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## PROJECT DESIGN

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### INTRODUCTION TO THE CHICAGO TEACHER PIPELINE PARTNERSHIP (CTPP)

Four Chicago-based universities—Loyola University Chicago (LUC), National-Louis University (NLU), Northeastern Illinois University (NEIU), and the University of Illinois Chicago (UIC)—are partnering with Chicago Public Schools (CPS) and 20 high-need schools within the district to jointly transform the pre-baccalaureate teacher pipeline for the third largest urban school district in the country (**Absolute Priority 1**). With the support of the Illinois State Board of Education, the Illinois Board of Higher Education, and the Chicago Community Trust, the partnership requests [REDACTED] over five years to develop and implement the CTPP.

CTPP is comprised of a strong partnership: the four universities already have a close working relationship as members of the Council of Chicago Area Deans of Education (CCADE), which will advise the Project. Through close collaboration, CTPP will leverage each partner's effective practices and intellectual resources to transform the pre-baccalaureate program for teacher preparation citywide. Reforms will enhance the three essential parts of the teacher pipeline: teacher candidate recruitment and selection, teacher preparation, and teacher development and support. By pooling our collective strengths and using them as tools to eliminate our individual weaknesses, we will provide high quality novice teachers who meet the needs of Chicago Public Schools. As the largest supplier of CPS elementary school teachers (the four universities awarded 27% of the bachelor's degrees earned by CPS elementary teachers in 2007), the Partnership will have an unprecedented influence on the quality of new teachers district-wide.

### NEEDS ASSESSMENT

***CPS Student Achievement.*** The 5-year CPS cohort graduation rate for the Class of 2008 was 54.3 percent. In the 2007-08 school year, only 67.8 percent of elementary students overall met

or exceeded standards on statewide exams; and only 27.9 percent of eleventh graders met or exceeded standards. While 2007 Illinois Standards Achievement Test (ISATs) showed that 71 percent of Chicago eighth graders were meeting or exceeding standards in math, the National Assessment of Educational Progress (NEAP) for that year showed that only 13 percent of Chicago's eighth graders were proficient in math (<http://nationsreportcard.gov/tuda.asp>). Additionally, each year CPS fails to make the annual yearly progress benchmark for students with limited English proficiency in the area of reading. For CPS to accomplish its mission – to provide quality education for all children – sweeping changes must be made in the way its students learn. CPS has identified teacher quality as a primary target area for extensive improvement.

***Teacher Quality.*** Researchers agree that content knowledge is a primary factor affecting teacher quality (e.g. Mewborn, 2001; Weiss & Miller, 2006). CPS's Department of Research, Evaluation, and Assessment reported last year that the vast majority of CPS elementary teachers employed in 2007-2008 were not well prepared to teach mathematics, science, or reading to K-8 students. Only 1% of K-8 teachers had earned a degree in math or math education, 3% a degree in a field of science, and 2% a degree in reading. In 2007-2008, 84 (17 percent) K-8 schools had no teachers with mathematics endorsements, 62 (13 percent) had no teachers with science endorsements, and 159 (33 percent) had no teachers with reading endorsements. The district is making some progress in this area, and longitudinal data does show that each year fewer schools

are lacking teachers with endorsements<sup>1</sup> – but the numbers are still so large that they warrant more drastic district initiatives.

According to Floden & Meniketti (2006), there is agreement that elementary teacher candidates need stronger content preparation; however, there is no agreement about exactly what they need to know to teach at various grade levels. The need for content-knowledgeable elementary teachers is particularly urgent, given a new CPS middle grades specialization policy. Slated for full implementation in the fall of 2011, this policy mandates that only content-endorsed teachers may teach language arts, mathematics, science, and social studies in the middle grades. Teacher preparation programs in Chicago must be able to grant more endorsements each year to meet CPS needs. The Partnership will also closely examine the coursework required for these endorsements. In order to effectively boost student achievement across the district, teacher preparation programs must ensure not only that they are providing teacher candidates with a required number of courses, but also that they are recruiting and selecting strong candidates and providing those candidates with a well balanced curriculum of appropriate scope, depth, and rigor.

### **The Need for Improving the Quality of Chicago’s Teacher Preparation Programs**

*Recruitment and Selection.* Admissions criteria for elementary teacher preparation programs at the four partner universities do not exceed the norm. In general, teacher candidates who achieve a minimum GPA of 2.5, pass a background check, and complete specific prerequisite course requirements are eligible for admission into the teacher preparation program in their junior year. Because not all of the prerequisite courses are equally rigorous, candidates with weak mathematics or literacy skills are allowed to enter the programs. Each university, however,

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<sup>1</sup> The Chicago Community Trust – a primary community partner for CTPP – has been a committed advocate and donor in initiatives that boost teacher content knowledge and endorsements in mathematics, science, and literacy.

brings its own strengths to the partnership. Loyola, for example, requires all of its candidates to pass an algebra general education course. The partners see requirements such as this as a move in the right direction. All agree that a more rigorous selection process is essential, beginning with but not limited to more stringent prerequisite requirements in literacy, mathematics, and science.

*Learning and Teaching Mathematics, Science, and Literacy.* Tate (2008) found that deep content knowledge correlates with success in high school, college, and later careers. The CTPP partners agree that quality teachers in urban environments require far more content knowledge than the minimum standards set by the Illinois Professional Teaching Standards. All four teacher preparation programs currently meet these minimum standards, but the Partnership has committed to exceeding those standards to ensure that students obtain the high level of content knowledge that they need to succeed in high school and beyond. An analysis of the partners' elementary programs shows that for many features, our teacher preparation programs have strong family resemblances. Moreover, this analysis has led partners to identify strengths and weaknesses in individual programs. (See the Appendix D, Chart II-a for a table of current course requirements at each university.)

In the domain of mathematics, all partners offer prospective teachers courses in the K-8 mathematics content they will need to be able to teach. The particular content taught, however, is not standardized. Passing a required algebra course is a prerequisite for Loyola, but not for the others. Despite the fact that UIC requires more mathematics credit hours than the other partners, UIC is concerned that algebra may not receive all the attention it requires because of the time devoted to arithmetic and geometry. However, all partners agree that teachers are currently unprepared to teach middle grades mathematics.

Each university exposes teacher candidates to both life and physical sciences, but their approaches to content delivery are not always coherent. NEIU is partnered with two community colleges on an integrated mathematics and science model, while UIC collaborated with a range of science partners to develop a natural science course. Four labs are required as part of the UIC sequence and the other partners each require one lab; yet total numbers of required science hours are similar across the partners. Only Loyola explicitly identifies its methods course as an elementary/middle grades course. Partners have agreed to combine their strengths to create a more balanced science training sequence.

Literacy course offerings are variable in number and type of course. Both UIC and Loyola require 9 hours; NEIU and NLU each require 3 hours. Whereas UIC offers a foundations course, followed by two language and literacy methods courses, Loyola specifies children's literature, reading in the elementary school, and reading/writing in the content areas, and the literature course is offered through the English department as a general education course. Given the importance of literacy instruction across all subjects, the partners agree that literacy training must be improved.

***Differentiating Instruction.*** Teacher educators are conversant with principle 3 of the standard in the Interstate New Teacher Assessment Support Conditions (INTASC): “The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.” Teacher candidates must understand the social conditions that frame and affect their practice (Zeichner & Liston, 1996); however, current course offerings on urban and special needs education are not at all systematic. (See Appendix D, Chart II-b for these offerings.) Currently, each partner offers a required course on characteristics of exceptional learners, but little to no support on developing inclusive practice in the regular education classroom. There is little consensus on multicultural education offerings

and minimal attention is paid to English language learners. The partners are committed to making fundamental improvements in differentiated instruction requirements and course offerings.

***Areas of Concentration.*** Elementary teacher preparation programs in Illinois require an area of concentration in one discipline (18 semester hours) which presents a prime opportunity to expand and deepen core content knowledge that will prove useful to candidates in teaching. Three of the four partner institutions list 25 to 26 optional areas of concentration, including Classical Civilization, Jewish Studies, or Philosophy, and only a small subset of these areas are recommended for middle grades endorsements. Analysis of data collected from all partners also shows that teacher candidates are not being prepared to meet CPS needs: candidates are more inclined to earn middle grades endorsements in language arts or social studies rather than in shortage areas like mathematics, science, or reading. Also, none of the partners currently requires candidates to seek endorsements in their areas of concentration. A description of endorsements earned through the partner preparation programs is included in Appendix D, Chart II-c.

***Classroom Assessment.*** Each university currently utilizes multiple forms of candidate assessment that focus on the prospective teacher's ability to help all students learn. There are some commonalities: all programs have set benchmarks and signature assessments at key points in the program. All use aggregated and disaggregated standardized state exam scores, a candidate work sample project, cooperating teacher and university supervisor observation scoring rubrics, and a comprehensive, candidate-designed unit of study that is scored on multiple criteria. While each institution has aligned these assessments to state and professional standards, tools differ across the universities in format, instructional focus area, and in the type of scoring

rubrics used to determine candidate competency. This impedes the Partnership's ability to share and analyze data across institutions. Collaboration on a universal assessment tool for all partners is essential for the partner universities to meet CPS needs.

***Teacher Retention.*** K-8 students cannot benefit from their teachers' strong academic and pedagogical training if those teachers do not remain in the classroom. A recent report chronicled high teacher turnover in approximately 100 Chicago public schools, which serve predominantly low-income African American and Latino children (Allensworth, Ponisciak, & Mazzeo, 2009). The researchers learned that, approximately 20 percent of new teachers turned over each year; however in the typical CPS school, over 50 percent of teachers their classrooms within four years. These high turnover rates disrupt student learning and are financially costly: it costs an average of ██████ to recruit, hire, and train a replacement teacher (Barnes, Crowe, & Schaefer 2007). CTPP will develop a close connection between high-needs schools and university faculty and administration to create a sustainable network of schools from which to continue supporting new and experienced teachers after completion of the grant.

One source of disconnection between teachers and their teaching environments is a racial imbalance between the teaching force and the student population in urban public schools. A growing body of research shows that students are more likely to succeed when taught by teachers who share the same racial/ethnic background and can relate personally to issues facing students (Clewell & Villegas, 2005; Dee, 2004). In Chicago, African American and Latino students comprise 86 percent of the total student population in CPS, but African American and Latino teachers make up only 49 percent of the total teaching force and only 23 percent of our teacher candidates. The growing population of English-language learners also poses challenges for teachers who are English-only speakers and their effectiveness in communicating with students

and their caregivers. The overall findings imply both a need for teacher training in differentiating instruction for diverse learners *and* a need to recruit, prepare, and develop many more teachers of color who are more committed to teaching and remaining in high-need urban schools serving children of color. Two of the partner institutions are identified as Minority Institutions of Higher Education (MIHEs), serving predominantly ethnic minority students. However, efforts to recruit and train minority teachers and teachers sensitive to minority and urban contexts must be increased at all four of the partner institutions.

*Commitment to Teacher Quality.* The partners are each committed to the mission of the CTPP: to collaboratively transform the pre-baccalaureate teacher preparation programs at each of the four partner universities. For each weakness a partner has identified in one area, at least one partner has identified a strength. For this reason, each of the partners believes that the Chicago Teacher Pipeline Partnership will allow four of Chicago's largest teacher preparation programs to jointly leverage our identified strengths, collaboratively improve preparation programs, produce more teachers for Chicago Public Schools who are highly qualified, and increase the quality of classroom learning citywide.

## **PROJECT DESIGN**

The following sections detail the methods for leveraging each institution's program innovations to improve teacher preparation. Measurement of the level of goal attainment through objectives will occur by September 30, 2014. CTPP goals and objectives are as follows:

<b>OVERARCHING PROGRAM GOAL: Institutionalize teacher preparation reforms within and across the four partner universities in order to prepare the highest quality teachers to meet CPS's specific needs.</b>
<b>Goal 1: Increase the rigor, effectiveness, and relevance of four Chicago teacher preparation programs.</b>
<b>Objective 1a:</b> Develop a common recruitment and selection process that will increase underrepresented populations in each cohort by 10% each year.
<b>Objective 1b:</b> Institutionalize a rigorous new curriculum in math, science, literacy, assessment, ELL, special education, and multicultural education content in each university.
<b>Objective 1c:</b> Increase enrollment of students in concentration areas of mathematics, science, and reading by 85%.
<b>Goal 2: Prepare and support diverse cohorts of CTPP teacher candidates who are highly qualified to teach all students in high need Chicago public schools.</b>
<b>Objective 2a:</b> Increase the number of candidates who complete certification requirements in elementary education <u>and</u> endorsements in mathematics, science, or reading by 85%.
<b>Objective 2b:</b> CTPP candidates will demonstrate 30% more content knowledge than non-CTPP candidates in mathematics, science, and reading as it pertains to elementary education.
<b>Objective 2c:</b> CPS schools will hire 75% of CTPP graduates.
<b>Objective 2d:</b> 100% of CTPP graduates hired by CPS will participate in induction support.
<b>Objective 2e:</b> CPS will retain 95% of CTPP graduates.
<b>Goal 3: Build teaching communities by developing teaching and leadership skills in partner schools.</b>
<b>Objective 3a:</b> Cooperating teacher partners will increase their knowledge of assessment, mathematics, science, reading, and pedagogy each year.
<b>Objective 3b:</b> Each university will provide a common core sequence of coursework for a Teacher Leader Endorsement for cooperating teachers.
<b>Objective 3c:</b> By Jan. 1, 2012, at least 5 cooperating teachers from each partner school will enroll in Teacher Leadership courses using CTPP course waivers each year.

**Teacher Pipeline Work Groups: Initiators of Reform.** Work Groups will be selected and convened by the Project Director and the Deans of each university's Colleges of Education and of Arts and Sciences. The Partnership agrees that the collaboration of both colleges at each university is essential to CTPP success. The Work Groups will consist of specialists in their

respective subjects, including a representative from each of the two participating colleges at the four partner universities, and will draw on additional local resources including experienced CPS teachers and renowned subject experts from each institution. A Content Manager will coordinate and ensure communication about the curricular work and the necessary approvals. Subject area and pedagogical Work Groups will be convened in Mathematics, Science, Literacy, and Special Education/Bilingual Education. Two additional Work Groups will specialize in strategies and best practices for Recruitment/Selection/Retention and Clinical/Induction/School Leadership. With the support of a Web Developer, the Work Groups will be responsible for ensuring that each university has access to information about the established strengths in that area. With the support of project staff, each Work Group will then develop, disseminate, and ensure the implementation of best practices in their target area. Further information about each type of Work Group follows, and more detail is presented in the Management Plan.

The seven Work Groups and the CTPP Management team will be collectively responsible for developing and implementing the three-part reform of CTPP's teacher pipeline described in this section: 1) enhance teacher candidate recruitment and selection; 2) enhance teacher preparation; and 3) enhance new teacher development and support.

**Teacher Pipeline Reform Part 1: Enhance Teacher Candidate Recruitment and Selection.**

The Partnership has agreed to collaborate around a two-pronged, comprehensive approach for recruiting and selecting an academically strong and diverse teacher candidate pool. First, the Recruitment, Selection, and Retention Work Group will work closely with project staff to develop and implement an aggressive recruitment and marketing strategy aimed at CPS students and those interested in working in CPS high-need schools. The Work Group will draw on strategies from successful models at all four universities. For example, NEIU recently has

launched a successful, large-scale, community-based teacher recruitment program that to date has recruited 85 teacher candidates from underrepresented groups. UIC has a full-time recruitment director who specifically recruits students from CPS high schools with populations that are predominantly African American and Latino. UIC also has a financial aid coordinator who pursues financial aid, scholarship, and fellowship opportunities for prospective teachers of color. NLU is the fourth most diverse master's degree-granting university in Illinois and ranks eighth nationally in the number of master's degrees in education awarded to African Americans. The Partnership's combined resources will enable strong recruitment of minority candidates.

Second, in consultation with university program coordinators and the University Pipeline Coordinator, the Assessment Manager will develop, implement, and evaluate a screening and selection process to predict candidates with strong potential for successful urban teaching. As part of this process, incoming candidates will take ISBE's Illinois Basic Skills Test and the Assessment Manager will oversee administration of the Praxis I upon matriculation. Scores on these nationally normed tests will enable the universities to determine a minimum cut score as entry criteria. In addition, we will screen high school transcripts for successful performance in English, mathematics, and science college preparatory courses. We will also employ a modified Haberman Star Teacher screening tool (Haberman, 2004). This research-based interview protocol will assess each applicant in terms of the qualities that teachers need for successfully working with children from diverse backgrounds, particularly those from urban poverty.

The Assessment Manager will monitor students' progress closely by administering Praxis II content examinations prior to admission to the elementary program in the candidate's junior year. The Assessment Manager will then monitor the relation between candidate performance on program entry interviews and examinations, performance across the preparation model, and

performance as novice and later experienced teachers. This will provide data on admissions characteristics best suited to the development of effective teachers, and help us identify candidates who have gaps in their academic preparation and who would benefit from academic coaching. Evidence-based modifications to the admissions and preparation model will be made over time, using these data and their analyses. **(Competitive Priority 3)**

### **Teacher Pipeline Reform Part 2: Enhance Teacher Preparation**

***Reforms in Preparation to Teach Mathematics, Science, and Reading.*** The Partnership will focus its reform of subject areas on mathematics, science, and reading, which have been identified by CPS as areas of highest need. Reforms will enhance content-based and pedagogical coursework, highlighting strategies that have been shown to increase student achievement.

Increased and more relevant content preparation for elementary candidates will be addressed through three areas of reform. Work Groups will work with project staff to ensure the development of and adherence to these reforms according to the timeline in the Management Plan. Reform 1: Require successful completion of a commonly designed 27-semester-hour course sequence with three courses each in mathematics, science, and reading. These courses will be informed by CPS Curricular Frameworks and linked explicitly to pedagogical methods courses and field experiences. Reform 2: Require elementary education candidates to choose a well-designed subject concentration in Math, Science, or Reading in order to meet CPS needs. Reform 3: Candidates will be required to complete a well-designed subject endorsement in mathematics, science, or reading to meet CPS's growing need for teachers certified in these critical subject areas. (Endorsement options will also be leveraged to provide highly relevant professional development for in-service teachers, as described in the Teacher Leader Development section.)

The subject-focused Work Groups will include accomplished university arts and sciences and education faculty as well as experienced urban teachers. Each of the partners offers strong resources in these areas. For example, the UIC science sequence, funded by NSF and USDOE TQE grants, has a research base that demonstrates positive content learning outcomes (e.g., Plotnick, Varelas, & Fan, 2009). UIC also will share its “math concentrators” program that leads to an endorsement and accounts for 42 percent of UIC’s elementary endorsements; NLU will contribute its nationally recognized expertise in teaching for conceptual integration in mathematics.

Existing resources for the Literacy Work Group include a number of nationally and internationally recognized literacy faculty, CPS reading specialists and the Chicago Area Writing Project and the Illinois Writing Project housed at UIC and NLU, respectively. Further, the Literacy Work Group will benefit from the experiences of reading faculty from across the institutions who have participated in highly successful large urban literacy projects such as the multi-year Advanced Reading Development Demonstration Project/Chicago Literacy Initiative Project (e.g., <http://www.literacycoachingonline.org/library/resources/empartnerships-for-improving-literacy-in-urban.html>), begun in 2002 and funded by The Chicago Community Trust.

***Reforms in Differentiated Instruction.*** Teachers in urban environments must to be well-prepared to meet the high level of need for differentiated instruction for diverse learners and diverse contexts. Truly differentiating instruction for all learners requires reforming course curricula and creating appropriate clinical experiences and an authentic candidate performance assessment component that explicitly links teacher education curricula and candidate field experiences.

An English Language Learners/Special Education Work Group, composed of university faculty and urban K-12 educators from partner schools, will develop a new curriculum model for preparing teacher candidates to differentiate instruction for the wide range of learner needs

typical of urban classrooms. The Work Group will challenge traditional curricular course divisions in such areas as social foundations, multicultural education, special education, educational psychology, teaching methods, curriculum theory, and assessment. The curricula developed by the Work Group will be articulated with the partnership's clinical placement and assessment systems described below.

***Creating Appropriate Clinical Experiences.*** Weiner (1993) points to the importance of analyzing the experiences of poor and minority students in relation to school characteristics. The Clinical/Induction/School Leadership (CISL) Work Group will work with other CTPP personnel to ensure that students experience meaningful opportunities to learn to teach in diverse clinical settings, including high-need CPS schools. Currently, the CPS field placements of the four partner institutions and their peer institutions in the Chicago area do not closely align with the demographic patterns of CPS schools. For example, while 49% of CPS schools have greater than 90% of their students qualifying for free/reduced lunch, only 11.3% of area university placements are in these schools. Similar patterns exist with regard to schools that disproportionately serve African American and Latino students.

The partner universities have agreed to build partnerships with five schools based on more stringent school selection criteria than those required by the grant. CTPP partner school selection criteria and the actual cumulative average for our partner schools are described in the chart below. Principals have agreed to accept teacher candidates annually for semester- or year-long clinical experiences. Endorsement letters from principals and a description of specific demographic characteristics of individual partner schools are included in Appendix D, Chart II-d.

	<b>% African American &amp; Latino</b>	<b>% Eligible for FRPSL</b>	<b>Student Mobility Rate*</b>	<b>% LEP</b>
<b>Minimum CTPP Criteria</b>	<b>85%</b>	<b>80%</b>	<b>&lt; 25%</b>	<b>20%</b>
<b>Actual Average for 20 Partner Schools</b>	<b>90.7%</b>	<b>93.9%</b>	<b>23.9%</b>	<b>29.2%</b>

\* Partners each selected 2 or 3 schools with mobility rates lower than 25% to facilitate longitudinal evaluation, and 2 or 3 schools with mobility rates higher than 25% for better representation of high needs schools in the district.

The CISL Work Group will examine the number and nature of clinical experiences required across all four programs to identify and disseminate best practices in field placement and candidate support in high need schools. All of our programs require multiple supervised and unsupervised field experiences, although the numbers and timelines for these experiences vary. The Partnership will respond to CPS’s request that teacher candidates have direct experiences in CPS schools earlier on in their programs, starting in their freshman and sophomore years. Working closely with Cooperating Teachers at CTPP partner schools, the CISL Work Group will ensure access to these experiences. Additionally, researchers (Murrell, 2001; Moll, Amanti, Neff, & Gonzalez, 1992) have shown that lower division students and pre-service candidates can gain new and deeper insights about themselves and others by using sensitive participant-observation and interviewing methods to document the multi-dimensionality and diversity of family experiences. The CISL Work Group will ensure that all partners implement these methods in the high-need school setting.

To ensure that university teacher educators are knowledgeable about current contexts of high-need schools, the CISL Work Group will organize biannual faculty development residencies in partnership with high-need CPS schools. Deans and department heads will recommend faculty for these residencies, which will provide opportunities for faculty to directly experience and

learn about current instructional practice and school climates. The CISL Work Group will work with faculty participants on strategies for incorporating this experiential learning into university classrooms to better prepare teacher candidates for urban teaching experiences.

The CISL Work Group will collaborate with partner schools to create a model of support for pre-service teachers, drawing from current best practices established at each university. UIC has developed strategies to increase the number of placements, and ultimately positions, in high-need African American schools. One UIC faculty member worked with former teacher candidates – now themselves cooperating teachers – to develop and evaluate an award-winning formative teacher candidate assessment tool that assesses knowledge, skills, and dispositions related to urban teaching. NLU is a founding partner of a highly regarded and nationally recognized teacher residency program (Academy of Urban School Leadership –AUSL), with nine years of experience developing specialized approaches to support candidates in high-need schools.

***Implementing a Classroom Assessment System.*** An Assessment Work Group will be convened to improve and streamline the learning of assessment practices for classroom-level use. CPS is currently piloting the Charlotte Danielson (2007) Framework for Teaching as the organizing tool for classroom observation and analysis of new teachers. One hundred CPS schools will be using it in the coming school year, and full district-wide utilization of the Framework is planned within five years. The Partnership recognizes it as a valuable tool for classroom assessment, but the degree to which the Framework is integrated into the teacher preparation programs varies widely. The Framework is a rigorous and effective performance assessment aimed at ensuring that candidates understand their learners (i.e., English language learners, students with special needs), know how to teach rigorous content (i.e., required assessments in reading, mathematics, science), and can analyze data to improve teacher practice

and student learning. It has developed reliability and validity measures, implementation guides, and training protocols based on pilot programs and implementation data (Pecheone & Chung, 2006). The Assessment Work Group will work with faculty at all four universities to ensure that curriculum reform includes advanced training in the Framework. The Work Group will provide training, consultation, and support to ensure rigorous implementation.

***Reforms in Candidate Assessment.*** The Assessment Work Group will also have the responsibility for improving the ways in which the universities assess their candidates as teachers. The Work Group will conduct a thorough examination of current assessment tools at each university. As the Danielson Framework is also used for teacher assessment, the Work Group will evaluate how well the universities leverage the Framework to connect candidate performance and student achievement. In order to tailor candidate assessment to the Partnership's requirements, the Assessment Work Group will integrate elements from other research-based assessment tools, including the Performance Assessment of California Teachers (PACT) developed by Stanford University and the Teacher Performance Assessment (TPA) system developed by the California Commission on Teacher Credentials. All California teacher preparation institutions either PACT or TPA, and these tools provide good practices for structure, data, reliability, validity. The goal of this work will be to ensure all partners are utilizing best practices to institutionalize a valid, reliable instrument that is: 1) focused on assessing candidates' ability to impact student learning, especially in mathematics, science, and reading; 2) aligned with best practices in coaching beginning teachers; and 3) able to measure candidates' ability to use data on student achievement to inform planning, focus instruction, structure classroom assessment, and guide analysis of the teaching-learning process. The Work Group will provide training and consultation for faculty as needed in order to ensure rigorous

implementation.

***Reforms in Cross-Institutional Assessment Systems.*** The Assessment team also will design a common assessment system for candidates as a basis for program accountability across the multi-institutional consortium. The four universities will innovate beyond their individual assessment systems to design common candidate benchmark assessments; align candidates' content concentration requirements to core curriculum standards that are based upon the American Diploma Project (as adopted by the Illinois State Board of Education); demonstrate candidate effectiveness in preparing greater numbers of urban students for high school; and build shared assessments in consultation with school clinical partners to better align candidate coaching and assessment with the formative and summative student assessments used in each school and to build a shared design for training university instructors, mentor teachers, and field supervisors in the shared candidate assessment and coaching system.

The design of a shared assessment approach acknowledges and values institutional differences (e.g., public vs. private, religious vs. non-religious affiliation, program size, and selectivity) and represents a significant commitment of time and resources across the institutions and their clinical partners. While complex organizational and conceptual issues are involved in designing and implementing a shared assessment system, the design and implementation of this system will provide an important opportunity to develop evidence-based findings about teacher preparation across these institutions.

CTPP possesses expertise in the use of formative and summative assessments for instructional decision-making. It will ensure that preparation programs develop shared common metrics to assist in the investigation of different models for instruction and that will span teacher preparation and teacher induction. In addition, we have among our members outstanding

research faculty who will support the study of teaching and learning in schools and who will use this information both to strengthen our teacher preparation programs and to provide support to classroom teachers and schools. (**Competitive Priority 1**)

**Teacher Pipeline Reform Part 3: Enhance New Teacher Development and Support**

***Ensuring Teacher Recruitment and Hiring.*** From the beginning, the Partnership will work with CPS Human Capital staff to ensure that candidates have priority consideration for employment in the district (e.g., allowing early entry into job fairs, program representation at principal, area, and/or Local School Council meetings). Under legislation requiring decentralization of CPS, principals have sole authority to hire teachers. CTPP will work intensively to inform principals of high-need schools with multiple vacancies about the strong preparation provided to CTPP graduates and encourage principals to hire them.

***Induction and Follow-up Support.*** Each partner institution currently tracks its graduates, although none of the procedures are adequately systematic or thorough. All take advantage of the Illinois Teacher Data Warehouse (a voluntary system linking university candidate data to the Illinois State Board of Education data on teachers, including certification data and job histories) and/or post-graduate surveys. Individual faculty members follow and sometimes continue to mentor their teacher candidates. But beyond individual or programmatic efforts, such as LUC's e-mentoring community program where experienced teachers, teacher mentors, and university faculty offer support to novice teachers, none of our institutions offer systematic induction support and none currently are working with or supporting CPS's teacher induction initiatives.

As a part of its effort to improve classroom performance and teacher retention, CPS has partnered with the Chicago New Teacher Center (CNTC) to provide an intensive induction system for all CPS teachers during their first two years. This research-based induction program

will debut in the 2010-11 school year, and will benefit all CTPP graduates teaching in Chicago Public Schools. See the appendix for a detailed description of CNTC induction services and the selection criteria for high quality Induction Coaches.

CTPP will build upon the CNTC induction program by designing specialized professional development offerings for new graduates of CTPP. Induction supports will utilize university faculty expertise to expand novice teachers' content knowledge, content/pedagogy skills, and skills for differentiating instruction for diverse learners, and for utilizing the Danielson Framework. Induction supports will address the inclusion of new teachers in the work of the school, for example, in vertical subject focused teams, as well as building networks of teachers around issues of subject matter teaching

Furthermore, the Clinical, Induction, and School Leadership (CISL) Work Group, responsible for the design of all induction and professional development work for the partnership, will use graduate follow-up data to inform and shape services for graduates and professional development for mentors and cooperating teachers. The Illinois Teacher Data Warehouse allows CTPP to track graduates with regard to job placements, retention in teaching, and certification and endorsement status. Over time, we expect that our graduates will take advantage of our advanced professional development and instructional leadership options to become knowledgeable cooperating teachers, induction mentors, and instructional leaders within their schools.

***Leadership Training.*** CTPP will use clinical experience as the primary gateway for developing the leadership skills of candidates beyond their pre-baccalaureate coursework. Each partner university will establish a functioning professional community in their partner schools. The community approach will eliminate common barriers that result in the principal being the only professional leading the school: the traditional hierarchy is replaced with structures that nurture

and support teacher leadership, and a teacher-based leadership that in turn supports the principal in his/her work.

In this environment candidates can participate in activities that make teaching public, collaboration common practice, and relationships professional and collegial. Through observations, guided practice, and the opportunity to work closely with practicing professionals, candidates will experience teaching as a stimulating and challenging profession that offers teachers a variety of roles involving leadership. The CISL Work Group, in partnership with the principals and mentor teachers, will carefully arrange experiences to ensure that each candidate has a productive and positive placement in their school that extends professional knowledge, personal growth, and leadership capacity.

Leadership training deepens and intensifies during Induction when candidates become the teacher-of-record in their own classrooms. The induction program emphasizes increasing content knowledge and supporting the novice teacher to take an active part in the professional community by accepting leadership responsibilities. Mentors and coaches act as safety nets to support the novices as they take on broader roles in the professional community and school. Through its emphasis on deep content knowledge and leadership, the induction program will encourage and motivate novices to pursue graduate coursework and the Illinois Teaching Certificate. **(Competitive Priority 2)**

***Professional Development.*** Professional development activities at the district or area level will augment Induction with training that addresses specific district priorities such as new curricular frameworks, recommended instructional materials, best practice strategies, and assessment of student growth and its use in planning instruction. Schools have the flexibility to adjust teaching schedules to provide half- or full-day professional development at the school.

Each school plans and conducts its own activities based on the unique needs of its student population and teaching staff.

***Coordination of Training Activities.*** CPS is in the process of reorganizing professional development for the district to increase continuity and coherence and reduce fragmentation and duplication. Training activities will move closer to Area Offices (middle-administrative units that manage approximately 20 schools each). CTPP will assist in the development of a unified and coherent research-based plan that offers a range of activities that are differentiated according to the needs of the participants. CTPP also will work closely with partner schools to ensure they integrate the work of the Area Offices as they develop their own professional development plans.

CTPP has the potential to become a major influence in the development of current and future CPS teachers, and to impact the lives of thousands of K-8 students over the grant period and beyond.

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## **PROJECT EVALUATION**

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### **RIGOROUS AND SCIENTIFIC PROJECT EVALUATION**

***Background on Evaluation Plan.*** In order for CTPP to successfully contribute to debates on elementary education teacher preparation, the project will include a thorough formative and summative evaluation focused on the effectiveness of the newly instituted reforms in university-based teacher preparation programs and their outcomes. TQP's provision for evaluation supports rigorous evaluation using quantitative and qualitative methods of the pre-baccalaureate programs implemented by the four partner universities, including the redesigned clinical experiences in the pilot group of 20 CPS partner schools. During the course of the project, formative evaluation will enable the universities to impact hundreds of teachers and thousands of students (600 teachers during the grant period and an estimated 18,000 high-need CPS students). Dissemination of the summative evaluation report will provide the basis for future improvements to teacher

preparation programs that have the potential to affect teachers and students at the local, state, and national levels. Thus, such a large scale evaluation will inform current and future teachers and teacher educators about strategies for preparing and retaining highly qualified teachers and the impact of such strategies on student achievement.

***Evaluation Team.*** An Evaluation Team directed by Dr. Rebekah Levin, Coordinator, Council of Chicago Area Deans of Education, University of Illinois at Chicago, will implement the evaluation plan, which is designed to provide quantitative and qualitative data to inform ongoing project implementation and summative evaluation of project outcomes findings. The Evaluation Team will provide the Governing Boards and Management Team with continuous formative evaluation as well as annual evaluation reports to inform the Committee about project progress and project areas requiring modification and intervention. Dr. Levin has extensive experience in the evaluation of large-scale, complex, longitudinal projects with multiple project partners. In her previous position as Executive Director of the Center for Impact Research in Chicago, she oversaw the design and implementation of numerous evaluations of federal, state, and local projects related to education, healthcare, social services, and the labor market.

***Evaluation Objectives.*** CTPP's pre-baccalaureate programs in elementary education at partner universities will produce cohorts of graduates whose quality and effectiveness in the classroom will be measured and compared. Accordingly, the evaluation plan is structured with the following key objectives: **(1)** to identify and document the relationships between K-8 student achievement and specific components of teacher preparation, induction, and other supports for teacher candidates and novice and experienced teachers; **(2)** to identify and document how teachers' instructional practice relates to teacher preparation programs, examining links between strengths and weaknesses in instructional practice and features of the preparation programs; and

(3) to identify and document components in teacher education programs that longitudinally affect teacher development and retention along the continuum of teacher professional learning. The formative and summative evaluation related to these objectives will produce robust data and findings that will make important contributions not only to current knowledge in the field but also to the national debate on evidence-based best practices in teacher preparation.

***Evaluation Plan Overview.*** The CTPP Evaluation Plan (Table A below) addresses the evaluation requirements of HEA 204(a): items 1 through 4(E), which are relevant to the proposed project. The Illinois Teacher Data Warehouse will provide longitudinal data on CTPP graduates' certification, certification pass rates, endorsement, and employment history; the Data Team will also use these data to determine retention rates of CTPP teachers in CPS schools. CPS will provide data on standardized test scores of CPS students of CTPP program graduates for linking student achievement with CTPP teachers. The Evaluation Team will use data from the CPS Value-added Student Achievement System, which connects student achievement data to individual teachers, and from CPS teacher assessment data systems including the Danielson Framework for CTPP teachers in CPS partner schools. The CTPP Evaluation Plan also delineates the measures and data for addressing the area of Teacher Qualifications, including (1) members of underrepresented groups; (2) teaching high-need academic subject areas; (3) teaching in high-need areas (SPED, ELL); and (4) teaching in high-need schools.

The CTPP Evaluation Plan provides for collecting quantitative data for required measures related to teacher demographics, qualifications, hiring, and retention, and to student and teacher achievement. The Evaluation Plan also includes the collection and analysis of quantitative and qualitative data for evaluating key CTPP project components: Candidate recruitment and

selection, preparation, and assessment; teacher retention; and the CTPP Policy Initiative.

Wherever appropriate, quantitative data will be related to student and teacher achievement.

The Evaluation Team will support the Partnership in meeting requests for data from the national evaluation contractor selected by Department of Education to evaluate the TQP Grants Program. This cooperation will include responding to modest data requests by the evaluation contractor (for example, requested program information and program participant information such as GRE or SAT scores and contact information).

<b>Table A: Chicago Teacher Pipeline Project Evaluation Plan</b>		
<b>Performance Area</b>	<b>Objectives</b>	<b>Measured By</b>
Teacher Achievement: Recruitment and Selection	Establish rigorous prerequisite requirements in reading, math, and science.	Praxis I, Praxis II scores, and Haberman Star-Teacher Scores
	Develop, implement, and evaluate a rigorous screening and selection process for teacher preparation programs.	Recruitment and Selection Work Group observations and interviews, review of recruitment, screening, and selection documentation
	Determine effectiveness of standardized testing and interviewing as predictor of future success of Candidate, Novice, and Experienced Teacher.	Praxis I, Praxis II scores, and Haberman Star-Teacher Scores, teacher assessments, standardized test scores of CPS students of Novice and Experienced Teachers
	Institute CTPP Recruiting Initiative for prospective students and their families.	Observation and documentation of Initiative activities, attendance data, Recruitment and Selection Work Group observations and interviews, CPS Partner Principal interview

Teacher Achievement: Preparation	Leverage strengths of partner programs to implement and institutionalize increases in content in math, science, reading, ELL, special education, multicultural education, and assessment across CTPP elementary teacher preparation programs.	Course syllabi, documentation on clinical experiences, comparison of CTPP and non-CTPP candidates' scores on Praxis I and Praxis II, Candidate assessments, Candidate interviews, Subject-focused Work Group observations and interviews, ELL/SPED Work Group observations and interviews, Program Coordinator interviews
	Develop and implement programmatic focus within subject area methods courses on multilingual learners, multicultural learners, and learners with special needs.	Course syllabi, documentation on clinical experiences, candidate performance assessment, Candidate interviews, ELL/SPED Work Group observations and interviews
	Design and implement a common sequence of courses leading to a Reading Teacher Endorsement for undergraduates Candidates.	ISBE Endorsement documentation, University Endorsement documentation, Subject-focused Work Group observations and interviews, Program Coordinator interviews
	Design and implement a course in classroom assessment aligned with CPS requirements.	Course syllabi and observations, CPS assessment requirements, Clinical, Induction, and Teacher Leader Work Group observations and interviews, Faculty interviews, Candidate interviews
	Design and implement CTPP Faculty Development Residencies	Clinical, Induction, and Teacher Leader Work Group observations and interviews, syllabi of CTPP Faculty pre/post Residency, Faculty interviews, Cooperating Teacher interviews, Candidate interviews, CPS Partner Principal interview
	Increase CTPP Cooperating Teachers' knowledge of CTPP assessment, math, science, and reading content, and pedagogy through professional development classes and teacher study groups.	Pre/post tests, surveys, professional development observations, Cooperating Teacher interviews, Field Instructor interviews, Candidate interviews

Teacher Achievement: Preparation	Design and receive approval for a common sequence of courses across CTPP programs leading to a Teacher Leader Endorsement for in-service teachers.	Clinical, Induction, and Teacher Leader Work Group observations and interviews, ISBE Endorsement documentation, University Endorsement documentation
	Expand school partnerships to increase number and effectiveness of clinical placements in high-needs schools.	Program placement data, Clinical, Induction, and Teacher Leader Work Group observations and interviews, Field Instructor interviews, Candidate interviews, CPS Partner Principal interviews
Teacher Achievement: Candidate Assessment	Establish and implement rigorous shared practices, tools, and benchmarks to assess Candidate's ability to help all students learn to high standards.	Review of assessment documents, Assessment Work Group observations and interviews, observation of faculty training and consultation on CTPP assessment model, Faculty interviews, Cooperating Teacher interviews, Field Instructor interviews, Candidate interviews
	Align Candidate coaching and assessment with CTPP formative and summative assessment of CPS students.	Review of assessment documents, Assessment Work Group observations and interviews, Cooperating Teacher interviews, Field Instructor interviews, Candidate interviews, CPS student assessments
	Develop system for collecting and analyzing institutional and cross-institutional longitudinal data on CTPP graduates, including data on each area of demonstrated district need.	Review of assessment data collection and analysis protocols, Assessment Work Group observations and interviews
Teacher Qualifications: Members of Underrepresented Groups	Increase proportion of Candidates from underrepresented groups by 10% each year for each university.	University enrollment data
	Develop system for collecting and analyzing institutional and cross-institutional longitudinal data on CTPP Candidates and Graduates, including demographic characteristics.	Review of data collection, analysis, and reporting protocols, Assessment Work Group observations and interviews

	Increase percentage of highly qualified Graduates hired by CPS who are members of underrepresented groups	CPS data, Teacher Data Warehouse,
Teacher Qualifications: Teach in High-Need schools	Increase proportion of Candidates intending to teach in high-need CPS schools by 85%.	University enrollment data
Certification Pass Rates and Scaled Scores	100% of Candidates will pass certification exams and demonstrate improved scaled scores over project period.	ISBE data
Teacher Qualifications: Teach in High-Need Academic Subject Areas	Increase proportion of Candidates concentrating in math, science, or reading by 85%.	University enrollment data
	Increase proportion of Candidates who complete certification requirements in elementary education and endorsement in math, science, or reading to 85% of all Candidates.	ISBE certification/endorsement data
	Increase percentage of highly qualified Graduates hired by CPS to teach in high-need academic subject areas (reading, math, science).	CPS data, Teacher Data Warehouse,
Teacher Qualifications: High-Need Areas	Increase percentage of highly qualified Graduates hired by CPS to teach in high-need areas (ELL, SPED).	CPS data, Teacher Data Warehouse,
Teacher Qualifications: Teach in High-Need schools	Increase percentage of highly qualified Graduates hired by CPS to teach in high-need elementary schools.	CPS data, Teacher Data Warehouse,

Teacher Retention	75% of Graduates will be hired by CPS at the elementary level.	CPS data, Teacher Data Warehouse data
	95% of Graduates hired by CPS will be retained into their second year of full-time teaching and will be receiving induction support and mentoring through Chicago New Teacher Center (CNTC).	CPS data, Teacher Data Warehouse data, Induction Program, CNTC documentation
	Develop and implement process and database for collecting and analyzing institutional and cross-institutional longitudinal data on hiring, retention, teacher performance, and student achievement of CTPP Novice and Experienced teachers in CPS schools.	Review of assessment data collection and analysis protocols, Assessment Work Group observations and interviews
	Provide professional development using University Faculty expertise to expand Novice Teachers' content and professional knowledge and skills in differentiating instruction for diverse learners.	Pre/post tests, surveys, professional development documentation and observations, Faculty interviews, New Teacher interviews, CPS Partner Principal interviews
	Enroll cooperating teachers from each partner elementary school in courses towards a Teacher Leader Endorsement	Enrollment data, cooperating teacher surveys, CPS Partner Principal interviews
	Increase cooperating teachers' knowledge of math, science, and reading content and pedagogy through professional development classes and teacher study groups.	Pre/post tests, surveys, cooperating teacher interviews, Novice Teacher interviews, CPS Partner Principal interviews
	Design and receive approval for a common sequence of courses across CCTP programs leading to a Teacher Leader Endorsement for in-service teachers.	Interviews with Clinical, Induction and Teacher Leader Work Group, state approval of Teacher Leader Endorsement
	Track retention rates of Graduates over first three years of teaching.	CPS data, Teacher Data Warehouse, Graduates interviews, Mentor Teacher interviews, CPS Partner Principal interview

Student Achievement	Prepare CPS students in high-need schools for postsecondary success.	Teacher assessments using Danielson model, standardized test scores of CPS students of Novice and Experienced Teachers, certification, endorsement, employment data of Novice and Experienced Teachers, CPS Partner Principal interviews
CTPP Policy Initiative	Collaborate with CCADE institutions, ISBE, ISBHE, NGOs, and national educational organizations to disseminate project findings and best practices to teacher preparation stakeholders at local, state, and national levels.	CTPP project leadership interviews, ISBE and ISBHE interviews, presentations at professional meetings and publications on project implementation and evaluation findings

*Use of Quantitative and Qualitative Data.* As described above, the Evaluation Team will have access to quantitative data from the robust data systems of the Teacher Data Warehouse, the CPS Value-added Student Achievement System, and the Teacher Performance Management System in order to longitudinally track CTPP graduates and CPS teacher and CPS student achievement. CTPP data systems will build on the successes of ongoing collaborative work of CCADE institutions around data collection and sharing. The Evaluation Team will work extensively with the CTPP data system, which will have longitudinal data on CTPP Candidates, including Praxis I and II scores and Haberman Star-Teacher scores used for candidate selection and Candidates’ course grades and assessment data.

The evaluation includes an extensive qualitative data component in order to provide detailed and nuanced formative and summative data that complements the project’s quantitative data. Qualitative data will be collected from observations of the Work Groups, professional development, faculty residency and other activities, regular interviews with all stakeholders, and reviews of program documentation, including recruitment, screening,

selection and endorsement documents, course syllabi, and data collection, analysis and reporting protocols. The Evaluation Team will analyze these qualitative data using thematic content analysis and incorporate these analyses into both formative and summative evaluation reports.

***Performance Feedback and Formative Assessment.*** Performance feedback and formative assessment regarding intended outcomes will be a critical component of the CTPP evaluation. Council of Principal Investigators. All performance areas will be evaluated annually, with the data presented comprehensively to the and Project Management Team at the end of each year, through the issuance of a written document as well as a guided discussion of the implications of the data, what appears to be working well and should be continued, what is problematic and needs to be addressed, and what new components or activities might need to be created.

In addition to this annual feedback, the evaluators will address subsets of the project's activities throughout the year, targeting their interviews, surveys, observations, artifact analyses, e.g., assessments of syllabi, endorsement documentation, and analysis of testing data, to times when those data are most likely to be available or most pertinent to the ongoing project development. As the timeline for the project's implementation becomes more detailed, the evaluators will determine the appropriate schedule of these topics that will be covered during the year. Finally, when particular components or phases of the project present specific challenges that appear to merit a heightened degree of observation and feedback to project stakeholders, the evaluators will provide additional targeted evaluation data and analysis with a rapid response to participants so that they can use these data to inform and adjust their activities.

***Output and Outcome Data Including Benchmarks to Monitor Progress.*** Within each performance area, the Evaluation Team will create a rubric of project outputs and benchmarks, with outcome data to be provided throughout the year as data become available. These data will

be used in the formative assessment, as well as to inform the summative evaluation of the project's impact.

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## **SIGNIFICANCE**

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### **INTRODUCTION: THE CHALLENGES TO TEACHER PREPARATION**

Teacher preparation programs typically lack effective and consistent connections with K-12 schools, resulting in a portion of graduates who are not adequately prepared to teach today's diverse student population, particularly in large high-need urban public school systems such as CPS. Currently, the entire concept of university-based teacher preparation is being critically examined within and increasingly outside of the university. Regardless of the source of the criticism, questions regarding teacher education as the domain of universities are fundamental and persistent.

Multiple alternative pathways to teacher preparation, stagnant performances of poor and minority students on national tests, the persistent achievement gap between low-income students and their higher-income counterparts, and ever increasing accountability demands of No Child Left Behind have eroded confidence in traditional teacher preparation programs and underscore the profound need for systemic change. In response to these concerns and challenges, universities are expending enormous effort and substantial resources compiling data about their programs. However, they are doing so without a consensus about what should be measured and how it should be measured. Consequently, much of the data is of dubious quality. Furthermore, these data do not constitute a sufficient body of evidence-based research to support convincing and conclusive findings about the effectiveness of teacher preparation programs. Increased national accountability requirements placed on school districts will only lead to greater scrutiny.

Partners in the Chicago Teacher Pipeline Partnership (CTPP) welcome the opportunity to explore the impact of its model on the production of effective teachers and classroom practice

and to develop rigorous, data-driven program findings that will contribute to the national debate. These data will measure the impact of the CTPP model by measuring whether it produces teachers whose instructional practice in turn produces gains in student learning. It is critical at this juncture that key innovations in teacher preparation be linked to state policy bodies and emergent state data systems so that teacher preparation programs can adequately measure their impact in terms of student achievement, and so that candidate assessment and program evaluation are increasingly linked to measures that are comparable across preparation systems.

### **LIKELIHOOD THAT CTPP WILL RESULT IN SYSTEM CHANGE/IMPROVEMENT**

Partnerships between school districts and teacher education programs are a potentially effective strategy for addressing many of the cited challenges. While most programs have arrangements with school districts to provide various types of field experiences, the relationships are not sufficiently substantive to drive systemic change in either teacher education programs or the school district that employs their graduates. Further, these individual relationships seldom offer the scope and capacity for change that is available when four large teacher preparation institutions combine their efforts in close partnership with a large urban district. At the core of CTPP is a partnership that provides a systemic view of specific education reform that aligns CPS improvement efforts with those of four universities that together prepare more elementary teachers hired by CPS than any other university or partnership.

The reforms proposed in CTPP are designed to result in significant improvements in producing teachers who have the skills and content knowledge necessary to effectively teach on day one and who have the competence and confidence to contribute productively to local school reform efforts. Given the high levels of commitment among project partners and the close alignment

between university partners and CPS around project objectives, there is great likelihood that CTPP will result in improvements and systemic change to CTPP partner organizations.

### SYSTEM CHANGE AT THE UNIVERSITY LEVEL

A unifying framework of the Partnership’s major reforms to the traditional pre-baccalaureate elementary education programs emphasizes effective and uniform implementation:

Consistent Targeted Reforms	Significance
An extensive, coordinated review of current admissions criteria in consultation with CPS will <b>strengthen admissions standards</b> to identify candidates with appropriate academic backgrounds in mathematics and science and to utilize criteria that will have the most predictive value for teacher excellence and retention in urban schools.	Quality candidates who enter the teacher education program with strong knowledge will have less need for remedial coursework to fill knowledge gaps. Candidates with appropriate background and dispositions for urban teaching are more likely to succeed and to stay in teaching. Academic coaching will be provided to those who require subject-area support.
A series of <b>new rigorous content courses</b> in mathematics, science, and literacy builds on the strengths of the Colleges of Arts and Sciences within each university and links with CPS curricular initiatives.	New coherent coursework aligned with district curriculum priorities prepares candidates to earn content area endorsements as part of the pre-baccalaureate program. Strengthened content preparation benefits all teachers.
A strengthened instructional framework: <ul style="list-style-type: none"> <li>- Focuses on <b>differentiating learning</b> activities for special needs pupils</li> <li>- Expands and extends <b>clinical education</b></li> <li>- Emphasizes <b>socio-cultural</b> understandings and practice in the context of the urban classroom</li> </ul>	General education blends with pedagogy resulting in a balanced approach that includes: content theory and research; methods of teaching that content, and strategies to address the learning needs of all high need students, including those with special needs and English Language Learners.
Collaboration with CPS and the Chicago New Teacher Center will provide uniform <b>Induction</b> support for all graduates employed by CPS. Augment CNTC induction process with content/pedagogy focused coaching.	Intensive and focused support will ensure that all novice teachers receive the same level and quality of training, generate successful, content-rich teaching, and enhance retention rates.
Collaboration between university partners in consultation with CPS partner schools to provide professional development to cooperating teachers and mentors.	Professional development for cooperating teachers and mentors will complement and support training and induction focus on increased knowledge and skill in pedagogy. PD will also provide opportunities to enhance instructional and school leadership skills.

*Addressing CPS Needs* –These reforms provide appropriate solutions to the district’s need for quality graduates who enter the CPS employment pipeline with the following attributes:

- Deep content knowledge necessary to teach content disciplines;
- A repertoire of strategies to address the learning needs of all children;
- Understandings of the complexities and conditions of the urban high-need classroom;
- Familiarity and experience with district curriculum and other initiatives;
- Competencies to assume an active role in site-based professional communities;
- Commitment to teaching in high need schools.

#### **SYSTEM CHANGE AT DISTRICT LEVEL**

A true collaborative partnership between the district and CTPP universities will: (a) define clear and uniform understandings of what novice teachers experience in the pre-baccalaureate program; (b) provide common expectations for what high quality teaching looks like based on the knowledge that a “well prepared novice teacher” is not fully developed; (c) enable the district to address inequities in the distribution of quality teachers in high need or hard-to-staff schools; and (d) ensure that novice teachers are staffed within their content areas.

By producing better prepared novice teachers, CTPP will enable the district to strategically reallocate the valuable resources formerly used to remediate teacher knowledge and skills. For example, the district spends approximately [REDACTED] on professional development annually, but without focus or explicit strategy. Under CTPP, one agency, the Chicago New Teacher Center, will have the major responsibility for providing intensive and contextual induction for new teachers. Intensive contextual induction includes strong mentorship and other supports that address the individual classroom and school factors impacting novices. Alignment with pre-baccalaureate experiences and the district’s curricular initiatives will facilitate a more smooth

transition from teacher preparation to effective classroom teaching. This change will eliminate repetition and fragmentation, and allow the district to redirect funds for other priorities.

Better prepared teachers are more likely to have positive experiences as novice teachers and higher levels of commitment to remaining in the teaching force. These two aspects will increase retention rates and enhance stability and continuity of instruction for students who need it the most. Like induction, the current rate of attrition of novice teachers is a heavy burden on district finances. Efforts in recruiting, screening, hiring, and training of novices cost the district approximately [REDACTED] dollars annually. These funds are virtually lost when new teachers leave the system for personal reasons or for employment in other school districts.

**PROMISING NEW PRACTICES AND STRATEGIES**

In addition to building on existing strengths and addressing areas of weaknesses, CTPP features several innovations that have the potential to become promising practices for other teacher preparation programs in the city of Chicago and the state of Illinois. These promising practices focus on continuous improvement and accountability. The innovations and their potential are described in the following chart:

<b>Innovation</b>	<b>Potential</b>
<b>Candidate Assessment</b>	A competency-based assessment system will be developed and shared across universities to give course and clinical instructors multiple opportunities to monitor candidate growth and customize adjustments. Assessments that show promise for becoming national models will be considered for adoption or adaptation to allow for more valid and reliable institutional benchmarking.
<b>Longitudinal Data Systems</b>	CTPP partners develop longitudinal data systems to track graduates. We will work with the state and CPS to link graduate data to student achievement outcomes.
<b>Faculty Classroom Residencies</b>	Opportunities for university faculty to spend regularly scheduled time in project classrooms observing and co-teaching will intensify collaboration within partnership.

### **Magnitude of Results**

- ▶ This new assessment system will provide more accurate, discrete data on candidate's strengths and weaknesses than was previously available. This practice eliminates the traditional approach of infrequent and weak assessments of all candidates and replaces it with a continuous loop of monitoring individual growth and customized adjustments to their program. Currently, few pre-baccalaureate programs devote sufficient resources to candidate assessment and lack the flexibility to accommodate their individual needs. The 22 local peer institutions that comprise CCADE have expressed interest in joint assessment work.
- ▶ CTPP partners have already joined the Illinois Teacher Data Warehouse to link state data on teacher certification, endorsements, and job histories to their graduates' academic records. The state is poised to build out a more complex tracking system that will link these data to student achievement outcomes. ISBE and IBHE have expressed interest in working with CTPP in the design of that system.
- ▶ Faculty residencies combine the worlds of academia and novice teaching in its focus on the contexts of high-need classrooms and CPS schools. These faculty residencies will help bridge theory and practice and bring greater clarity to and understanding of daily challenges facing CPS classroom teachers. It also provides a strong response mechanism for making and assessing modifications to university-based courses and field instruction.

### **ADVANCEMENT OF KNOWLEDGE AND PRACTICES**

The potential contribution of CTPP to the advancement of knowledge and practices in the field begins with rigorous scientific evaluation and continues with dissemination of successful results. In order for CTPP to successfully contribute to debates on elementary education teacher preparation, the project will include thorough formative and summative evaluation focused on the effectiveness of the newly instituted reforms in university-based teacher preparation programs and their outcomes. TQP's provision for evaluation supports rigorous evaluation using quantitative and qualitative methods of the pre-baccalaureate programs implemented by the four partner universities, including the redesigned clinical experiences in the pilot group of 20 CPS partner schools. During the course of the project, formative evaluation will enable the universities to impact hundreds of teachers and thousands of students (600 teachers during the grant period and an estimated 18,000 high-need CPS students). Dissemination of the summative evaluation report will provide the basis for future improvements to teacher preparation programs

that have the potential to affect teachers and students at the local, state, and national levels. Thus, such a large scale evaluation will inform current and future teachers and teacher educators about strategies for preparing and retaining highly qualified teachers and the impact of such strategies on student achievement.

An Evaluation Team directed by Dr. Rebekah Levin, Coordinator, Council of Chicago Area Deans of Education, University of Illinois at Chicago, will implement the evaluation plan, which is designed to provide quantitative and qualitative data to inform ongoing project implementation and summative evaluation of project outcomes findings. The Evaluation Team will provide the Council of Principal Investigators and the Project Management Team with continuous formative evaluation as well as annual evaluation reports to inform the Committee about project progress and project areas requiring modification and intervention. Dr. Levin has extensive experience in the evaluation of large-scale, complex, longitudinal projects with multiple project partners. In her previous position as Executive Director of the Center for Impact Research in Chicago, she oversaw the design and implementation of numerous evaluations of federal, state, and local projects related to education, healthcare, social services, and the labor market.

Coherence across CTPP's pre-baccalaureate programs will produce a critical mass of graduates whose quality and effectiveness in the classroom can be compared and measured. To that end, the evaluation plan incorporates the following three aims:

1. To determine and document how variables of teacher preparation, induction experiences, and other support relate to K-8 student achievement;
2. To identify how teachers' instructional practice relates to features of teacher preparation programs by linking strengths and weaknesses back to the initial preparation programs;

3. To identify salient features of teacher education programs that affect teacher developmentally longitudinally along the continuum of teacher professional learning.

Evaluation of the answers to these questions will yield valuable information and data to augment current knowledge in the field and highlight not only promising practices but make significant contributions to the national debate.

### **DISSEMINATION OF CTPP FINDINGS AND RESULTS**

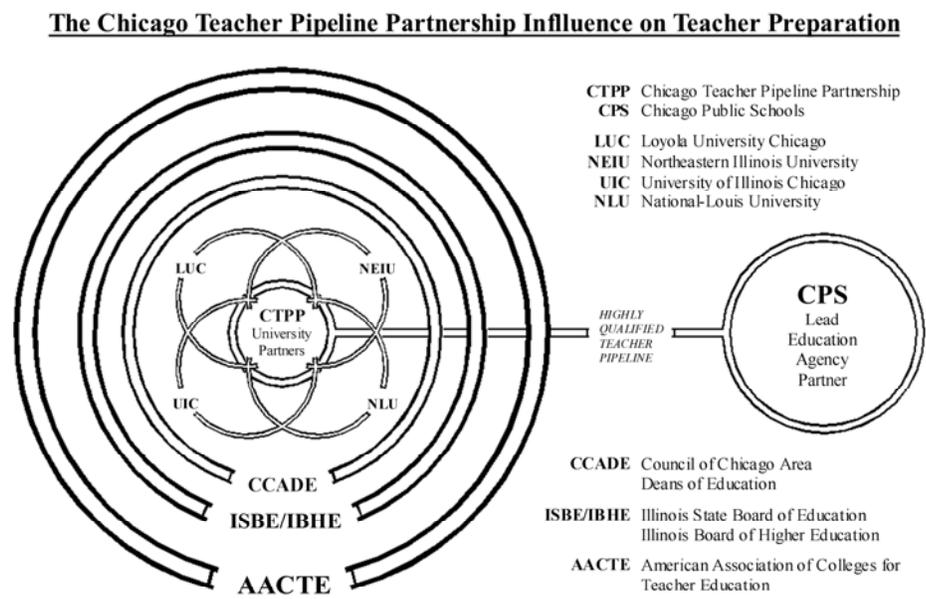
Dissemination plans include presentations by university deans, faculty, and project evaluation team at local, state, and national meetings as well as at annual academic conferences such as those offered by the American Educational Research Association (AERA), the American Association of Colleges of Teacher Education (AACTE), the Association for Teacher Education (ATE), and specialty professional associations such as the National Council for the Teachers of Mathematics and the International Reading Association. Data and analyses from our work will also be routinely provided to our local peer institutions through regular CCADE meetings and summits. See Appendix D, II-e , for a list of CCADE institutions. Alumni will be informed of our work so that we may engage them in disseminating best practices and gain additional perspectives on our work. As indicated earlier, the Illinois State Board of Education and Illinois Board of Higher Education have indicated support for our project in the hope that it will inform state policy and rules with regard to teacher preparation and induction.

### **LIKELIHOOD THAT CTPP WILL RESULT IN POLICY CHANGES**

Current debates among educational policymakers are highly focused on teacher quality and teacher preparation. Although there is ample and convincing research-based evidence demonstrating that quality teachers make a difference, there are many unanswered questions about how best to recruit and prepare teachers and ensure that they teach effectively and are

retained in high-need classrooms. The evaluation findings of CTPP will provide needed evidence to inform the debate by explicitly connecting teacher preparation reforms with student learning.

As advocates for major reforms in teacher preparation programs, the four universities collaborate with other similar organizations to actively pursue policy changes at the local, state, and national levels. The following graphic illustrates CTPP relationship to these organizations:



As members of the Council of Chicago Area Deans of Education (CCADE), partners will share evaluation findings and promising evidence-based best practices identified through the project. The likelihood of providing significant impact on the teacher preparation programs of other members is high: 22 deans of education belong to CCADE, all of whom are highly interested in the CTPP model. As a body, CCADE has the potential to be a major force for education policy change.

Because CTPP is based on a true collaborative partnership with CPS, there is a strong likelihood for impacting district policies. Relationships of trust and cooperation fostered through membership on the CTPP Council of Principal Investigators will provide further impetus for working collaboratively to impact policies of the CPS Board of Education and the Illinois State Board of Education (ISBE).

These groups have already begun working with ISBE in developing policy changes regarding: (1) revised teacher endorsements based on assessment of content knowledge rather than additional coursework; (2) recommendations for new salary schedules at the district level that recognize content knowledge and/or performance; (3) a new teacher leadership endorsement that recognizes competencies necessary to direct school-based professional communities; and (4) redirection of current funding resources and identification of new sources for supporting education. Although the dialogue is in its early stages, it is moving on a trajectory that will lead to a framework for effective teacher education programs and identification of quality teaching.

#### **CONCLUSION: SUSTAINABILITY AND FUTURE DIRECTION**

CTPP project planners have already begun to plan for future funding to continue and expand the model once grant funds terminate. Sustainability is inherent in the project because the components are “home-grown,” will be institutionalized across the universities, and are not dependent on external resources. To a large degree, future funding will come from the universities through diminution of design costs over time, institutionalization of ongoing program costs as the innovations replace existing program activities, ongoing grant-seeking efforts, and identification of major community benefactors such as the Chicago Community Trust. The Trust has a major investment in this project: their representatives provided expertise and support for Council of Principal Investigators. CPS has made a strong commitment to CTPP to continue as a

developing this project and the Trust will continue its involvement through membership on the major partner and contributor to a shared vision of improving teacher quality and student achievement.

Informed by this vision of leveraging partnerships to reform teacher preparation and by the findings from rigorous project evaluation, the CTPP model will help decision makers identify where to focus efforts and resources to further advance and improve project outcomes. Lessons learned from CTPP and its modifications will serve as propel future innovation.

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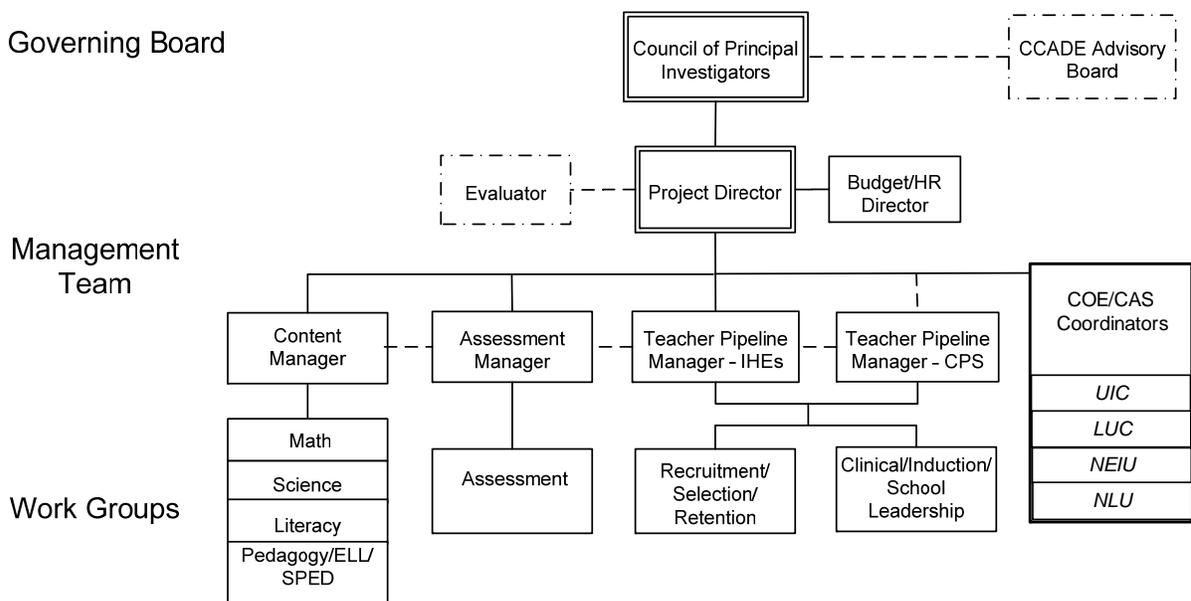
## MANAGEMENT PLAN

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### ADEQUACY OF MANAGEMENT

CTPP will achieve project objectives on time and within budget through strong leadership, informed decision making, expert management, and coordinated partner contribution. CTPP brings together state, community, and local leadership whose direction and support will accomplish major reform in the pre-baccalaureate preparation of quality elementary education teachers. The following organization chart describes project personnel and their reporting relationships.

The following chart further details Project Personnel and their functions.



<b>Organization Chart Key</b>	<b>Functions</b>
<b>CCADE Advisory Board.</b> 22 institutions that supply most of CPS's teachers.	Provides oversight; approves annual workplans, programs, evaluation reports
<b>Council of Principal Investigators.</b> Chaired by UIC. Four Deans of Education (UIC, NEIU, NLU, LUC); CPS Acting Deputy CEO Of Human Capital; Program Officer – The Chicago Community Trust	Guides the work across the project. Keeps project on track to meet objectives on time & within budget
<b>Management Team.</b> Project Director, 5 Managers, 8 COE/CAS Coordinators (see below), Evaluator	Convenes semi-monthly to coordinate work across the project
<b>Project Director</b>	Oversees day-to-day operations of the project
<b>Managers</b>	Facilitate & support the development, piloting, approval of project initiatives
<b>COE/CAS (College of Education/College of Arts &amp; Sciences) Coordinators</b>	Guide the work of the project at each of the 4 universities; convene monthly
<b>Workgroups.</b> 7 groups per university consisting of 1 COE faculty, 1 CAS faculty, & 1 teacher from 4 CPS partner schools (1 per university)	Develop content & processes to reform the Elementary Education pipeline. Cross-institutional groups meet weekly to develop ensure institutionalization of reforms.

#### **RESPONSIBILITIES, TIME COMMITMENT AND FUNDING OF KEY PERSONNEL**

Roles, responsibilities, and time commitments are as outlined below:

<b>Dean, College of Education, UIC</b> <i>Victoria Chou</i>	Oversees project; ensures quality and faithful implementation; point of contact for Project Manager <b>Time Commitment: 10 % (in kind)</b>
<b>CPS Deputy CEO of Human Capital</b> <i>Alan Anderson</i>	Oversees project; ensures quality and faithful implementation in CPS; point of contact for CPS Pipeline Manager. <b>Time Commitment: 5% (in kind)</b>
<b>Project Director</b> <i>Ginger Reynolds</i>	Oversees day-to-day project operation; ensures fiscal integrity and adherence to grant requirements; ensures quality of professional development content; manages data collection and dissemination; meets regularly with Managers and partners; facilitates development, piloting, and approval of Teacher Leader endorsement programs. <b>Time Commitment: 100% (grant) (50% administrative, 50% program development)</b>
<b>Content Manager</b> <i>New Hire</i>	Oversees development, piloting, and approval of new content coursework across the project; maintains working relationships with ISBE and IBHE; facilitates content area work groups; supervises the web developer. <b>Time Commitment: 100% (grant)</b>

<p><b>Assessment Manager</b> <i>New Hire</i></p>	<p>Facilitates development/piloting &amp; approval of assessment instruments &amp; protocols; Oversees development &amp; maintenance of assessment information management system; Coordinates candidate Recruitment and Selection reforms; Supervises assessment/evaluation coordinator (graduate student). <b>Time Commitment: 100% (grant)</b></p>
<p><b>Teacher Pipeline Manager – IHEs</b> <i>New Hire</i></p>	<p>Collaborates with CPS counterpart to facilitate selection of partner schools, develop clinical model, &amp; schedules for fieldwork &amp; induction; Coordinates professional development activities; Monitors clinical, induction &amp; professional development <b>Time Commitment: 100% (grant)</b></p>
<p><b>Teacher Pipeline Manager – CPS</b> <i>Lahari Goud</i></p>	<p>Communicates with partner schools partners regarding fieldwork and professional development; Coordinates teacher/school incentives; Facilitates placement into school leadership endorsement programs; Coordinates clinical placements, hiring &amp; induction activities for cohorts; <b>Time Commitment: 100% (grant)</b></p>
<p><b>COE Coordinators</b> UIC: <i>E. Katsarou</i> NEIU: <i>J. Yturriago</i> NLU: <i>D. O’Connor</i> LUC: <i>D. Giroux</i></p>	<p>Coordinates the tasks for the 7 Workgroups wit COA; Secures additional resource support as needed; Facilitates Recruitment/ Selection/Retention Workgroup; Ensures collaboration within and across the partnership. Arranges El. Ed. faculty residencies. <b>Time Commitment: 50% (grant)</b></p>
<p><b>CAS Coordinators</b> UIC: <i>D. Martin</i> NEIU: <i>L. Berlin</i> NLU: <i>W Canfield</i> LUC: <i>R. Shefner</i></p>	<p>Coordinates the tasks for the 7 Workgroups with COE; Secures additional support from the Colleges of Arts &amp; Sciences as needed; Facilitates collaboration within and across the partnership; Arranges College of Arts &amp; Science faculty residencies. <b>Time Commitment: 25% (grant)</b></p>

**QUALITY OF KEY PERSONNEL**

**Ginger Reynolds** will serve as CTPP Project Director. Dr. Reynolds has a Ph.D. in Educational Policy Studies from the University of Illinois Urbana and until recently has been the Chief Officer of Research Evaluation and Accountability at the Chicago Public Schools. Her broad range of leadership and consulting experiences that are described in resume in Appendix D make her particularly well suited to lead the project, including development of the Teacher Leader Endorsement.

**Managers (New Hires).** Grant funds will enable CTPP to hire three (3) full-time positions (Managers) to ensure the capacity of the partnership to fully develop and implement proposed reforms. Minimum requirements for these positions include: a master’s degree in a field related to their assigned tasks, five years experience leading educational projects in a university or similar setting, possession of superior writing and communication skills, and competent in motivating and inspiring colleagues. Curriculum Vitae/Resumes for all named key project personnel are included in Appendix D.

**TIMELINE, MAJOR ACTIVITIES MILESTONES AND RESPONSIBLE PERSON**

The following table summarizes planning and preparation for implementation and the annual cycle of activities to be undertaken during each of the 5 grant years.

<b>Year 1 (2009-2010)</b>		
<b>Grant Funded Responsible Person</b>	<b>Activities</b>	<b>Milestones Completion Dates</b>
Dean, Project Director	Begin contracting process	Nov. 15
Dean, Project Director	Select and hire project staff/partnership level	Nov. 15
COE/CAS Coords.	Contract faculty, staff, teachers/university level	Nov. 15
Project Director	Convene Management Team for the first semi-monthly meeting to develop the Year 1 Work plan.	Nov. 15
Dean, Project Director	Present the Year 1 Work plan for the approval of the Governing Boards	Dec. 15
COE/CAS Coords.	Convene the 7 Workgroups at each partner university	Jan. 15
Project Director	Conduct first project-wide Summit/orientation	Feb. 1
Assessment Manager, University faculty	Begin training in administering Haberman Star Teacher for two faculty from each university	Feb. 1
Recruitment Faculty from each University	Begin recruiting Freshmen and Juniors for Fall 2010. Administer Haberman Star Teacher Interview.	Feb. 15
Content Manager	Organize and convene Cross-Institutional Program Development Workgroups	Mar. 1

Content Manager, faculty	Conduct Professional Development for teachers in partner schools (continues from this point)	Mar. 1
Project Director, Evaluator	Submit Year 1 Annual Progress Report (APR) - (repeats annually)	May 15
Content Manager	Approve new mathematics/science content course to pilot in Year 2	Jun. 15
Project Director	Submit 2nd project-wide Summit/progress report	Jun. 15
University Faculty	Administer entry assessment tools to select Freshman Cohort 1 and Junior Cohort 1 and conduct orientation;	Aug. 1
COE/CAS Coords.	Pilot new math/science improved coursework	Sep. 1
Project Director	Submit 3rd project-wide Summit/ Discuss Year 1 Preliminary Evaluation Disseminate Program Reports	Sep. 30
<b>Year 2 (2010-2011)</b>		
<b>Responsible Person</b>	<b>Activities</b>	<b>Milestones</b>
Dean, Project Director	Present the Year 2 Work plan for approval of the Governing Group	Oct. 15
Project Director, Evaluator	Review Year 1 Evaluation and Program Reports	Oct. 31
Teacher Pipeline Managers	Place Freshmen Cohort 1 and Junior Cohort 1 in partner schools to begin clinical education	Sept 15-Dec 15
University Faculty	Implement new recruitment strategies for Freshmen Cohort 2 and Junior Cohort 2 for Fall 2011; Administer Haberman Star Teacher Interview and other entry tests	Nov. 1
Content Manager, faculty	Submit new course outlines/syllabi for university partners approval	Nov. 1
Assessment Manager, COE/CAS Coordinators, faculty	Develop common rubric for content Workgroups to use in assessing candidates	Nov. 15
Project Director, Faculty Workgroups	Begin Teacher Leader Endorsement program within Workgroups	Jan. 15
Teacher Pipeline Managers	Facilitate the interviews and hiring of Junior cohort 1 by CPS principals	May-June

<b>Year 3 (2011-2012)</b>		
<b>Responsible Person</b>	<b>Activities</b>	<b>Milestones</b>
Teacher Pipeline Managers	Begin induction program for Junior cohort 1 (first graduating class) in their first year of teaching in CPS;	Sept.-June
Content Manager, COA/CAS Coords.	Add university-approved math/science courses to the required program sequence	Aug.-Sept.
Teacher Pipeline Managers	Collaborate in planning and implementing summer professional development activities for new teachers	Nov. - May
Content Manager, universities	Submit Teacher Leader endorsement program to ISBE for approval	Nov. 1
Teacher Pipeline Managers	Pilot summer professional development for new teachers	July-Aug
<b>Year 4 (2012-2013)</b>		
<b>Responsible Person</b>	<b>Activities</b>	<b>Timeline</b>
Teacher Pipeline Managers	Continue Year 2 induction program for Cohort 1	Sept-June
Content Manager, faculty	Implement approved Teacher Leader Endorsement programs at universities	Sept. 1
Teacher Pipeline Managers	New teachers' summer professional development approved for all CPS new teachers	July-Aug
<b>Year 5 (2013-2014)</b>		
<b>Responsible Person</b>	<b>Activities</b>	<b>Timeline</b>
Project Director, all university partners	Complete institutionalization of CTPP reforms across all partner universities	Sept-May
Teacher Pipeline Managers	Facilitate completion and application process for CPS teachers who are prepared to receive the Teacher Leader Endorsement	June-Aug
Project Director	Disseminate 11th project-wide Summit report Conduct; Culminating Event-Share Distribute Year 5 Summative Evaluation & Program Reports	Sep. 30

## SHARED AND SPECIFIC RESOURCES OF PARTNER INSTITUTIONS

Institution	Resource
CCADE	<ul style="list-style-type: none"> <li>• Leadership &amp; involvement of 22 Education Deans</li> </ul>
Chicago Community Trust	<ul style="list-style-type: none"> <li>• Non-federal support</li> <li>• Participation of the Sr. Program Manager for Education on the Council of Principal Investigators</li> <li>• Funds all four universities participation in an initiative to increase the number of teachers in high-need underperforming Chicago elementary schools who have reading endorsements</li> </ul>
UIC	<ul style="list-style-type: none"> <li>• Federally designated Minority IHE</li> <li>• Internationally know literacy program</li> <li>• Dean Chou Co-Chair of IRA’s Literacy Leaders for Urban Teacher Education Commission</li> <li>• Sponsors the Chicago Area Writing Project</li> <li>• Learning Sciences Institute</li> <li>• A curriculum embedded “math concentrators” program leading to math endorsement for elementary teachers</li> <li>• Bilingual/ESL approval</li> <li>• Tim Shanahan, former chair of the National Literacy Panel of Language Minority Children and Youth</li> <li>• ELL/Bilingual Education bachelors degree &amp; Bilingual/ESL approval</li> <li>• Fifth year Special Education endorsement, Bilingual/Special Education endorsement</li> </ul>
NEIU	<ul style="list-style-type: none"> <li>• Federally designated Hispanic Serving Institution</li> <li>• Four-year postsecondary cohort model for candidates who indicate a desire to teach in high-need Chicago schools.</li> <li>• New Title V-supported center for underrepresented students for success in mathematics and science in development</li> <li>• ELL/Bilingual Education bachelors degree</li> <li>• Special Education bachelors degree, Bilingual/Special Education endorsement</li> </ul>
NLU	<ul style="list-style-type: none"> <li>• Urban residency clinical program model for providing high-quality clinical experience in Chicago turn around schools</li> <li>• Well-regarded literacy faculty and sponsors of the Illinois Writing Project</li> <li>• Nationally recognized expertise in teaching for conceptual integration in elementary and middle level mathematics</li> <li>• ELL/Bilingual Education bachelors degree</li> <li>• Mark Shinn pioneered the development of Response to Intervention</li> </ul>
LUC	<ul style="list-style-type: none"> <li>• Model undergraduate Reading Teacher Endorsement currently in approval process</li> <li>• Professional Development School model in high-need Chicago school</li> </ul>

	<ul style="list-style-type: none"> <li>• ELL/Bilingual Education bachelors degree</li> <li>• Special Education bachelors degree</li> <li>• David Prasse, a national leader in Response to Intervention</li> <li>• Center for School Evaluation, Intervention and Training provides social/emotional behavior/academic support for children</li> </ul>
CPS	<ul style="list-style-type: none"> <li>• Participation of Alan Anderson, Acting Deputy CEO of Human Talent sits on the Council of Principal Investigators</li> <li>• Clinical supervision for candidate cohorts and two years of induction support from the New Teacher Center for all graduate novice teachers in CPSI</li> <li>• New Teacher Center’s Formative assessment System provide the tools for collecting data to inform teacher practice to guide greater proficiency</li> <li>• Support 20 high-need partner CPS elementary schools</li> </ul>

**FEEDBACK AND CONTINUOUS IMPROVEMENT**

The hierarchical structure of the management system provides multiple opportunities at various levels to loop communication in a manner that facilitates continuous improvement and timely mid-course adjustments to CTPP implementation. These levels include: (1) Governing bodies meet on a monthly basis to address ongoing progress toward goal achievement and approve needed adjustments. (2) A Management Team meets on a semi-monthly basis along to discuss evaluation and progress reports from the evaluation team and Workgroups. (3) Workgroups meet with Managers also on a weekly basis to discuss progress, problems, and their possible solutions. (4) The Management Team in semi-monthly meetings will incorporate reports from each aspect of the program two ways, through the five Managers and the University Coordinators and Co-Coordinators. The Council of Principal Investigators will meet monthly to share their perspectives on the project’s progress on each campus and fine-tune the work plan to meet the needs of each partner and the CTPP teacher candidates. (5) The Evaluator participates in quarterly meeting with the Project Director and Council of Principal Investigators in preparation for the quarterly reports to the CCADE. (6) Project wide Summits meet once a

semester to disseminate information regarding progress and enhance communicating across the various levels.

#### **MECHANISMS FOR ENSURING HIGH-QUALITY PRODUCTS AND SERVICES**

A number of mechanisms are in place to ensure high-quality products and services are developed by the proposed project. (1) The Deans of Education and of Arts & Sciences will be supervising the development of new courses, sequences and programs at the University level. (2) The Dean of Education from the four University partners will work with the Project Director on cross-program initiatives. (3) CPS will connect the Induction component to the work of the project. (4) ISBE and IBHE will be fully aware of the progress of new endorsement initiatives from planning to approval and will be able to guide the Workgroups in developing programs that can be quickly approved. (5) The Council of Chicago Area Deans of Education will oversee the project and provide regular input into products and processes.