will identify the weaknesses and strengths of the new model. These results will be shared with all oversight committees and recommended changes implemented. **Measure**: Survey and interview results, implemented changes.

Objective 2: Develop and implement the VAPDS model (1 high school, 1 middle school, 5 elementary schools) within a high-need feeder pattern with an emphasis on articulation among levels. The PDSs are aligned with the Nine Essentials of PDS (National Association of Professional Development Schools) and the PDS Standards developed by the National Council for the Accreditation of Teacher Education (NCATE).

Outcome 2-1. Establish a KSU/CCSD comprehensive mission statement which will further the district and university partners as well as advance equity within the schools and the broader community. **Baseline:** Individual mission statement of all participants. **Measure:** Vetted and accepted mission statement.

Outcome 2-2. Establish a PDS Task Force with the development of guidelines, policies, including roles and responsibilities of participants in the PDS cluster. **Measure:** Meeting minutes, published guidelines.

Outcome 2-3a. Examine and implement changes in classroom achievement, establish a data warehouse and implement a tracking system to gather and analyze K-12 student data from all classrooms housing VAPDS graduates (as well as data from comparable non-VAPDS classrooms) as measured by test scores on the statewide Georgia Criterion Referenced Curriculum Tests (CRCT) in Grades 1-8 in the areas of reading, language arts, mathematics, science and social studies; and statewide End-Of-Course Tests (EOCT) in secondary schools in the areas of language arts/literacy, mathematics, science, and social studies. **Baseline:** 2008-09 student scores. **Measure:** CRCT and EOCT scores.

Outcome 2-3b. Expand the tracking system to include the student data and teacher effectiveness and retention data from placements of all Kennesaw State University candidates (VAPDS as well as traditionally prepared program completers) as they graduate to become first-year teachers to examine possible relationships to student achievement as well as an increase in GPRA Short-Term Performance **Measure** 2 (as defined in the RFP), including the percentage of those teachers—

(i) Who are members of underrepresented groups;

(ii) Who teach high-need academic subject areas (such as reading, mathematics, science, and foreign language, including less commonly taught languages and critical foreign languages);

(iii) Who teach in high-need areas (including special education, language instruction educational programs for limited English proficient students, and ECE).

Outcome 2-4. Increase the number of ongoing and reciprocal professional development opportunities for all KSU/CCSD participants guided by identified needs. **Baseline:** counts from 2008-09. **Measure**: Analysis of artifacts, data on attendance, participation, number of PLU credits, graduate course credit.

Outcome 2-5. Increase the production and sharing of local action research and best practices by KSU/CCDS participants. **Baseline:** Survey to count participation in 2008-09. **Measure:** Participation in professional conferences and workshops (e.g., at the Annual CCSD/KSU Conference on Local Action Research hosted by CCDS/KSU partners).

Outcome 2-6. Increase the number of crossover roles assumed by university faculty and K–12 faculty in the areas of co-teaching PLUs, graduate courses, and CCDS classroom activities. **Baseline:** Number of co-taught or cross-taught opportunities 2008-09. **Measure:** Number of co-taught or cross-taught opportunities.

Objective 3: Use assessment to positively impact student learning in K-12 schools.

Outcome 3-1. Establish an Assessment Team with bi-monthly meetings to establish procedures and products, and regular Assessment Team attendees with members drawn from KSU, CCDS (administrators, teachers, candidates). **Measure:** Meeting minutes and products, procedures and committee structures.

Outcome 3-2. Use of student scores from local unit tests to analyze the impact teacher instruction and test construction have on student learning with particular attention paid to

possible test bias and achievement by traditionally underachieving students. **Baseline:** 2008-09 student scores. **Measures:** Unit tests constructed by PDS pre-baccalaureate teacher candidates as well as unit tests constructed by KSU traditionally prepared teachers (to serve as controls).

Outcome 3-3. Results of jointly conducted (KSU/CCSD faculty, administrators) building-level GAPSS analysis utilizing standardized criterion-referenced state tests (CRCT) available for Grades 1-8 in reading, LA/English, mathematics, science, and social studies and EOCT available at the secondary level for LA/English, science, mathematics, social studies to identify strategies to address achievement gaps. **Measure**: Identified strategies to address achievement gaps.

Outcome 3-4. Increase the production of authentic curriculum-based assessments designed in core content areas and literacy to evaluate student progress. **Measure:** Authentic assessments.

Outcome 3-5. Increase the number of ongoing and reciprocal professional development opportunities for all participants guided by identified needs from the Assessment Team. **Baseline:** Number of above in 2008-09. **Measure:** Attendance, participation, completion of PLU and graduate credit.

Outcome 3-6. Enroll CCDS and KSU faculty in a KSU Assessment Certificate program (a three-course sequence utilizing local data to investigate formative and summative assessment for learning in the classroom, as well as the use of data in a building-level analysis of learning). **Measure:** Enrollment completers.

Outcome 3-7. Capture data to track and determine the percentage of teachers prepared to (i) integrate technology effectively into curricula and instruction, including technology consistent with the principles of universal design for learning; and (ii) use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of

improving student academic achievement**.** Compare and contrast the pass rates and scaled scores of VAPDS and traditional candidates. **Baseline:** Percentage from 2008-09. **Measure:** Percentage.

Outcome 3-8. Develop case studies at each of the participating schools examining teacher effectiveness and student achievement using multiple, varied data sources. The unit of analysis is focused at the school and classroom level and will examine the fidelity of implementation of research-based practices. **Measure:** Record of ongoing case study research with conclusions about the fidelity of classroom, school level implementation of research-based practices.

Objective 4: Collaboratively plan, conduct, and disseminate scholarly research.

Outcome 4-1. Establish a Research Academy with representation from CCSD and KSU faculty to direct and integrate the two prongs of research: 1) Ongoing, Applied Action Research for Improved Student Learning and Innovative Teaching; and 2) Longitudinal Research Linking Teacher Preparation and Effectiveness to K-12 Student Learning (see Competitive Preference Priority #1) and exam the effectiveness of the new teacher model. **Measure:** Establishment of the academy, attendance by all stakeholders at regularly scheduled meetings, published meetings.

Outcome 4-2. Employ a consultant to work with the Research Academy to identify and implement a research agenda to assess the effect of all teachers in the newly developed teacher education programs on student learning in the high-need schools in CCSD in which they work (Competitive Preference Priority #1) using longitudinal student achievement databases and providing reporting that uses mixed-model, multivariate longitudinal methodologies. (For example, SAS® EVAAS® for K-12 builds on the Tennessee Value-Added Assessment System (TVAAS) methodology developed by Dr. William L. Sanders and his colleagues at the University of Tennessee. The service is offered as an ASP-based application with data sent

electronically directly to SAS, where the data are cleaned and analyzed. The results are then reported via a secure Web application (http://www.sas.com/govedu/edu/k12/index.html). Kennesaw State University presently employs the SAS data management platform for information technology. A reasonable yearly action plan is presented in Table 6.

Table 6. Teacher Education and Impact on Student Learning and Teacher Retention Data Collection Plan.

Teacher Education & Impact on Student Learning and Teacher Retention Data Collection Plan				
Year 1 2009-10	**Year 2 2010-11**	**Year 3 2011-12**	**Year 4 2012-13**	**Year 5 2013-14**
Design & Develop Phase (Methodology, Instruments, IRB Approval, Data Warehouse Construction, etc.	TRD KSU Induction Yr1	TRD KSU Induction Yr 2		
	NonKSU Induction Yr1	NonKSU Induction Yr2		
	REF KSU Prebac (J)	REF KSU Prebac (S)	REF KSU Induction Yr1	REF KSU Induction Yr2
	TRD KSU Prebac (J)	TRD KSU Prebac (S)	TRD KSU Induction Yr1	TRD KSU Induction Yr2
			NonKSU Induction Yr1	NonKSU Induction Yr2
		REF Prebac (J)	REF Prebac (S)	REF KSU Induction Yr1
		TRD Prebac (J)	TRD Prebac (S)	TRD KSU Induction Yr1
			REF Prebac (J)	REF Prebac (S)
			TRD Prebac (J)	TRD Prebac (S)
Key	TRD = Traditional Teacher Ed Program REF = Reformed Teacher Ed Program (J) = Junior Year (S) = Senior Year			

Outcome 4-3. Identify a project evaluator to evaluate the project and prepare yearly project reports based on all identified parameters. **Measure:** Name of individual and yearly formal reports.

Outcome 4-4. Participation by all pre-baccalaureate teacher candidates in an action research project and sharing of innovative and reflective practice by other KSU/CCDS participants. **Baseline:** 2008-09 frequency of participation in conferences, presentations at workshops, publications. **Measure:** Increase frequency of participation in conferences, presentations at workshops, publications.

Objective 5: Recruit and retain highly qualified individuals including those from underrepresented groups and from other professions for high need areas.

Outcome 5-1: Develop a comprehensive, collaborative recruitment strategy that targets high school and university students from underrepresented groups to become elementary or content (e.g., reading, math, or science) middle and secondary teachers with additional expertise for teaching in a high-need LEA. **Measure**: Numbers of collaborative recruitment programs for high school students and university students who are enrolled as freshmen or sophomores.

Outcome 5-2. During Years 1, 2, 3, 4 and 5, the following numbers of university students will be recruited for the subsequent academic year into either elementary education or middle or secondary teacher preparation programs (e.g., reading, math, or science) with additional expertise or certification for teaching high-need areas in high-need LEAs).

	Yr1	Yr2	Yr3	Yr4	Yr5
Elem	25	25	25	25	25
Middle	16	16	20	20	20
High	16	16	20	20	20

Measure: Number of university students, with particular attention to those from underrepresented groups, who are admitted to the new teacher preparation programs.

Outcome 5-3. During Years 4, 5 and beyond, an increasing number of candidates with particular attention to underrepresented groups will complete the teacher preparation programs for elementary, middle, and secondary education with additional expertise for teaching in a high-need LEA, thereby attaining a bachelor's degree within six years of beginning the program. **Measure:** Number of candidates who complete their respective teacher preparation programs, thereby attaining a bachelor's degree within six years of beginning the program.

Outcome 5-4. During Years 4, 5, and beyond, all previously admitted candidates will attain initial certification/licensure by passing all necessary certification/licensure assessments in either elementary, middle, or secondary education with additional coursework and certification in areas of need to improve student achievement in a high-need LEA. **Measure**: Number of candidates who attain certification/licensure by passing necessary certification/licensure assessments. (Note: Since KSU pass rates for students are currently above 95%, a statistical ceiling effect precludes the ability to increase the pass rate; therefore, our measurement will be the increase in the number of additional certifications addressing high-need LEA student needs.).

Outcome 5-6. During Year 5 and beyond, the following number of new teachers, who became highly qualified by completing the new teacher preparation programs, will be retained in the target schools to teach core academic content (e.g., reading, math, or science) to students in identified groups (e.g., students with disabilities, English language learners, struggling readers, underrepresented students in IB and AP classes, as well as those on free and reduced lunch).

Measure: The number of new teachers, who became highly qualified by completing the new teacher preparation programs, are retained in the high-need schools to teach core content (e.g., reading, math, or science) to students in identified groups (e.g., students with disabilities, English language learners, struggling readers, as well as those on free and reduced lunch).

Objective 6: Engage parents/family and community as stakeholders in the PDS cluster.

Outcome 6-1. At all levels, parents/families are identified as key stakeholders in planning, developing, and evaluating the innovative teacher preparation model. **Measure:** Planning documents, meeting agendas, and subcommittee reports all indicated membership and participation of parents/family in the planning, orchestration, and evaluation of activities outlined for funding.

Outcome 6-2. Parents/family meaningfully engaged in project activities. **Measure:** Findings of qualitative studies indicate parents feel their input is valued by school and university personnel and that their contributions are meaningful.

Outcome 6-3. Parents/family meaningfully engaged in school activities. **Measure a**: Findings of qualitative studies indicate parents/family feel their: a) Input on committees is valued by school and university personnel; b) Time volunteering in the school is well spent; c) School is accepting and they, and their children, feel a strong sense of belonging*;* d) Child's teachers and administrators are interested in their family and culture; and e) Teacher is able to explain children's test results and has a plan for increasing learning. **Measure b**: Findings of quantitative studies indicate significant increases in: a) Parent/family attendance at school activities; b) Number and types of learning opportunities for parents/family; c) Number and types of networking opportunities for parents/family, teachers and administrators; and d) Number and types of partnerships with community and business leaders that foster meaningful parent/family participation.

B. Percentages on GPRA Indicators (as noted in the RFP):

Percentages on GPRA Indicators as noted in the RFP will also be calculated from the evaluation methods listed above in the following categories. The percentages will be calculated on the performance measure criteria as defined in the RFP.

(a) Performance Measure 1: Graduation. (As defined in the RFP)
(b) Performance Measure 2: Employment Retention. (As defined in the RFP)
(c) Performance Measure 3: Improved Scores. (As defined in the RFP)
(d) Efficiency Measure: Employment Retention. (As defined in the RFP)
(e) Short-Term Performance Measures.

(1) Short-Term Performance Measure 1: Persistence. (As defined in the RFP)
(2) Short-Term Performance Measure 2: Employment Retention.

C. Title II Section 204a (as noted in the RFP):

The achievement scores and percentages may also be calculated from the methods of evaluation listed above in the following categories to address the evaluation requirements in section 204(a) of the HEA:

1) Achievement for all prospective and new teachers, as measured by eligible partnership;
2) Teacher retention in first three years of teacher's career;
3) Improvement in the pass rates and scaled scores for initial state certification and
   (a) Percentage HQ hired by high-need LEA
   (b) Percentage HQ hired by high-need LEA in high-need academic subjects (reading, math, science)
   (c) Percentage HQ by high need LEA members from underrepresented groups
   (d) Percentage of HQ teachers teach in high need areas (SWD, ELL)
   (e) Percentage of HQ teachers hired high-need LEA who teach in disaggregated by level high need schools
   (f) As applicable, percentage of teachers trained to integrate technology into curriculum and instruction
   (g) As applicable, percentage of teachers trained to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purposes of improving student achievement.
4) American Recovery and Reinvestment Act: We are able to provide quarterly reports on the expenditures of these funds.
5) National Program Evaluation: We commit to cooperating with a national evaluation contractor that the Department will select to evaluate this program.

MANAGEMENT PLAN

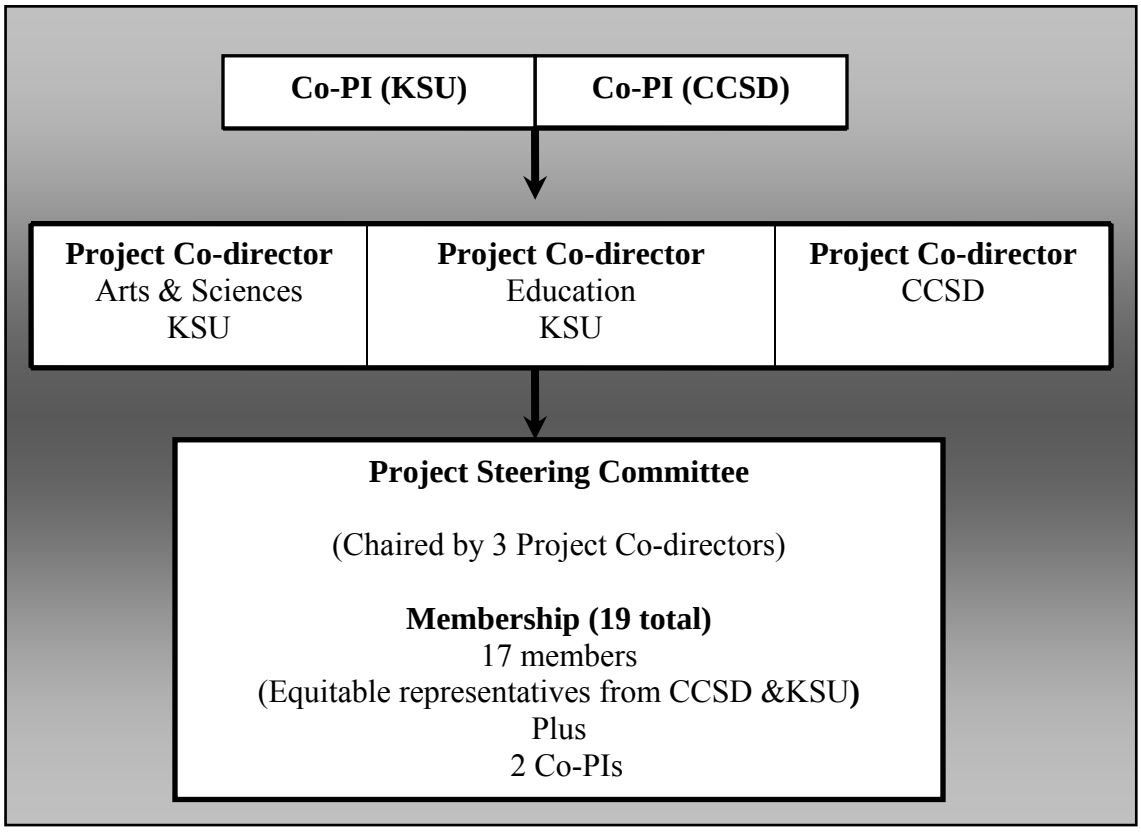
The management plan has been carefully designed to ensure that activities planned to accomplish program goals and objectives will happen in a systematic way, with decision making and participation by all stakeholders. The plan takes into consideration that program needs will change over a period of five years as initial design and implementation of early experiences lead to professional induction activities necessary to sustain teacher growth and retention, and while experienced teachers become teacher leaders and certified school administrators through professional development activities offered in the PDS (Competitive Preference Priority #2). Evaluation has been carefully designed to inform initial implementation efforts of various activities, so that subsequent revision cycles will benefit from gathered data. The research

agenda aligned with Competitive Preference Priority #1 will evolve over time as research findings lead to new research questions (Project Timeline, Appendix D-2).

Development of the Project: Shared and Layered Governance

Just as all partners (CCSD representatives, KSU education faculty, and KSU arts and sciences faculty) engaged in the conceptualization of the grant proposal and the development of the management plan, all partners will participate maximally in overseeing and implementing the management plan. Governance of the project is both shared and layered (Figure 1 below).

Figure 1. TQP Governance Structure: Shared & Layered



Leadership will be provided by Co-principal investigators Dr. Steve Constantino, Associate Superintendent for Leadership and Learning of CCSD; and Dr. Arlinda Eaton, Dean of the Bagwell College of Education and Head of the PTEU. Each will commit approximately 5% of his/her time to the project and will regularly communicate with the project Co-directors.

The three project Co-directors are Dr. Bernadette Musetti, Associate Professor of Inclusive Education (TESOL) at KSU (Bagwell College of Education); Dr. Mary Garner, Associate Professor of Mathematics and Mathematics Education at KSU (College of Science and Mathematics); and Ms. Laura Kelley, Faculty member of the Cobb County School District's Aspiring Principal Leadership Academy. These three individuals will oversee the daily grant operations and ensure that all grant goals and objectives are dealt with in a timely and efficient manner. They will meet regularly with co-chairs of each working group and task force. In addition, the Project Co-directors will prepare all required reports, attend required biannual project meetings, and chair the Project Steering Committee. With their substantial grant responsibilities, they will need considerable reassigned time from their respective teaching, scholarship, and service responsibilities to assume these critical leadership roles. Dr. Musetti will give 75% of her time to the project Co-director position, and Dr. Garner will give 50%. Ms. Kelley from CCSD will give 50%.

As noted in the Project Timeline (Appendix D-2) a number of groups will be established (task forces, committees, a team, and an academy) to carry out the multiple detailed work plans found in Appendix D-1. Each of these 10 groups will be co-chaired by a CCSD representative and a KSU representative (either a faculty member from the BCOE or a faculty member from one of the other four KSU colleges involved in teacher education). The CCSD co-chairs of 5 of the 10 groups, along with the KSU co-chairs of the other 5 groups, will serve on the Project Steering Committee. With the two Co-principal investigators and four members-at-large (two from CCSD, one from arts and sciences at KSU, one from education at KSU) serving on the Project Steering Committee as well, the membership totals 19. The design of this committee is intentional and will prevent groups from working in isolation. It is imperative that individuals understand the context and complexity of the entire project, the interconnections among all

aspects of the project, the focus on K-12 student achievement, and the importance of ascertaining the impact their work has on K-12 student achievement.

The size of each of the 10 groups will vary in accordance with the group's charge. The charge will specify a timeline and deliverables similar to what is presented in Appendices D-1 and D-2. All groups' membership will include representatives from CCSD, KSU – arts and sciences, and KSU – education. Decision making in the various groups will be shared by both university and school district based representatives. Figure 1 depicts the project's governance structure.

Focus of Reforms and Project Timeline

The Absolute Priority addressed in this proposal is the development of a *pre-baccalaureate teacher education program* that is markedly different from the one we currently offer and meets the needs of students in high-need schools located in a high-need school district. This requires faculties to work together in new, innovative, and very different ways. While the Co-Project Directors will work together to achieve all project activities, including those aligned with the *Competitive Preference Priorities 1 and 2*, they will share the management of various project activities with group co-chairs to maximize time efficiency. Responsibilities will change in various years of the project, depending on what activity is emphasized.

The project timeline has been developed in response to a set of pre-baccalaureate candidate progress milestones. The first cohort of teacher candidates will begin the reformed programs in their junior year in Year 2 of the project. Cohort 1 will complete the program and two years of induction by the end of the funding period. Cohort 2 will begin the fall of Year 3 and complete the program plus one year of induction by the end of the funding period. These dates will serve as initial milestones for projected project activities.

Each project activity was planned with four phases; design, implementation, evaluation, and revision. All design phases of project activities are coordinated with dates candidates will begin participating in or benefiting from the redesigned programs. Project activity milestones are closely linked to the evaluation plan and outcomes identified in the work plan. Process evaluation data will be used as milestones for many of the projects activities (see Evaluation Plan and Accountability, p. 28). For example, design of curriculum will result in the development of new courses with accompanying syllabi. Creation of the syllabi will serve as a milestone for that project activity, as will adoption of the course for regular status in the university catalog of courses.

At the onset of the project, a presentation will be made by the Co-Principal Investigators to all professional educators at KSU and to all faculty and staff in each of the PDSs. It is important that all components of the project are as well understood as possible from the very beginning. This approach will allow CCSD and KSU faculty to identify aspects of the project that may be of particular interest to them even though they will not happen until much later. To encourage broad-based participation, we will establish all ten working groups (task forces, committees, etc.) within the first month. This plan allows us to create the intentional overlap across various groups that we believe is essential. For example, one member from each of the three program task forces (elementary, middle, high school) will also serve on the PDS Task Force to ensure there is congruence between the design of the pre-baccalaureate programs and the design of the professional development school cluster.

During Year 1, work will focus on planning pre-baccalaureate programs, the induction program, endorsement programs, certificate program, the PDS, and a research agenda. An expert consultant on the work that has been attempted nationwide (e.g., TNE institutions, Ohio, Tennessee, etc.) to link K-12 achievement to teacher preparation will be employed to work with

the Research Academy to design the research agenda for Competitive Preference Priority #1. Nonetheless, we will move beyond planning within the first few months. Professional development in the PDSs will begin immediately using existing student performance data to modify curriculum and instruction, if warranted, throughout the first year of the project. By mid-year a cohort of teachers from the PDSs, selected by CCSD leadership, will begin the Ed.S. program in Educational Leadership for Learning with an emphasis on articulation in Area 2 of CCSD. Some collaborative research projects may commence through this program. Another focus of Year 1 will be recruitment of students for the new pre-baccalaureate programs slated to begin in Year 2.

In Year 2, five new programs will begin simultaneously in the PDS cluster and span all levels of preparation: the pre-baccalaureate programs for prospective teachers, including the dual certification program at middle grades (general education and special education); the induction program for all new teachers in the PDSs; and the Assessment Certificate, Coaching Endorsement, and Teacher Leader Endorsement programs for experienced teachers will be offered onsite in the PDS cluster. Research studies led by the Research Academy begin, while KSU graduate students engage in their collaborative action research projects.

The management focus of Year 3 will be on administering the second and final year of the first cohort of pre-baccalaureate programs while implementing the second cohort of pre-baccalaureate programs. Program and PDS evaluation data will be analyzed and recommendations for revisions will be formulated. Some revisions may begin in Year 3. Recruitment of students is an ongoing effort.

During Year 4, a shift in program activities takes place in that the first group of graduates of the pre-baccalaureate programs participate in their first year of induction as beginning teachers in CCSD. Considerable data collection will take place through this group. Some

dissemination of our preliminary findings begins. Revisions to the pre-baccalaureate programs may be in order.

In the fifth and final year of the project, the PDS cluster will be operating close to full capacity with graduates of several programs (pre-baccalaureate, Assessment Endorsement, Coaching Endorsement, Teacher Leader Endorsement, Ed.S. in Educational Leadership, Ed.S. in Teacher Leadership) working in Area 2 of CCSD. The only program without graduates in Year 5 is the Induction program that included graduates of our new pre-baccalaureate programs. In 2013-14 the teachers will be in their second and final year of induction. Many more research findings emanating from the work of the Research Academy should be ready for dissemination to larger communities.

Project Personnel

Principal Investigators. The Principal Investigators are Dr. Arlinda Eaton, Dean of the Bagwell College of Education; and Dr. Steve Constantino, Associate Superintendant for Leadership and Learning for Cobb County School District.

Dr. Eaton has extensive experience in higher education. At her former institution, California State University, Northridge (CSUN), she held a variety of positions, including 11 years as a faculty member (Assistant, Associate and Full Professor), 10 years as Chair of the Department of Elementary Education, and eight years as Associate Dean and Accreditation Coordinator of the Michael D. Eisner College of Education. During this time, she demonstrated leadership as Principal Investigator or Co-Principal Investigator of several grant initiatives – 1) Teacher Quality Enhancement (development of an integrated pre-baccalaureate teacher education program to prepare candidates to teach in the diverse classrooms of the Los Angeles Unified School District), 2) Reading First Teacher Education Network (RFTEN to reform teacher education in the area of literacy), 3) multiple Goals 2000 grants (to reform teacher

education in the area of literacy), 4) multiple Internship Credential Program grants (to prepare teachers on the job in the Los Angeles Unified School District due to teacher shortage), 4) multiple Stuart Foundation grants (to develop an integrated pre-baccalaureate teacher education program), and 1) a Los Angeles Times Mirror Foundation gift (to support literacy services provided by graduate students through the College of Education's Literacy Center). Dr. Eaton participated in the writing of the proposal CSUN submitted to the Carnegie Corporation of New York to become one of the first four institutions of higher education selected to receive [redacted] through the Teachers for a New Era (TNE) initiative. Under the auspices of the grant, she served on the TNE Steering Committee and the Clinical Practice Committee, co-led the development of a central data warehouse so the campus would be able to collect data that would allow the institution to conduct studies linking P-12 student achievement to CSUN's teacher education programs, chaired the development of the CSUN/LAUSD Joint Induction/Master's program for beginning teachers employed by the Los Angeles Unified School District, and designed and conducted research studies on the Induction program participants. Having chaired the Graduate Studies Committee (the governance body responsible for approving new curriculum at the university level), she is well versed in curriculum revision processes. Her teaching effectiveness was recognized by California State University, Northridge when she was selected as the recipient of the CSUN Distinguished Teaching Award.

Dr. Steven M. Constantino, Associate Superintendent for Leadership and Learning is a Co-Principal Investigator. Dr. Constantino brings a vast amount of public school, university, and research experience to his position as well as a national perspective on engaging families in the academic lives of their children. He served as principal of Stonewall Jackson High School in Manassas, Virginia for eight years during which Stonewall achieved much success, both nationally and internationally. During Dr. Constantino's tenure, Stonewall Jackson High School

student achievement consistently improved and the school became one of the largest and most successful International Baccalaureate Schools in the world, with 87% of the students scoring at or above the world mean on IB examinations. He received the 1997 Principal of the Year awarded by the Virginia State Counseling Association and is the 2000 recipient of the Washington Post Distinguished Educational Leadership Award. In March 2000, and again in May 2003, Stonewall Jackson High School was listed among the nation's "Top 100 high schools" in Newsweek magazine. The May 2001 issue of Time Magazine announced Stonewall Jackson as its "High School of the Year." Dr. Constantino holds a Bachelor of Music and a Master of Music Degree from the State University College of New York at Potsdam and a Certificate of Advanced Study in Educational Administration from the State University of New York at Cortland. In 2002, he received a Doctorate of Education in Educational Leadership and Policy Study from Virginia Tech. Additionally, Dr. Constantino has served as a full-time professor of education at George Mason University in Fairfax, Virginia where he taught graduate courses in educational leadership and policy study.

Project Co-directors. The Project Co-directors are Dr. Bernadette Musetti, Associate Professor of Inclusive Education (TESOL); Dr. Mary Garner, Associate Professor of Mathematics and Mathematics Education; and Laura Kelley, Faculty member of the CCSD Aspiring Pricipal Leadership. Dr. Musetti, Associate Professor of Inclusive Education (TESOL), holds a Ph.D. in Curriculum and Instruction/Language and Literacy; Designated Emphasis in Second Language Acquisition from the University of California, Davis. She earned a Master of Arts in TESOL and a BA in History. She served as Co-Director of the Center for Latino Achievement and Success (CLASE) at the University of Georgia where she was responsible for the day-to-day grant funded administration of the Center. While at CLASE, Dr. Musetti facilitated the implementation of action plans to raise Latino achievement with 500 educators in

50 teams statewide over 5 years and worked with more than 100 top state and national educators and policymakers to assist Georgia's teachers to raise Latino achievement. Prior to coming to Georgia, Dr. Musetti was an Education Programs Consultant in the Standards and High School Development Division at the California State Department of Education where she coordinated a statewide initiative to form school community partnerships. She also served as Interim Assistant Director of the International Training and Education Center at UC, Davis. Dr. Musetti's passion for ESOL and Latino achievement is evidenced by her history of successful grantsmanship having authored, received and/or administered numerous federal, state and private foundation grants. As Co-Director of CLASE, she administered portions of two grants totaling more than [redacted] from the Goizueta Foundation. She was the PI on a grant which established a pre-college credit program in collaboration with the Hispanic Scholarship Fund. Dr. Musetti is also a respected scholar in the area of TESOL and English Language Learners having published numerous papers in peer reviewed journals such as the *Language* and *Linguistics and Education*. She has presented papers, workshops and keynote addresses at state, national and international conferences.

Upon earning her Ph.D. in Educational Studies, with a concentration in Measurement and Statistics, and Mathematics Education at Emory University, Dr. Garner joined the Department of Mathematics and Statistics at Kennesaw State University where she has excelled as a teacher. In 2007 she received the University System of Georgia Board of Regents Excellence in Teaching Award. Previously, she had been the recipient of the Distinguished Teaching Award at both the college and university levels at KSU. Dr. Garner's research agenda is noteworthy as well. She has published in such journals as *Applied Measurement in Education*, *Journal of Applied Measurement*, and *Learning and Teaching Mathematics*. She co-authored "The Impact of School Climate on School Outcomes" in the *Journal of College Teaching and*

Learning. Her commentary on a series of articles on the mathematical knowledge for teaching (MKT) test and its evaluation appears in *Measurement: Interdisciplinary Research and Perspectives*. Dr. Garner's review of Star Math, Version 2.0 can be found in the *Mental Measurements Yearbook 2005*. Conference presentations before local, state, national, and international audiences are part of Dr. Garner's profile. Before the American Educational Research Association meeting, she presented "Differences in Distractor Choices on TIMSS Mathematics Items among U.S. and Russian Federation Students." Dr. Garner is the PI on a grant that is focused on using literature to promote mathematical understanding. Through another grant project, she developed standards-based curricular materials and provided professional development for teachers in metro Atlanta. For three years, she served as President of the Georgia Educational Research Association. Dr. Garner's service both on and off campus will serve her well for the purposes of this grant. She has experience serving on her department's Curriculum Committee, the Mathematics Education Committee, and the Assessment Team. At the state level, she served on three Georgia Department of Education committees: Writing the Georgia Performance Standards Frameworks for Grade 7 Mathematics, Technical Evaluation – Norm-Referenced Tests, Technical Evaluation – Criterion-Referenced Competency Tests.

Laura Kelley is the former principal of Birney Elementary School, one of the grant partner schools, and a current faculty member of the Cobb County School District's Aspiring Principals Leadership Academy. Her most recent work at the Academy includes coaching nine America's Choice Alumni principals, and working with seven Building Leadership Teams on a self-assessment process of the implementation of the Georgia School Standards (KEYS). She holds an Educational Specialist degree with a Leadership Endorsement. She earned a B. S. and M.Ed. in Special Education.

Prior to her work in the CCSD Aspiring Principals Leadership Academy, she served as a teacher, a teacher leader, and administrator. She is clearly focused and has been successful in creating collaborative and professional learning communities. She successfully managed a [redacted] reading grant for 12 schools and created and facilitated professional development opportunities in effective literacy instruction for more than 2500 teachers. As principal of Birney Elementary School, she supervised 130 staff members, implemented America's Choice, and led Birney to Title 1 Distinguished School status for eight consecutive years. Please refer to CVs located in Appendix D-4 for all five named personnel for a more detailed description of qualifications.

Library and Technology Resources

Kennesaw State University has ample resources in the form of library facilities and holdings as well as technology capabilities to ensure the successful implementation and completion of the grant. Specifics related to library and technology resources are presented in detail in Competitive Preference Priority #1.

Sustainability: The New Normal

*University System of Georgia Board of Regents and Kennesaw State University Support***.** In October 2006, the University System of Georgia adopted a new policy designed to reward faculty efforts to improve K-12 education, student learning, and teaching quality. The policy states,

> The Board of Regents values University System faculty engagement with the K-12 schools. Through Policy 803.17, Work in the Schools, the Board expects faculty engagement with the public schools in institutions that prepare teachers. The Board expects presidents, provosts and academic vice presidents, and deans of colleges of education and arts and sciences in institutions that prepare teachers to advocate for, assess, recognize, and reward practices consistent with this policy.

(Board of Regents of the University System of Georgia, Academic Affairs Handbook; Section 4.03.02: Faculty Work in Schools)

Since the passage of this policy, the tenure and promotion guidelines at Kennesaw State University have undergone significant revisions to recognize and place equal value on research and scholarly pursuits in P-12 schools such as that which will occur with this grant. Furthermore, Dr. Lynne Wisenbach, Vice Chancellor for P-16 Initiatives, has offered her support and encouragement for this partnership (Letter of Support, Appendix D-5). Encouraging and rewarding school based research through tenure and promotion is a new normal for Kennesaw State University.

Daniel S. Papp became the third president of Kennesaw State University July 1, 2006. Prior to being named president by the Board of Regents, Papp served as senior vice chancellor for academics and fiscal affairs of the University System of Georgia. In his support letter (Appendix D-5) President Papp notes he welcomes the opportunities of this grant to co-create a model for teacher preparation that will address community needs. The effort is aligned with campus strategic goals and he pledges his support in sustaining the efforts initiated by the grant.

Kennesaw State University Provost, Dr. Lendley Black, has been a strong advocate for teacher education across the university and has demonstrated strong support for our application for the TQP Grant (Letter of Support; Appendix D-5). As Provost, Dr. Black notes that he is charged with leading the campus in directions that meet KSU Strategic Goal #2: the development of academic programs that meet the needs of the surrounding communities. Therefore, he was "delighted" and "committed" to see the focus of this grant to be on meeting the needs of students in Area 2 in Cobb County.

Our Vice President for Research and Dean of the Graduate College, Dr. Charles Amlaner, has a long history of research and securing grants. He was the Theodore Dreiser Distinguished

Professor at Indiana State University before coming to KSU. As Dean of the Graduate College, he is responsible for development of graduate programs, implementing doctoral degrees and enhancing research and creative activities. He holds Doctor of Philosophy in Animal Behavior from Oxford University in England. As Vice President for Research, he has provided a steady increase in funding for Graduate Research Assistants for the Bagwell College of Education over the last 5 year and will continue to do so as this project expands. In addition, the Office of the Vice President for Research has agreed to support the establishment of a statistics lab in the College of Science and Mathematics where consultation on quantitative research methodology and analyses will be provided (Letter of Support, Appendix D-5).

Ongoing, University-wide Commitment to Faculty and Student Research. Within the last ten years, Kennesaw State University has dramatically increased the value placed on faculty research - especially faculty research in the public schools. Presently, the university awards research and publications prizes totaling [redacted] yearly. Additionally, the university provides a number of funding opportunities through the Center for Excellence in Teaching and Learning that support faculty research. Across the university, collaborative undergraduate student and faculty research is highlighted at a yearly presentation. At the college level, approximately 300 teacher candidates present the results of their action research investigations at an annual conference. For faculty members within the teacher education unit, mini-grants are available, as well as course release opportunities.

Personnel and Facilities. Significant support will be available to sustain the project after current grant funding ends. As described earlier in this section, the KSU Vice President for Information Technology will hire an Information Technology Database Support Professional III who will be dedicated to the Bagwell College of Education and this project. Also previously described, other administrators such as the Dean of the College of Science and Mathematics have

made long-term investments and commitments of sustainability such as establishing a Center for Science and Mathematics Teacher Development – which will support the work associated with the partnership after the initial funding ceases. As a match to the grant, Cobb County School District is providing space and facilities for classrooms, professional development, and a PDS office at each level (elementary, middle and high school). They will continue this support after grant funding expires. Cobb County School District will also provide financial support for new teachers to have extra release days for mentoring and induction activities and have indicated they will continue to do so.

Historic, Longstanding, University-Wide Responsibility and Support for Teacher Education: The Professional Teacher Education Unit

Consistent with the KSU conceptual framework, *The Collaborative Development of Expertise in Teaching and Learning*, teacher education at Kennesaw State University is a highly collaborative and university-wide responsibility. Content and professional education faculty and administrators work to facilitate the development of teacher candidates from the novice to master teacher level. In June, 1994, a *Memorandum of Understanding Among the Schools Involved in Teacher Education at Kennesaw State Regarding the Authority and Responsibility of the Professional Teacher Education Unit (PTEU)* was signed by the Dean of the College of Education and the Deans of the other colleges involved in teacher education in 1994. This memorandum is updated annually. Of the five colleges comprising the PTEU, two others in addition to the Bagwell College of Education – the Colleges of Humanities and Social Sciences and Science and Mathematics – will be deeply impacted by the grant proposal. The Deans of the Colleges of Humanities and Social Sciences and Science and Mathematics have provided letters of support for the grant (Appendix D-5).

Ongoing KSU and CCSD faculty and administrative involvement. Involvement at both the CCSD and KSU campuses will increase as the *new normal* takes hold. At KSU, after the initial cohorts complete the program, the changes made to curricula will be formalized through the approval process. Leadership from the Project Co-directors will move new curriculum through the university curriculum approval process to achieve permanent status. The traditional program, as we know it at KSU, will be replaced by the newly reformed programs with an emphasis in urban education. There will be a "new normal" at KSU. Another goal of the project is to *institutionalize a Vertically Articulated Professional Development School (VAPDS) Model of teacher preparation*. The Co-principal Investigators will spearhead resource efforts to sustain this model once the grant funding has ended.

As more CCSD administrators and teachers build capacity for leadership for learning through professional development and induction activities delivered (including opportunities to complete an Ed.S. and Ed.D. degree in leadership for learning), a *new normal* will appear in this arena also. The tools to build a shared framework to support all students' learning will be readily available to all. All will be equal partners with equal responsibilities for student learning. Teachers will no longer see their efforts occurring in isolation; their efforts will be noted and shared. How exciting it will be to go to work and have the ability and resources to truly effect changes in young people's lives. This type of structure is indeed new, but certainly will become normal and sustainable in the field of teaching. We will have hit the *bull's eye* as Glickman (2002) described.

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