

Application Narrative

Introduction	1
Section 1: Description of Current Program	2
Existing Partnerships	4
Curriculum	5
Clinical Experiences	8
Induction	9
Recruitment	9
Literacy Training and Support	10
Section 2: Proposed Project	10
Partnerships	14
Pre-baccalaureate Program	15
Curriculum	
Capacity	16
Recruitment	17
Admission	18
Curricular Reforms	20
Clinical Experiences	21
Increased Clinical Hours and Connections to Coursework	22
Literacy Training and Support	24
Mentor Teachers	25
Assessment of Impact on K-12 Student Learning	27
Deepened Partnerships	28
Professional Development	29
Induction	32
Section 3: Evaluation Plan	34
Section 4: Significance	43
Section 5: Management Plan	46

Introduction

Urban school districts are faced with multiple challenges as they seek to educate America's youth. Among these challenges is the high attrition rate of beginning teachers. Research shows that between 30 and 50 percent of teachers leave within the first five years (Ballinger, 2000; Halford, 1999, Ingersoll, 2002, Ingersoll & Smith, 2003; NCTAF, 2002; Prince, 2002). In urban districts, the attrition rate is nearly 50 percent (Nieto, 2003; Prince, 2002, Sachs, 2004; Saffold, 2003; Voke, 2003). Of those teachers who leave, between 75 and 100 percent are considered effective or highly effective (Voke, 2003; Wong, 2003). Additionally, teachers in urban schools often have less content knowledge than those in higher-income schools (Voke, 2003) and often the best and the brightest students choose to teach in suburban districts (Quartz, 2003; Voke, 2003; Weiner, 1990). Among the most common factors cited as causes of teacher attrition in urban schools is inadequate preparation (Darling-Hammond, 2003; Ingersoll & Smith, 2003; Nieto, 2003). Clearly, there is a need to better prepare and recruit students to teach in urban schools.

The University of Missouri-Kansas City (UMKC) has responded to this need by establishing the Institute for Urban Education (IUE). IUE is a partnership among UMKC's School of Education, College of Arts and Sciences, and the Kansas City, Missouri, Kansas City, KS and Hickman Mills School districts as well as the greater Kansas City community. IUE is driven by the mission of preparing exemplary educators for urban schools. Exemplary educators are change agents who demonstrate cultural, pedagogical, content, educational, and interpersonal competencies as defined by the Missouri Performance Standards for Education Professionals.

Although IUE celebrated many successes during its pilot years, there have also been challenges and proposed enhancement to bring IUE to full scale. The proposed program for

which IUE is seeking a Teacher Quality Partnership Grant, IUE CAUSE (Change Agents for Urban School Excellence), is designed to broaden the scope, depth and impact of IUE. Grant funds will allow IUE to build upon its past successes by expanding proven practices that are already showing results, as well as intensify components that will strengthen the curriculum, provide greater numbers of teachers specifically prepared to meet the needs of high-need schools, and broaden the work to include professional development for new and in-service teachers. The intended outcomes of IUE CAUSE are (1) increased quality of education in the partner schools as measured by student achievement; (2) increased retention of teachers in urban schools; (3) increased numbers of students prepared to teach in urban classrooms; (4) increased numbers of highly-qualified teachers hired by the part LEAs; (5) increased quality of applicants to IUE; and (6) increased performance of beginning teachers as measured by student achievement. Plans for assessing these outcomes are presented in Section 3: Evaluation Plan.

As advised by the program director at the United States Department of Education, the needs assessment of the current program and of the partners is embedded into the subsequent sections of this narrative. A separate needs assessment supplying this information can be found in Appendix D2. The following narrative will describe the current IUE program and detail the proposed IUE CAUSE that can be implemented with a Teacher Quality Partnership grant.

Section One: Description of Current Program

Currently, the primary role of IUE is as a pre-baccalaureate teacher preparation program. IUE launched its pilot program in the fall of 2005, with the first set of baccalaureate graduates completing degree requirements in May 2009. Originally, the program was intended to be a four-year undergraduate program combining content courses with teaching methodologies to fully prepare students for teaching in urban schools. IUE curriculum contains a social justice focus,

helping students discover the social and political realities and potential for teaching in urban schools. Innovations of the pilot program included recruiting dedicated teacher-candidates from urban schools, a focus on math and science content knowledge, a rigorous curriculum that is culturally responsive, extensive clinical work, and plans to provide ongoing support during the new teachers' induction period. Math and science course design and delivery was (and still is) an interdisciplinary endeavor of faculty from the School of Education and the College of Arts and Sciences.

Planning for IUE began in 2004 when UMKC, in collaboration with the partner school districts, began redesigning its teacher preparation programs to develop teachers who are committed to a career in urban education, who understand the complexities and challenges of the urban environment, and who are able to teach at a level of rigor that prepares urban students for success in today's society. More specifically, IUE was designed to achieve the following objectives: (1) Increase the quality of education provided by local urban school districts as measured by K-12 student achievement; (2) Increase the retention of teachers in urban schools; (3) Increase opportunities for higher education attainment for urban youth; and (4) Secure revenues from private and public partners to ensure long-term sustainability.

In an effort to meet the objective of increasing opportunities for higher education attainment for urban youth, IUE began as a scholarship-based program. All IUE students receive four-year scholarships which provide tuition, fees and a yearly stipend for books. Students in IUE also receive one year of room and board as part of IUE scholarship. In exchange for the financial assistance, IUE students commit to teaching in one of IUE partner school districts for four years upon graduation.

Eleven students were admitted to the inaugural/pilot class of IUE in Fall 2005. Additional cohorts have been admitted each fall since that time; during the 2008-2009 academic year 54 students were enrolled throughout the four year pilot program. The pilot graduated eight candidates in May 2009.

Existing Partnerships

As stated previously, IUE is a collaborative partnership of the units on the UMKC campus and the urban school districts of Kansas City, Missouri, Kansas City, Kansas and Hickman Mills. IUE is guided by four committees that provide the mechanism for all partners to participate in meeting the goals of IUE: IUE Curriculum Design Team, School of Education Teacher Education Coordinating Council, IUE Partnership Consortium, and Chancellor's National IUE Advisory Board. Each of these committees will remain intact under IUE CAUSE; however, membership will be expanded to ensure that all partners are fully participatory. In addition, the Partners in Education Group will be added to IUE CAUSE (see section 2).

IUE Curriculum Design Team is comprised of equal representation of faculty from the School of Education and the College of Arts and Sciences at UMKC. This committee is responsible for the design and implementation of IUE curriculum. Additionally, representatives from IUE's three urban partner districts serve on the Curriculum Design Team. This committee follows university protocol for designing and implementing curriculum, making recommendations to the Teacher Education Coordinating Council (see below). The Design Team also participates in the interview and admission procedures of IUE, discussed in subsequent sections. A list of IUE Curriculum Design Team members can be found in Appendix D3.

Teacher Education Coordinating Council (TECC) functions as the governance unit for initial teacher preparation programs, including the curriculum of IUE. Members of the Council

are drawn from all units in the university involved in the preparation of teachers including the divisions of Curriculum & Instructional Leadership, Urban Leadership and Policy Studies in Education, Counseling and Educational Psychology, the Conservatory of Music, the School of Biological Sciences and the College of Arts and Sciences. The Council is chaired by the Director of Teacher Education.

IUE Partnership Consortium is comprised primarily of members from the partner school districts and the UMKC campus community. This committee serves as an advocacy and policy recommending entity. The Partnership Consortium works with the various stages of IUE's development and implementation to ensure that school district and campus needs are met and that resources are used to their best potential. This committee may discuss policy, memorandums of understanding, and assessment issues as well as assist with public relations and student recruitment for IUE. A list of Partnership Consortium members can be found in Appendix D4.

The Chancellor's IUE National Advisory Board is comprised of community and university leaders as well as national leaders in urban education. This committee serves as an IUE advocacy, fundraising and advisory committee with a primary role of assisting IUE with its assessment system, ensuring best practice within the program, linking IUE to the greater Kansas City Community and beyond, identifying opportunities for scholarship and fund development. The Chancellor's IUE National Advisory Board also serves as a link to the philanthropic, business, civic, and political communities of Kansas City and Missouri. A list of the members of the Chancellor's IUE National Advisory Board can be found in Appendix D5.

Existing Curriculum

Currently, the curriculum of IUE is designed to prepare effective teachers for urban schools through an emphasis on content knowledge, culturally-responsive pedagogy, cultural

awareness through exploration of cultural identities, and field experiences aligned with coursework. A full course listing for the existing IUE curriculum can be found in Appendix D6. Primary innovations within the existing curriculum are the emphasis on math and science content and pedagogy, focus on social justice and multicultural education, and community immersion experiences. Currently, IUE offers degree programs in middle school math, middle school science and elementary education.

Emphasis on math and science content and pedagogy. Data on the achievement gap shows that by the end of high school, White students are four grade levels ahead of African American and Latino students in the areas of math and reading. In the state of Missouri, recent test data shows that 46.2% of 10th graders were proficient or advanced in the area of mathematics and 47.6% of 11th graders were proficient or advanced in the area of science. However, in the KCMOSD only 19% of 10th graders were proficient or advanced in the area of mathematics and 16.8% of 11th graders were proficient or advanced in the area of science (Missouri Department of Elementary and Secondary Education, 2008). Research also contends that teachers in urban schools often have less content knowledge than those in higher-income schools. As one avenue to combat this challenge, the existing IUE curriculum includes a strong content component aligned with knowledge of how individuals learn content. The content focus of IUE is math and science. Currently, students in IUE take math and/or science content courses nearly every semester of the program. Many of these courses are taken in alignment with teaching methods courses, allowing students to see the immediate K-8 classroom application of content. Additionally, the content and pedagogical courses of IUE have been designed in alignment with national and state math, science, and literacy standards for elementary and middle school teachers.

Focus on social justice and multicultural education. As stated in the mission of IUE, the Institute for Urban Education seeks to prepare effective teachers for urban schools. To be effective teachers in urban schools, “teachers need to know the meaning of culture, the impact of culture on learning and schooling...the nature of ethnic, racial, and urban cultures different from their own, and the role of culture in patterns of socialization, interaction, and communication” (Cochran-Smith, 2004, p. 28). Therefore, the curriculum of IUE emphasizes cultural awareness, culturally-relevant pedagogy and connections of theory to practice in urban schools. The curriculum of IUE combines cultural awareness, exploring cultural identities, university faculty support and field experiences. Students in IUE are involved in field experiences in urban schools and communities all eight regular semesters and one summer semester of the program, beginning with the freshman year. Aligned with these field experiences is a seminar course, in which students work closely with faculty to explore the political and social nature of teaching. Clinical experiences in urban schools are designed to help IUE students understand the culture of urban schools, the realities of urban life and learn how to teach in culturally relevant ways, connecting pedagogy to the lives of their students.

Community immersion experiences. To gain a broad and deep understanding of urban communities, students in IUE are provided with many opportunities to work and socialize within the urban community. One such opportunity is the Summer Community Experience in which students are fully immersed in the Kansas City urban community, gaining experience of other cultures and the community resources available to teachers and families. Designed in collaboration with community leaders, the summer community experience is an eight-week intensive program where students work with community agencies to explore urban communities and provide service to the community. These experiences may include, but are not limited to,

home visits, community events, shadowing students, interacting with families of urban students and getting to know the community (Haberman, 2000; Williams, 2004; Zeichner, 2003).

Clinical Experiences

The existing IUE curriculum places students in the field beginning their freshman year. Students are placed in schools in cohorts, with the intention of providing opportunity for prospective teachers to dialogue about and learn from one another's experiences. Clinical experiences are aligned with coursework. Course assignments are designed so that students can make connections between theory and practice and there is an attempt to place students in schools where they will see the practices they are learning being modeled. The classroom teachers with whom the students are placed (mentor teachers) are generally selected by the building principal; however, IUE recognizes the importance of being more involved in this selection.

Currently, IUE students spend 30 hours in clinical placements each semester of the freshmen year, 60 hours per semester during the sophomore year and 90 hours in the field per semester their junior year. In the current program, students are placed in a clinical placement for 300 hours in the fall semester of the senior year and student teaching is a 16-week experience during the winter semester; the prospective teacher assumes all teaching responsibilities for a minimum of 10 weeks. During the course of the senior year prospective teachers complete a Work Sample that demonstrates they have met the goals of the School of Education and Missouri Standards for Teacher Education. The Work Sample includes a philosophical essay, lesson plans, evidence of K-12 student learning and reflection about teaching decisions. Additionally, throughout the coursework and teaching internship, there is a strong emphasis on culturally

responsive pedagogy, working positively and collaboratively with families and communities to increase student achievement and the backwards design approach to unit and lesson planning.

Although clinical experiences have been an integral component of the IUE curriculum, there is a need to build upon the clinical component of the curriculum to better meet the needs of IUE students and to increase the responsiveness to the needs of partner schools and K-12 students. The Program Description for IUE CAUSE details how IUE will use grant funds to further strengthen the clinical experience components of IUE.

Induction

Currently, IUE does not have a fully developed induction program. The first set of graduates will begin their teaching career Fall of 2009; therefore, the IUE induction pilot will occur during the 2009-2010 school year. Currently, funds are available to support the eight IUE graduates; however, based on student achievement data and teacher turnover rates reported in section 2, there is a need to expand this to support all new teachers in our high-need partner districts. Section 2, the IUE CAUSE Program Description outlines the plans to support new teachers in the partner districts.

Recruitment

As stated previously, two of the goals of IUE are to increase retention of teachers in urban schools through specified preparation and increase the diversity of the teaching population. Objectives designed to meet these goals include recruiting prospective students from the partner school districts and Kansas City community. Currently, traditional recruitment practices include campus visit days, campus recruiters at college fairs, community college visits and correspondence via email and telephone with students who have expressed interest in education. Additionally, IUE faculty are involved in recruitment efforts that include visiting high schools in

partner districts to share information via counseling centers and classroom workshops, developing teacher clubs at partner district high schools, visits to 100-level university classes to recruit prospective teachers and community outreach including visits to churches, community centers and community agencies.

The current recruitment practices have assisted in identifying a diverse group of students who are committed to teaching in the urban core. During the 2008-2009 academic year 63% of IUE students were student of color, 16.4% were male and 62% were from urban backgrounds. Forty-four percent of IUE students were first generation college students. However, despite the success in numbers, IUE has experienced many challenges in recruiting students for the program. These challenges are explored and addressed in the IUE Project CAUSE Program Description.

Literacy Training and Support

Currently, students in IUE participate in three literacy courses during the last two years of the program. Two of these courses are reading methods courses, taken during the junior year, and one course is a language arts methods course taken fall of the senior year. Course content focuses on the definitions and characteristics of literacy and literacy instruction as well as developmental stages and cognitive components of reading. Prospective teachers conduct a year-long case study of a struggling reader, the experience intended to connect theory and practice in relevant ways. All three courses are delivered on campus and students have expectations to work with individual and groups of K-12 students during clinical experiences. Currently, IUE does not offer literacy training or support to in-service teachers.

Section 2: Proposed Project

The existing IUE curriculum is based on the premise that an understanding of the complex urban environment is central to all learning. Expanding on this understanding, IUE

CAUSE will focus on nine proven strategies to prepare teachers committed to a career in urban education. These strategies form the basis of the proposed project activities: (1) Teacher candidates (students) recruited from the community's own urban neighborhoods and sustained by scholarships, mentoring and peer support; (2) Interdisciplinary collaboration in course design and delivery; (3) Emphasis on mastery of subject-content, especially in literacy, math and science; (4) Intense clinical experience in urban schools throughout pre-baccalaureate program; (5) Strong partnerships between IUE and high-need LEAs and schools; (6) Teaching practices that respond effectively to diverse student populations while maintaining high expectations for all students; (7) Structured two year induction providing ongoing support for new teachers; (8) Job-imbedded professional development in literacy, culturally-responsive pedagogy, universal design for learning and positive behavior interventions and support strategies provided to in-service teachers teaching in partnership sites; and (9) Continual review and feedback from national experts in the field, each cohort group, master teachers and IUE faculty. The table below illustrates the differences between the current IUE program and IUE CAUSE.

Proposed Program Enhancements	
Existing IUE	IUE CAUSE
Recruitment	
<ul style="list-style-type: none"> • Focus on minority and urban students • Focus on first-generation college students 	<ul style="list-style-type: none"> • Increased number of applicants from underrepresented groups • Increased number of applicants to teach in high needs areas • Increased access routes into program: community college, junior level transfers • Increased number of students from partner districts
Admission	<ul style="list-style-type: none"> • Rigorous selection process including: Academic Index, Writing Sample, Personal

<ul style="list-style-type: none"> • Rigorous selection process including: Academic Index, Writing Sample, Personal Interviews • Must meet UMKC standards of admission 	<p>Interviews</p> <ul style="list-style-type: none"> • Must meet UMKC standards of admission • Letters of Reference • Junior admissions must have GPA of 3.0 or higher and C average or better in all professional coursework
<p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> • Focus on math, science, literary and culturally relevant pedagogy • Curriculum based on MOSTEP standards for teacher education • Emphasis on social justice • Cohort Model • Four year program 	<ul style="list-style-type: none"> • Adding Universal Design for Learning • Incorporate classroom management that utilizes positive behavior interventions and support strategies • All methods courses taught in the field • Increased instruction in strategies for English Language Learners (ELL) • Increased instruction on use of empirically-based research to guide instruction • Increased focus on special education students including response to interventions • Addition of Middle School English • Highly rigorous field-based program • Addition of four-year program or two-year professional program option • Intensified emphasis on culturally relevant pedagogy and social justice • Focus on assistive technology
<p style="text-align: center;">Graduation Output</p> <ul style="list-style-type: none"> • 8 graduates in pilot group 	<ul style="list-style-type: none"> • Increase to 40 graduates per year • Total enrollment of 160 students
<p style="text-align: center;">Clinical experiences</p> <ul style="list-style-type: none"> • 1400 hours in urban classrooms • 16 weeks student teaching 	<ul style="list-style-type: none"> • Deepened partnerships between IUE CAUSE and schools/mentor teachers • Focused connections between clinical field experiences and coursework • Evaluation of impact on K-12 student achievement • Site-based faculty • Increase clinical hours • Intensive exposure and interactions with urban community • Year-long teaching internship
<p style="text-align: center;">Literacy Training and Support</p> <ul style="list-style-type: none"> • Currently 3 literacy courses in program 	<ul style="list-style-type: none"> • Literacy courses taught in partner schools • Literacy training and support of all in-service teachers in partner schools

<ul style="list-style-type: none"> Literacy-focused field work currently incorporated into general field experience hours 	<ul style="list-style-type: none"> Establish professional learning community between in-service and preservice teachers Utilizing diagnostic, formative, and summative assessment data to target learners' reading levels and guide progress Growth of preservice teachers measured by K-12 student achievement Authentic application of literacy pedagogy
<p style="text-align: center;">Mentor Teachers</p> <ul style="list-style-type: none"> Currently selected by school districts 	<ul style="list-style-type: none"> Rigorous and detailed process for selection of mentors Required mentor teacher training Ongoing professional development for all in-service teachers Enhanced partnerships between IUE CAUSE and schools/mentor teachers
<p style="text-align: center;">Partnerships</p> <ul style="list-style-type: none"> Partnership with 3 urban districts Established planning consortium that meets regularly throughout the school year 	<ul style="list-style-type: none"> Deepened partnerships Formation of Partners in Education Group Coordination of professional development between all partners Annual assessment of partner school needs Targeted professional development
<p style="text-align: center;">Induction- NTAP</p> <ul style="list-style-type: none"> Program developed based on NT C model Pilot induction program scheduled to begin 2009-2010 for 8 IUE graduates 	<ul style="list-style-type: none"> NTAP Program fully implemented Minimum 2- year induction Focused mentoring strategies to positively impact student achievement 3 hours/week of mentoring for each teacher CLASS observation and feedback protocol Increased student achievement

The following project description outlines the details of IUE CAUSE including (a) a broad base of educational partners; (b) reforms to the current pre-baccalaureate program, including increasing the capacity of IUE; (c) focused and intentional clinical experiences which include intensified training in literacy; (d) targeted professional development for in-service teachers and graduate coursework; and (e) a new teacher induction. Each of these components is designed to develop teachers with strong teaching skills. IUE defines strong teaching skills as the ability to use research and data to guide classroom instruction to meet the needs of all students.

Partnerships

Required Partners. IUE CAUSE will be a partnership of the University of Missouri-Kansas City (UMKC), UMKC School of Education's Institute for Urban Education (IUE); UMKC's College of Arts and Sciences; the Kansas City, Missouri School District (KCMOSD) and the following K-8 schools in KCMOSD: Trailwoods, Richardson, and James. Letters of support from the leadership of each of the required partners can be found in Appendix D7. The School of Education will serve as the project fiscal agent. KCMOSD qualifies as a high-need LEA based on 2007 Census Poverty Data documenting its poverty as 25.15%. Critical criteria documenting the three KCMOSD schools as high need are included in the table below.

School	Enrollment	FRPSL	Teacher Turnover	Non-Regular Certificates	AYP Communication Arts (grade 3)	AYP Math (grade 3)
James	359	94.3	43.5	7.7	Not met 8.5% proficient	Not met 30.5% proficient
Trailwoods	419	89.6	21.2	13.5	Not met 10.3% proficient	Not met 22.5% proficient
Richardson	203	89.3	52.2	1.9	Not met 4% proficient	Not met 4% proficient

Additional data about the KCMOSD and identified consortium of schools can be found in Appendix D2.

Additional Partners. IUE CAUSE will also include partnerships with the Hickman Mills School District in Kansas City, MO and Kansas City, Kansas Public Schools (KCKPS). Hickman Mills qualifies as a high-need school based on 2007 Census Poverty Data documenting its poverty as 20.31%, and KCKPS qualifies as a high-need school based on 2007 Census Poverty Data documenting its poverty as 27.81%. The partner schools from Hickman Mills are Dobbs

and Johnson Elementary. Although KCKPS is still under restructuring for the 2009-2010 school year, the schools currently identified to participate in the partnership are Banneker and Douglas Elementary. Information about these schools is displayed in the table below. Additional data can be found in Appendix D2.

School	Enrollment	FRPSL	Teacher Turnover	Non-Regular Certificates	AYP Communication Arts (grade 3)	AYP Math (grade 3)
Dobbs	380	67.5%	Not reported	7.7	Not met 30.3% Proficient	Not met 25.7% Proficient
Johnson	325	81.6%	Not reported	6.7	Not met 23.5% Proficient	Not met 33.3% Proficient
New Chelsea	473	91.5%	Not reported	13.15%	12.2% Advanced	28% Advanced
Banneker	354	84.46% or 85.9	Not reported	8.33%	26.5% Advanced	34.7% Advanced

In addition to school district partners, IUE CAUSE includes partners from two educational professional development organizations, the Kansas City Regional Professional Development Center (KCRPDC) and the Basic School Regional Center-Kansas City (BSRC), and from one private nonprofit educational organization, Partnership for Regional Educational Preparation (PREP-KC). Letters or support from additional partners can be found in Appendix D8. Documentation of KCKPS and the Hickman Mills School District as eligible additional partners and the schools identified as high-need can be found in Appendix D2.

Pre-Baccalaureate Program

IUE CAUSE adopts innovative methodologies for improving both the preparation and professional development of teachers in urban schools. Initial enhancements to the IUE under IUE CAUSE include increasing the capacity of IUE, strategic recruitment, rigorous admission

processes and curricular reforms, which include changes to coursework, intensified clinical experiences and increased literacy training. A table highlighting significant changes in the pre-baccalaureate program can be found in Appendix D9.

Capacity. IUE graduated eight prospective teachers in the spring of 2009. However, the needs of our partner districts far surpass the current capacity of IUE. Human Resource Directors of the three partner districts predict the need for 600 new teachers over the next four years. Additionally, while IUE has received a great deal of community support over its pilot years, one of the paramount concerns of potential investors and funding partners is the impact of IUE. Therefore, critical needs of IUE are (1) to prepare greater numbers of prospective teachers for our urban districts; (2) increase the human resources within IUE to maintain the integrity of the program; and (3) initiate the program reforms detailed in subsequent sections.

IUE CAUSE will increase the numbers of prospective students prepared by IUE by admitting 20 students at the freshmen level and an additional 20 students at the junior level. Admitting 20 students to the four year program will allow IUE to continue its emphasis on providing access to higher education for urban youth. IUE will also continue its partnership with urban school districts by recruiting district graduates to earn college degrees and then return to the district to teach. Admitting an additional 20 students to the junior year will allow IUE to strengthen its partnership with community colleges and provide opportunities for career changers and students with previous college experience to be recruited to IUE and prepared for teaching in urban schools. Each year IUE will graduate 40 teachers for our partner schools, increasing our capacity by more than 400%. A chart demonstrating the pathways into IUE can be found in Appendix D10.

Recruitment. Although IUE has been able to recruit prospective teachers from the target populations who demonstrate potential as urban teachers, there have been many challenges regarding IUE's current capacity to recruit ample numbers of qualified students from the partner districts. Currently, only 32% of IUE enrollment represents students from the partner districts and only 11% of the enrollment represents students from the Kansas City, Missouri School District. KCMOSD is the most high-need and largest partner LEA. IUE faculty schedules rarely align with high school schedules, making communication with prospective students limited. Collaborative structures for working with district liaisons, developing teacher clubs and long-term college preparation are missing. Additionally, specific recruitment structures including those for bilingual students, career changers, and community college students are needed.

Selecting the appropriate candidates for urban teacher preparation includes recruiting students who have the aptitude to be successful urban teachers (Haberman, 2005; Ladson-Billings, 1995; Ryan & Alcock, 2002; Tredway, 1999; Weiner, 2000). Therefore, recruitment plans under IUE CAUSE will target specific areas of need for IUE and the partner school districts. Grant funds will allow for the hiring of an IUE CAUSE Recruiter as well as stipend for recruitment coordinators in each partner district. New recruitment activities will include (1) instituting teacher clubs that provide meaningful content, field experiences, and campus visits for prospective students and their sponsors; (2) a college advising network to prepare prospective students for the rigorous application process while they are in the junior and senior years of high school; (3) a family advocacy network to provide college preparation workshops for families in both English and Spanish (creating a pipeline for underrepresented students); (4) a series of workshops for mid-career professionals from other occupations, former military personnel, and/or recent college graduates with a record of academic distinction that will provide

information about IUE and its application process, easing the transition for prospective students and increasing the quality of the applicant pool; (5) a summer internship in teaching for prospective students, providing an opportunity for classroom experiences in math, science, and literacy; and (6) utilization of educational networks, Men in Education and Call Me Mister, that focus on the recruitment of men, specifically African American and Latino. Further descriptions of each of these recruitment initiatives can be found in Appendix D11.

Admission. Reforms in urban teacher preparation include selectivity of candidates for teacher education programs. Haberman (2002) maintained that “selection is 80% of the matter” (p. 2). IUE CAUSE scholars will be selected through a rigorous admissions process that includes personal interviews, writing samples, academic scores, and letters of reference. Design Team Faculty Members, who are all members of TECC, are involved in all phases of the admissions process.

Admitted as freshmen, students in IUE CAUSE must have an ACT score at or above a 24 and a high school cumulative GPA of 2.5 or above, or meet UMKC admission components as detailed in Appendix D12. Admitted as juniors, students must have an undergraduate cumulative GPA of 3.0 and have received grades of C or better in all core content and professional education coursework. Additionally, applicants must submit two letters of reference, one personal statement, and participate in two personal interviews. The first interview is a semi-structured interview designed to assess the candidate’s dispositions and aptitude for success in college and for teaching in urban schools. An interview guide for the first interview can be found in Appendix D13. The second interview is the Haberman Star Teacher Selection Interview (1994) which was designed to predict a candidate’s potential for success in urban schools by addressing

core dispositions. According to Haberman (2005), this selection instrument distinguishes potentially effective teachers from those who will quit or fail in urban schools.

Once all phases of the application process have been completed, each candidate will receive scores on four indices: Academic Index, Writing Index, Personal Interview, and Teaching Potential (Haberman) Interview. Students will then be selected for admission to IUE CAUSE. Students admitted to the four year program will receive scholarships covering tuition, and books for the four-year, two-summer program, with room and board included in year one. IUE CAUSE students admitted to the two-year program will receive scholarships covering tuition, and books for the two-year, two-summer program. Scholarships will be paid by the university's general revenue allocation for the duration of the project period, while books and housing costs are paid by private funds and foundation support. After the grant period ends, the scholarships will begin to be provided by privately-funded endowments; the plan for fundraising is explained in the Significance section of this narrative. In exchange for this financial support, each IUE CAUSE scholar will commit to teaching in a partnership school for a minimum of four years upon graduation.

Once admitted, program requirements include: (a) students must pass a FBI background check as required by the Missouri Department of Elementary and Secondary Education (DESE); (b) complete the annual Federal Application for Financial Student Aid (FAFSA), as required by the institution regardless of the fund source providing the financial assistance; (c) maintain a cumulative grade point average of 3.0 or higher; (d) meet the professional expectations for students of IUE (see Appendix D14); (e) meet the individual semester expectations as indicated on the preservice teacher assessments; (f) successfully complete the College Basic Subject Examination and certification tests; (g) achieve a C or better in all professional education courses

and maintain a minimum cumulative GPA of 3.0 overall; and (h) commit to teaching in a partner urban district for a minimum of four years following graduation.

Curricular Reforms. As discussed previously, IUE currently offers degree programs in elementary education, middle school math and middle school science. IUE CAUSE will deepen the curriculum of current degree programs and include the addition of middle school English as a degree program option. Reforms to IUE curriculum under IUE CAUSE are designed to intensify the preparation of degree candidates preparing to teach in urban elementary or middle schools. Candidates seeking certification in elementary education (grades 1 - 6) will complete a B.A. in Elementary Education with an emphasis in math, science and literacy. Candidates seeking certification in middle school education (grades 5-9) complete a B.A. in Middle School Math, Science or English Education. Matrices demonstrating how coursework aligns with MOSTEP goals and K-12 curriculum can be found in Appendix D15.

Qualified students will be admitted as cohort groups to either the four-year combined content and pre-professional education sequence or the two-year professional course sequence. The designation of cohort groups will allow students to develop collaborative and interpersonal skills that are crucial for effective teaching. The cohort design will also allow IUE CAUSE students to establish and maintain close relationships with faculty and fellow students, enhancing the educational experience for all students and providing IUE CAUSE students a network of support during their pre-baccalaureate program which will help improve retention and completion rates at the college level. The cohort model will also provide IUE CAUSE students a network of support that will follow them into their teaching careers. The two-year professional program, which will occur during the junior and senior year, will allow four-year IUE CAUSE students as well as two-year transfer students to participate in a highly rigorous field-based

program designed to prepare effective teachers for urban partnership schools. Existing articulation agreements between the two-year and four-year colleges in Missouri will make the transition to IUE CAUSE professional program seamless. The course sequences for both the revised four-year and the proposed two-year programs allow the curriculum to be delivered in a coherent and developmental manner, where skills and knowledge gained in one semester are deliberately built upon in the next.

The curriculum for IUE CAUSE will stress subject content, especially reading, math and science classes, and also incorporate English Language Learner (ELL) training, positive behavioral interventions and support strategies, strategies for working with students with special needs including universal design for learning, and content concerning culturally relevant pedagogy and social justice. The proposed curriculum encompasses instructional technology and will provide training and modeling of technology as a communication and instructional tool, e.g. video conferencing, parent/school contacts, and virtual field trips. Methods courses are designed to help students understand empirically based practice and scientifically valid research relating to teaching and learning and the applicability of such research. Curricular areas to be added and/or intensified in the proposed IUE CAUSE program can be found in Appendix D9.

Clinical Experiences

The existing IUE program encompasses a focus on connecting theory and practice through the use of clinical experiences; however, there is a need for an even more focused and intentional clinical component. Improvements to IUE clinical experiences under IUE CAUSE include (a) an increased number of clinical hours and connections between coursework and school experiences; (b) field-based focus on literacy training and support; (c) systemic selection and training of mentor teachers; (d) a focus on the assessment of IUE CAUSE student and

mentor teacher impact on K-12 student learning; and (e) an enhanced partnership between IUE and partner schools.

Increased clinical hours and connections between coursework and school experiences.

Beginning teacher survey data from the state of Missouri identifies the need for teacher preparation programs to make more relevant connections from theory to practice. This is consistent with Ladson-Billings (2001) research finding that “more than half of the new teachers feel their teacher education program focused too much on theory and not enough on the practical aspects of teaching” (p. 43). Therefore, urban field experiences should be a strong component of the teacher education program and should be a part of all phases of the program (Gay, 2004; Grant, 1994; Haberman, 2000; Weiner, 1999).

Currently, IUE clinical experiences are integrated into the coursework rather than the coursework centering on the clinical (real world) experiences. To model a student-centered and data-guided approach to teaching, the K-12 setting needs to be the focus of the university coursework. Therefore, there is a need for courses to be taught in the field and for students to have time-intensive, relevant experiences in urban classrooms.

IUE CAUSE will place students in the partner high-need urban school settings beginning the first semester of the program and students will complete more than 1800 hours of experiences in urban schools and neighborhoods by the time of graduation; students in the two-year program will complete over 1400 hours of clinical experience. During each of the eight semesters, IUE CAUSE students will participate in clinical experiences which are directly tied to at least one of the courses taken during that semester.

During the first four semesters, prospective teachers will have experiences in diverse settings (urban and suburban) and at diverse grade levels. As stated previously, the clinical

experiences in each semester of the freshman year will require a minimum of 30 hours assisting in urban classrooms. During the sophomore year, prospective teachers will spend at least 60 hours working in clinical placements each semester. Prospective teachers will be placed in school sites as cohorts and university faculty will accompany prospective teachers to help ensure cohesion between coursework and clinical experiences.

During the junior year, IUE CAUSE prospective teachers will work intensively in partner urban high-need schools with all of the methodology courses taught in clinical settings. Working in the partner schools throughout the last two years give students early exposure and experiences in the schools where they are likely to gain employment and complete their service contract. Course work will be embedded into the field site and IUE CAUSE prospective teachers will be provided with opportunities to connect educational and cultural theory to the practice of teaching in urban schools. Educational and cultural theory included in the junior year consists of competencies in student motivation, assessment, technology, language acquisition for English Language Learners, balanced literacy and literacy skills, unit planning, teaching students with special needs, differentiated instruction, and building relationships. Experiences in the junior year include shadowing and completing a case study on a student (including experiences at school, in the home, and in the community), intensive classroom practice with in-depth prospective teacher- instructor debriefing, analysis and application of culturally responsive teaching strategies, learning about and working with individualized education program teams, and the acquisition of cultural communication skills to effectively work with parents, families, communities, and students of urban districts.

During the senior year, IUE CAUSE prospective teachers will continue to learn by doing, this time working in one of the partner schools as a member of the school community during a

full year teaching internship. The partner high-need school wherein the IUE CAUSE student completes his/her year-long teaching internship will be the same school that the IUE CAUSE student will be hired to teach upon graduation, which will provide valuable opportunities for the IUE CAUSE student to learn the instructional initiatives and curriculum of that LEA. During the internship year, prospective teachers will participate in all school activities throughout the year, including summer professional development and school year preparation. Prospective teachers will work in the schools five days a week, with the equivalent of four days spent in the internship classroom and the equivalent of one day engaged in coursework delivered at clinical sites. Coursework that is currently taught in the fall semester will be revised to include experiences and training delivered across two semesters to allow for more time in the classroom during the fall semester. Course content will be delivered with an emphasis on understanding the school community, family involvement, using assessment to guide instruction, working with students with special needs, including the use of IEPs and universal design for learning, and utilizing effective and culturally responsive teaching strategies to meet the needs of all students.

Literacy Training and Support. The existing IUE curriculum contains three literacy classes. In each of these courses, instructional approaches are discussed in class; however, these practices are often not implemented in practicum classrooms. It is also difficult for the instructors of the courses to facilitate the growth of prospective teachers because of the multitude of clinical sites and teachers with whom the prospective teachers currently work. Although the current reading and language arts courses are designed to teach phonemic awareness, phonics, vocabulary development, reading fluency and reading comprehension skills, these skills are not necessarily reflected in classroom practice, which can prevent students from gaining essential skills in the teaching of reading and writing.

Through curriculum reforms and enhanced school partnerships, IUE CAUSE will provide opportunities to implement literacy programs that incorporate the essential components of reading instruction in the partner schools. Teaching the courses on-site and establishing a collaborative learning community with teachers in the schools will ensure that that these skills for teaching literacy will be strengthened for IUE CAUSE students and classroom teachers. Learning the skills in context will help IUE CAUSE students experience the immediate application of literacy teaching and, when applicable, provide individualized, intensive, and targeted literacy instruction for students with deficiencies in literacy skills. Modeling of best practice by literacy faculty working in the schools will also increase the pedagogical and content knowledge of in-service teachers, ensuring that all teachers are gaining knowledge and experience of the essential components of reading instruction.

In addition to teaching all literacy courses on-site, literacy reforms under IUE CAUSE include the addition of a course focused specifically on the use of screening, diagnostic, formative, and summative assessments to determine students' literacy levels, difficulties, and growth in order to improve instruction and improve student reading and writing skills. The use of research and data to guide literacy instruction and becoming ever-cognizant of their students as readers and writers will also enable prospective and in-service teachers to integrate literacy skills across subject areas. In partnership with this course, literacy learning communities will be established in each partner site to increase the literacy of all teachers in the building and focus on the use of data to inform instruction. These communities will be facilitated by UMKC literacy faculty through course release.

Mentor teachers. In the existing IUE program, school sites and mentor teachers have been selected by the school districts and principals, with little input from IUE. This placement

process has made program cohesion, alignment between coursework and clinical experiences, and the modeling of best instructional practice extremely difficult. School sites do not always have leadership that will support the training of prospective teachers and/or allow faculty to instruct IUE students at the school site. Because there is not a universally agreed upon procedure for selecting mentor teachers, those selected do not consistently model best practice and skills of effective teachers. Two challenges with the current program are (1) there is not a structure for training mentor teachers and (2) there is not a structure for mentor teachers to be engaged in regular professional development with the prospective teachers and the UMKC faculty.

IUE CAUSE will address the above two challenges through establishing collaborative partnerships with the schools' leadership. Principals of the identified partner schools are committed to working with IUE to develop effective teachers, both preservice and in-service. Therefore, mentor teachers will be carefully selected and trained. Selection will include principal recommendation, classroom observation by IUE, and an interview process including the Haberman Star Teacher Selection Interview and personal interview. Once selected, mentor teachers will participate in training in the areas of clinical supervision, collaborative assessment of student work, and reflective conferencing. Mentor teachers will also be required to participate in on-going professional development in universal design for learning, positive behavioral interventions and support strategies, differentiation including strategies for special education students and English language learners, use of summative and formative assessment data, and literacy. Mentors will engage in the afore-mentioned training one year prior to hosting an IUE CAUSE student. During both the training year and the internship year, mentors will be compensated for their time and commitment through release-time and mentor teacher stipends (See budget narrative).

Assessment of impact on K-12 student learning. Assessment of the Teacher Work Sample Process under the current IUE program identified a need for a more focused approach to the assessment of K-12 student learning throughout the program. Therefore, IUE CAUSE will develop structures for prospective teachers, mentor teacher and university faculty to evaluate IUE CAUSE student performance based on K-12 student achievement. All methods courses will include expectations for IUE CAUSE students to assess student work, reflect on the teachers' actions and response to student needs, and use assessment data as a guide for instruction. IUE CAUSE students will learn how to use diagnostic, formative and summative assessments to monitor student learning, guide instructional decisions, and assess teacher performance.

Instructors and field supervisors will model best practice by also using assessment data to guide the instruction of IUE CAUSE students. All field supervisors will be trained in the Classroom Assessment Scoring System (CLASS) for use with IUE CAUSE students and mentors. CLASS is an observation tool that assists in teacher evaluation through assessing the quality of classroom interactions between teachers and students. (CLASS, 2009). CLASS provides descriptive information that has a “predictive value in academic and social outcomes for children” (CLASS, 2009). The use of CLASS will provide a common language and objective measure for assessing IUE CAUSE student progress in the classroom. In addition to CLASS, IUE CAUSE students will be evaluated based on their ability to reflect on teaching decisions and their impact on student learning, mastery of the Missouri Standards for Teacher Preparation by successful completion of a Teacher Work Sample which includes evidence of increase in student learning, and successful student teaching evaluations. The current Work Sample Rubric (which will be revised during the 2009-2010 academic year) and the student teaching evaluations (which will also be revised under IUE CAUSE) can be found in Appendix D16.

Deepened partnerships. IUE CAUSE will strengthen university-school partnerships by making the clinical experiences the focus of the program coursework, and increasing program faculty presence in partner schools. Grant funds will be used to fund one university professor per partnership school, who will be site-based. These site-based faculty members will be a member of the school community, working collaboratively with the building principal and professional development committee to coordinate professional development activities for the school. The site-based faculty member will also provide professional development to the school staff, which includes CLASS observations and job-imbedded professional development. The site-based faculty member will not be solely responsible for the professional development of all teachers in the school, but will coordinate the professional development efforts for the respective partner school, including managing grant-funded professional development budgets to ensure proper training and support is provided to all teachers in the partner school. Professional development activities will be based on annual assessment of school needs as well as continual training in the aforementioned areas listed for mentor teacher training. Although there will be many IUE and UMKC faculty members involved in teacher training at the school sites, the site-based faculty member will serve as the IUE-school liaison. In an effort to assure successful and collaborative relationships, the school principal will work with the principal investigator and university search committee to hire the site-based faculty member.

Site-based faculty members and building principals will also participate in the IUE CAUSE Partners in Education Group (PEG). PEG membership will be comprised of the main project staff, building principals, district professional development staff, and members from each of the partner professional development agencies (IUE, KCRPDC, PREP-KC, and BSRC). PEG

will meet six times a year to ensure strategic alignment of professional development and pre-baccalaureate activities as well as co-accountability among the partners.

Professional Development

As indicated previously, student achievement in the partner schools is dismal. In addition to the need to better prepare teachers for urban schools and support beginning teachers, there is a critical need to increase the effectiveness of in-service teachers. IUE CAUSE will support in-service teachers through the mechanisms mentioned above (literacy training and professional development of all teachers and training of mentor teachers) as well as (1) train teachers in the use of empirically-based practice and scientifically valid research on teaching and learning to inform instruction; (2) increase the content knowledge of in-service teachers through targeted professional development; (3) offer leadership and school improvement opportunities (4) offer graduate courses for teacher leaders. An illustration of how IUE CAUSE supports the continual development of teachers can be found in Appendix D 21.

The use of empirically-based practice and scientifically valid research. One of the roles of the site-based faculty member will be to assist teachers in the use of empirically-based and scientifically valid research to guide instruction. The site-based faculty member will convene teacher cadres established through teachers self-selecting a topic of interest for a semester or year of study. The cadres will meet on a monthly basis during planning times or before or after school (this may differ by school). The cadres will examine empirical studies pertaining to their area of interest, make collaborative teaching decisions based on scientifically valid research and, when applicable, conduct action research around teaching interventions and new strategies. Data from the implementation of practices drawn from teacher cadres will be collected and analyzed to determine the effectiveness of such practices.

Targeted professional development in content areas. In addition to IUE education faculty working and delivering methods courses in schools, additional faculty from the School of Education and content faculty from the College of Arts and Sciences will also be involved in the professional development of in-service teachers. Grant funds will provide course workload credit and/or compensation for time teaching in the eligible partnership's activities course release for regular faculty from the physical and life sciences, math, math education, English, and language acquisition. These faculty members will be involved in working with in-service teachers and IUE CAUSE students to increase content knowledge and pedagogy as warranted by school student achievement data and teacher assessments. Site-based faculty and PEG will aid in the coordination of these professional development activities.

Leadership and school improvement. School leadership is at the heart of school reform; therefore IUE CAUSE will commit to the continual development of principals and lead teachers. The Basic School Regional Center-Kansas City is a professional development organization that focuses on school leadership, shared decision-making, teacher leadership and the school improvement areas of community, coherent curriculum, meeting the needs of the whole child through a climate for learning, and character development (Boyer, 1995). Principals in each partner school will participate in monthly professional development as part of a leadership cohort. BSRC will also provide individual consultation to each building principal to promote shared leadership and school improvement. Up to six lead teachers from each school will participate in BSRC lead teacher cohort, which is a group of cross-district teachers who meet monthly for professional development on the aforementioned BSRC focus areas. The expectation is that teachers involved in the BSRC cohort will serve as teacher leaders and demonstration classrooms in their schools.

Graduate course offerings. In an effort to increase teacher leadership and the focus on best practice beyond the funding years, IUE CAUSE will implement a graduate degree program in urban teacher leadership. This Masters of Arts in Curriculum will be offered to teachers in the partner schools (first preference) and partner districts. It will be required that teachers in the program have a minimum of five years teaching experience. In addition, the teachers will commit to continue to teach in the partner districts during the two-year graduate program as well as for a minimum of two years upon completion of the graduate degree. The MA in Urban Teacher Leadership will follow a cohort model, enrolling 20-25 teachers from the partner LEAs.

A pilot of this degree program was launched in the summer of 2008 through an IUE partnership with PREP-KC and the Kansas City, KS Public Schools. PREP-KC's initiation of this project and investment in underwriting the costs of developing the pilot and tuition costs of student in the KCKPS cohort demonstrates the community's support of IUE and urban education. Grant funds under IUE CAUSE will allow IUE to expand this MA to a broader constituency and, therefore, increase the impact on student achievement in the partner schools. Private dollars will continue to be sought to help underwrite the scholarship costs for graduate students. The MA in Urban Teacher Leadership curriculum focuses on improving instructional strategies, developing standards-based curricula guided by assessment data, and the development of teacher leaders who are committed to their own professional development as well as that of fellow teachers. The program will conclude with an action-research project with the intention of producing results that will impact teacher effectiveness and student achievement across the school and, if applicable, the district.

Teachers for the MA program will be selected through a rigorous admissions process which mirrors IUE CAUSE pre-baccalaureate program (written application and essay, letters of

reference including administrator recommendation, and personal interviews including the Haberman Teacher Selection Interview). Each course will be designed and taught by a teaching team that includes one university faculty member and one exemplary teacher from the partner districts. A degree program for the IUE CAUSE MA in Urban Teacher Leadership can be found in Appendix D17.

Induction

One factor contributing to urban teacher attrition is the lack of effective induction programs or quality mentoring support for new teachers. Yet, the U.S. Department of Education (2000) reports that teacher attrition has been reduced by one-third by mentoring programs. Significant learning about the profession happens in the first few years of teaching. Therefore, IUE CAUSE will work in collaboration with school districts in providing a structured induction program which will offer needed structures of support for new teachers. The beginning teacher induction program will provide support, supervision, and opportunities for professional growth to all IUE graduates as well as other new teachers in partnership districts.

Upon evaluating induction programs in the Kansas City area in 2007, The New Teacher Center (NTC) found that 79% of new and beginning teachers felt their mentor teacher was not helpful to their success and one-third of the new teachers reported never meeting their mentor. New teachers in KCMOSD reported that mentoring activities did not focus on teaching strategies, student assessment data, or standards-based instruction (Johnson, 2007). Additionally, there is a lack of, and pervasive need for, scientifically valid research to insure beginning teacher effectiveness in all partner districts.

The New Teacher Assistance Program (NTAP) offered through IUE CAUSE will focus on increasing the instructional effectiveness and retention of beginning teachers during their first

two years of teaching. NTAP will follow the NTC's induction model. Under this model, new teacher mentors are released from teaching duties to work solely with a group of new teachers. Using this model, the NTC program has shown remarkable success in the retention and progress of new and beginning teachers. Studies have shown teacher retention rates as high as 95% after eight years of teaching (Strong, 2005). Also, according to NTC, principals claim that after two years of participating in the program, beginning teachers' performance is equivalent to that of five year veteran teachers. Not to be confused with preservice mentor teachers, NTAP will use the term "new teacher advisor" when referring to the induction mentors. Current IUE funding will support a pilot of NTAP, supporting the first eight IUE graduates.

NTAP mentoring will occur during the school day, when students are present, and occur in the new teachers' classroom. Each new teacher will receive a minimum of two to three hours of mentoring per week with the focus on areas that have direct impact on student learning. NTAP foci will include collaborative lesson planning, observation and feedback on effective teaching practices through CLASS, analysis of student academic achievement data and other measures of student learning to improve instruction and achievement, assisted teaching, assistance in working with special needs students, and demonstration of effective teaching strategies, all of which have direct impact on student achievement and teacher efficacy which, in turn, impact teacher retention. NTC research supports the claim that both the beginning teacher and the teacher advisor are more effective classroom teachers, as measured by student achievement, after two years of participation in the new teacher assistance program (Hanson & Moir, 2006).

The pilot of NTAP will support the first eight IUE graduates and allow IUE CAUSE to carefully examine the effectiveness of the program based on documentation of time, reflections from new teachers and new teacher advisors, the use of CLASS, and K-12 student achievement.

Changes will then be made as necessitated and NTAP will be ready for full implementation during the 2010-2011 school year. All IUE CAUSE graduates will be supported through NTAP, with plans to expand NTAP and eventually support all new teachers in the partner districts. New teacher advisors will each work with ten to twelve new teachers during the first two years of the teacher's career, therefore, new teacher advisors will be hired and supported by grant funds in incremental stages to support the projected number of IUE CAUSE graduates each year. Student achievement data and new teacher retention data will provide evidence of the effectiveness of the program and district resources will be used to support NTAP during the last year of the grant and after the funding cycle ends.

New teacher advisors will be selected through a systemic and rigorous selection process, consistent with other IUE CAUSE program selection. The process will include personal interviews, references from building principals, and observation of the candidate working with students and/or teachers. A list of characteristics for new teacher advisors can be found in Appendix D18.

Section 3: Evaluation Plan

IUE CAUSE has formulated six primary questions to be answered through the evaluation plan. These questions are: (1) Did IUE CAUSE lead to an increase in the quality of education provided by partner schools as measured by K-12 student achievement? (2) Did IUE CAUSE lead to increased retention of teachers in urban schools? (3) Did IUE CAUSE lead to increased numbers of students prepared to teach in urban classrooms? (4) Did IUE CAUSE lead to an increased number of highly qualified teachers hired by the partner districts? (5) How was the quality of the applicant pool to the IUE impacted by IUE CAUSE? and (6) What was the impact of IUE CAUSE on the performance of beginning teachers in the partner districts?

The following Evaluation Table provides specific output and outcome measures to answer the six primary questions, the actual measures to be used, the person(s) responsible for each measure and the time line for each measure including times per year and year collection of data begins. The three GPRA measures are incorporated in this chart and labeled under the question to which they pertain (graduation, employment retention and improved scores). Short term performance measures concerning persistence and employment retention are also incorporated. A combination of qualitative and quantitative measures will be employed.

1. Did IUE CAUSE lead to an increase in the quality of education provided by partner schools as measured by K-12 student achievement?

	Performance Objective	Methods and/or Measures	Respondents	Schedule
1.1	Increase achievement for all prospective teachers	Multiple Measures: Classroom Assessment Scoring System (CLASS) Performance-Based Student Teaching Evaluation	Project Director, Project Coordinator, Site-based faculty members, field supervisors Field Supervisors, Site-based faculty members, mentor teachers	4 times a year
1.2	Increase achievement for all new teachers	Multiple Measures: Classroom Assessment Scoring System Weekly assessment of new teacher progress as demonstrated through New Teach Advisor logs and conference reports Performance-Based Teacher Evaluation	Induction Coordinator, Project Coordinator, New Teacher Advisors Building principals	4 times a year

1.3	Increase skills of prospective teachers in the teaching of literacy	Multiple measures: Evidence of meeting IRA standards for teaching literacy and measured by the (revised) Teacher Work Sample Pre-post scores of K-12 student standardized tests Pre-post scores of K-12 students Individual Reading Inventories Authentic Performance Assessment of K-12 students	Assistant Teaching Professor in Literacy, Assistant Professor of Reading Education, Site-based faculty member, mentor teachers	2 times a year beginning fall 2010
1.5	Increase skills of new teachers in the teaching of literacy	Multiple measures: Pre-post scores of K-12 student standardized tests Pre-post scores of K-12 students Individual Reading Inventories Authentic Performance Assessment of K-12 students	Induction coordinator, New Teacher Advisors, Site-based faculty member	2 times a year beginning fall 2010
1.6	Increase literacy achievement for K-12 students in the partnership schools	Multiple measures: Pre-post scores of K-12 student standardized tests in literacy Pre-post scores of K-12 students Individual Reading Inventories Authentic Performance Assessment of K-12 students in Literacy	Classroom teachers, building principal, site-based faculty member	2 times a year beginning fall 2010
1.7	Increase student achievement of K-12 students in high need schools	Multiple measures: Pre-post scores of K-12 student standardized tests in core content areas Pre-post gain scores of K-12 students in core content areas	Assessment Coordinator(s) of partner districts, building principals	2 times a year beginning fall 2010
1.8	As applicable, increase the percentage of teachers trained to integrate technology effectively into curricula and instruction, including technology consistent with the	Successful completion of TE 385 Pass rates of assistive technology components of final exam for TE 385; Class records for TE 385 based on the National Educational Technology Standards Teacher Work Sample Rubric, goals 3 and 11	School Of Education Technology Coordinator Program Director	Annually (May)

	principles of universal design for learning;			
1.9	Increase the percentage of teachers trained to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of improving student academic achievement.	Teacher Work Sample Rubric goal 9 Successful completion of teaching methods courses as applicable to each program	Program Director	Annually (May)
1.10	Increase the use of scientific data and empirically-based research to guide instruction by classroom teachers	Classroom Observation Lesson Plans Reflective dialogue	Site-based faculty members, Induction Coordinator, New Teacher Advisors	Ongoing protocol beginning Spring 2011

2. Did IUE CAUSE lead to increased retention of teachers in urban schools?

	Performance Measure	Methods and/or Measures	Respondents	Schedule
2.1	GPR A Performance Measure 2: Employment Retention. The percentage of beginning teachers who are retained in teaching in the partner high-need LEA or ECE program three years after initial employment;	Partner Districts Employee Retention Data	Partner District Human Resource Directors	Annually, beginning Fall of 2011 (first set of new teachers to have participated in induction program)
2.2	GPR A Performance Measure 2: Employment	Partner Districts Employee Retention Data	Partner District Human Resource	Annually, beginning Fall of 2011

	Retention The percentage of beginning teachers who are retained in teaching in the partner high-need LEA or ECE program one year after initial employment.		Directors	(first set of new teachers to have participated in induction program)
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3. Did IUE CAUSE lead to increased numbers of students prepared to teach in urban classrooms?

	Performance Measure	Methods and/or Measures	Respondents	Schedule
3.1	GPRC Performance Measure 1: Graduation The percentage of program completers who attain initial certification/licensure by passing all necessary licensure/certification assessments and attain a bachelor's degree (pre-baccalaureate program) within six years	1. Documentation from the state of number of IUE CAUSE students passing PRAXIS II 2. Documentation from the state of number of IUE CAUSE students passing CBASE	Missouri Department of Elementary and Secondary Education	Annually beginning June 2012
3.2	Short-Term Performance Measures Performance Measure 1: Persistence The percentage of program participants who did not graduate in the previous reporting period, and who persisted in the post-secondary program in the current reporting period;	UMKC Retention Data	UMKC Registrar's Office	Annually, beginning 2011
3.3	Improvement in the pass rates and scaled scores for initial State certification or licensure of teachers	Missouri Department of Elementary and Secondary Education annual documentation of PRAXIS II	Educator Certification Director Missouri Department of Elementary and	Annually beginning June 2012

			Secondary Education	
3.4	Continued improvement of teacher preparedness	Multiple Measures Missouri Department of Elementary and Secondary Education annual documentation of PRAXIS II Increased scored on (revised) Teacher Work Sample Increase in post score of Haberman Urban Teacher Selector IUE CAUSE Student Exit Interviews Missouri Department of Elementary and Secondary Education Principal Evaluation of first-year teachers UMKC Alumni Survey of first-year teachers	Educator Certification Director Missouri Department of Elementary and Secondary Education Project Director Building Principals	Annually beginning May 2012

4. Did IUE CAUSE lead to an increased number of highly qualified teachers hired by the partner districts?

	Performance Objective	Methods and/or Measures	Respondents	Schedule
4.1	Increase the percentage of highly qualified teachers hired by the high-need local educational agency who are members of underrepresented groups	Partner Districts Employee Data	Partner District Human Resource Directors	Annually, beginning Fall of 2010
4.2	Increase the percentage of highly qualified teachers hired by the high-need local educational agency who teach high-need academic subject areas (such as reading, mathematics, science, and foreign language, including less commonly taught languages and critical foreign languages);	Partner Districts Employee Data	Partner District Human Resource Directors	Annually, beginning Fall of 2010
4.3	Increase the percentage of highly qualified teachers hired by the high-need local	Partner Districts	Partner District Human	Annually, beginning

	educational agency participating in the eligible partnership;	Employee Data	Resource Directors	Fall of 2010
4.4	Increase the percentage of highly qualified teachers hired by the high-need local educational agency who teach in high-need areas (including special education, language instruction educational programs for limited English proficient students, and early childhood education);	Partner Districts Employee Data	Partner District Human Resource Directors	Annually, beginning Fall of 2010
4.5	Increase the percentage of highly qualified teachers hired by the high-need local educational agency who teach in high-need schools, disaggregated by the elementary school and secondary school levels;	Partner Districts Employee Data	Partner District Human Resource Directors	Annually, beginning Fall of 2010

5. How was the quality of the applicant pool to IUE impacted by IUE CAUSE?

	Performance Objective	Methods and/or Measures	Respondents	Schedule
5.1	Increase the percentage of IUE applicants with high academic indices	<ul style="list-style-type: none"> • Class Rank • ACT/SAT • GPA 	UMKC Office of Admissions, Administrative Assistant	Annually beginning spring 2011
5.2	Increase the percentage of IUE applicants from underrepresented groups	<ul style="list-style-type: none"> • Race/Ethnicity • First Generation College Student • Language of Origin • District • High School • Gender 	UMKC Office of Admissions, Administrative Assistant	Annually beginning spring 2011
5.3	Increase the percentage of IUE applicants applying to teach in high need areas	<ul style="list-style-type: none"> • Certification Areas of Applicants • Certification Areas Needed in Partner Districts 	Project Director, Administrative Assistant	Annually beginning spring 2011
5.4	Increase the percentage of IUE applicants who	<ul style="list-style-type: none"> • Ranking for Personal Interview 	Project Director	Annually beginning

	demonstrate potential to be effective teachers in urban schools	<ul style="list-style-type: none"> Ranking for Haberman Star Teacher Interview 		spring 2011
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6. What was the impact of IUE CAUSE on the performance of beginning teacher teachers in the partner districts?

	Performance Objective	Methods and/or Measures	Respondents	Schedule
6.1	Increase achievement for all new teachers	Multiple Measures: Classroom Assessment Scoring System Weekly assessment of new teacher progress as demonstrated through New Teach Advisor logs and conference reports Performance-Based Teacher Evaluation	Induction Coordinator, Project Coordinator, New Teacher Advisors	4 times a year
6.2	Increase skills of needs new teachers in the teaching of literacy	Multiple measures: Pre-post scores of K-12 student standardized tests Pre-post scores of K-12 students Individual Reading Inventories Authentic Performance Assessment of K-12 students	Building Principals, Induction Coordinator, Project Coordinator, New Teacher Advisors	2 times a year beginning fall 2010
6.3	Increase literacy achievement for K-12 students in the partnership schools	Multiple measures: Pre-post scores of K-12 student standardized tests in literacy Pre-post scores of K-12 students Individual Reading Inventories Authentic Performance Assessment of K-12 students in Literacy	Building Principals, Induction Coordinator, Project Coordinator, New Teacher Advisors	2 times a year beginning fall 2010

As illustrated in the Evaluation Table, IUE CAUSE will collect and analyze student achievement data on a continual basis, with each set of data collected at least once a year. Student achievement data will be used to assess the effectiveness of prospective, new and in-service teachers, professional development initiatives and IUE CAUSE as a whole. The

evaluation plan demonstrates project capacity to collect data as part of a longitudinal evaluation plan. Documentation of access to partner LEA and school data can be found in Appendix D19. An outside evaluator, Dr. Tamera Murdock will be hired to oversee the evaluation plan and provide the data analysis (see budget). Dr. Murdock is a Professor of Psychology in the UMKC College of Arts and Sciences who has extensive experience with project evaluation (see Appendix D25 for vita). Semi-annual meetings with and reports to the Project Director will provide information to inform all project activities. Annual reports of progress will also be submitted to the U.S. Department of Education as indicated in the grant guidelines.

Data will be used to assess grant activities including teacher preparation and professional development to make continuous program improvements throughout the funding cycle and beyond. Data will be analyzed to determine teacher effectiveness based on student achievement data. Data on retention and new teacher effectiveness will be used to evaluate the effectiveness of the support systems provided through NTAP and professional development activities as well as make revisions based on success and/or weaknesses identified.

Data and data analysis will be shared with PEG and partners, as applicable. Teachers, principals, school superintendents, faculty and UMKC leadership will be included in data dissemination of results as applicable to their role in the partnership and as it relates to continuous improvements in teacher and student achievement. The Program Director and Program Coordinator will use the results of the data collection and analysis to inform grant activities and make decisions regarding IUE CAUSE current and future plans. Consistent with the evaluation plans and purposes for IUE CAUSE, the partnership commits to cooperating with the national evaluation contractor selected by the U.S. Department of Education.

In addition to the external evaluator, program staff, partners, and Department of Education, the Chancellor's National IUE Advisory Board will use the data to assist IUE CAUSE with program assessment and expansion. Data will be presented to the Board annually for program development, ensuring best practice within the program and to inform scholarship and fund development efforts. The Board will also assist with analysis of IUE CAUSE data as compared to data from other urban teacher preparation programs nationally.

Section 4: Significance

As documented in the needs assessment (Appendix D2), student achievement in each of IUE CAUSE partner schools is less than 68% proficient in communication arts and less than 65% proficient in math, with many of the partner schools reporting even lower proficiency. Teacher turnover for the partner LEAs is also above state averages. Research documents that three years of effective teaching has profound effects on student achievement (Haycock, 2001). However, inadequate preparation, teacher attrition, and the lack of structured induction and professional development for new and in-service teachers prevent urban school children from having access to effective teachers.

Accordingly, for over a decade, scholarship in teacher education has charged that teacher preparation programs need to be reformed to better prepare teacher candidates specifically for teaching in urban schools (Brown, 2002; Cochran-Smith, 2004; Darling-Hammond, 2003, 2006; Gay, 2004; Grant, 1994; Haberman, 2000; Ladson-Billings, 1994; Nieto, 2003; Oakes et al., 2002; Weiner, 1990, 1999, 2002; Zeichner, 2003). However, teacher education in the United States today does not reflect the research about needed changes on how we prepare teachers for urban communities. Through IUE CAUSE, UMKC's School of Education will be positioned to provide the educational community the empirically-based research and proven results needed to

influence urban teacher preparation throughout the United States. IUE already has received national attention for its efforts to prepare effective teachers for urban schools; however, IUE's intended impact has not been achieved due to limitations on size and scope. IUE CAUSE will provide IUE with needed resources to expand and intensify its work in teacher preparation and extend its work to provide training to new and in-service teachers. The result of IUE CAUSE will be increased student achievement in partner schools through targeted teacher recruitment, preparation, induction and professional development. Additionally, IUE CAUSE will positively impact the districts' teacher recruitment, training, and retention system by providing sustainable and cost-saving structures for success. Due to the cost-savings made possible by increased student achievement and teacher retention high need LEAs will be able to reallocate resources to focus on the continual professional development of practicing teachers (National Commission on Teaching and America's Future, 2002, 2003; Shen, 1997).

Due to the bi-state partnership of IUE CAUSE, the potential impact of IUE CAUSE is far-reaching. The existing IUE curriculum has already made significant impact on UMKC's School of Education's programs to better prepare and support teachers for high-need schools. The success of IUE CAUSE reforms will further influence the SOE as well as the institutions of teacher preparation across the state of Missouri through its involvement with the Missouri Association of Colleges for Teacher Education. UMKC is located in a bi-state region and collaborations that extend beyond the state line are common; the IUE is receiving significant local attention, positioning IUE CAUSE to influence teacher education across the Midwest.

Furthermore, with its targeted plan and high standards for data collection, analysis, and dissemination IUE CAUSE will be able to widely communicate success and improve upon challenges with the goal of increased student achievement. Through its commitment to

continuous improvement and use of annual program reports, IUE CAUSE will model best practice of using empirically-based research and scientifically valid data to advance the all components of the program, thereby providing a model for improvement for teachers and global school reform. Quantitative and qualitative data will demonstrate IUE CAUSE successes in improving academic achievement.

Sustainability of IUE CAUSE beyond the period of federal funds should be attainable through several factors. 1) Increased undergraduate enrollment will provide tuition funds to build faculty infrastructure, gradually utilizing university funds for these positions. 2) IUE success, as it becomes more demonstrable in higher numbers of graduates and graduates who are increasing student achievement, will increase the rate of community/philanthropic, financial and scholarship support, a considerable amount of which has already been garnered. 3) Finally, successful intensified partnerships with urban districts, made possible by IUE CAUSE, in providing professional development for induction, job-imbedded initiatives and MA's in urban teacher leadership, will lead to district/university contracts for providing this assistance. The university will also benefit from the success of IUE CAUSE through an increased investment of private funds garnered through UMKC fundraising campaigns and local interest in urban education (see Appendix D22).

Success breeds success and, in IUE CAUSE, IUE has developed a replicable model not just for institutions of higher education, but also for high-need LEAS and schools. The tri-district partnership provides IUE CAUSE the mechanism to effect change and positively influence student achievement across three high-need LEAs. Teacher turnover has detrimental effects on student achievement and school reform (Cooper & Alvarado, 2008; Ingersoll, 2007a; National Commission on Teaching and America's Future, 2002; Viadero, 2005). Commonly cited reasons

for urban teacher attrition include lack of adequate preparation, lack of adequate mentoring support, working conditions, low salaries, and lack of influence in school decision-making (Cooper & Alvarado, 2008; Darling-Hammond, 2003; Ingersoll, 1999, 2002b, 2007a, 2007b; Ingersoll & Smith, 2003; Voke, 2002). Yet, schools and districts with support systems in place for new teachers, including high quality induction programs, boast increases in teacher retention rates (Allen, 2000; Beerer, 2002; Darling-Hammond, 2003; Ingersoll, 2007b; Moir & Bloom, 2003; Pardini, 2002; Shen, 1997; Wood, 1999; Youngs, 2002). Therefore, through the infrastructure for teacher preparation, teacher support through induction and professional climates, and ongoing systemic professional development, IUE CAUSE will profoundly affect teacher retention and teacher effectiveness resulting in increased student achievement.

Section 5: Management Plan

IUE CAUSE will be an expansion of the existing IUE program. The current infrastructure of IUE has proven successful and has been guided by the Dean of the School of Education, IUE Executive Director and IUE Program Director with the assistance of the four IUE committees mentioned previously, IUE Curriculum Design Team, TECC, IUE Partnership Consortium and UMKC Chancellor's IUE National Advisory Board. IUE CAUSE is a natural extension of the current IUE organizational structure and will benefit from the existing committees and relationships with partner groups.

Major Project Staff and Responsibilities. *Project Director.* The management of IUE CAUSE will be overseen by Jennifer Waddell, PhD. Currently, Dr. Waddell is an assistant professor in the School of Education and serves as the Program Director for the IUE. Dr. Waddell's current responsibilities include Chair of the IUE Curriculum Design Team, Program Director for the pre-baccalaureate programs, assessment of the current programs, teaching and

research in urban elementary education and supervision of IUE staff and teaching faculty. Under IUE CAUSE, Dr. Waddell will expand the aforementioned responsibilities to oversee the logistical aspects of IUE CAUSE as well as supervise IUE CAUSE project coordinator, induction coordinator and recruiter, all of whom will be hired with grant funds during the first year. Dr. Waddell will also supervise IUE CAUSE non-tenure track faculty; she will work with the Director of Teacher Education, Dr. Sue Vartuli, and the Chair of Curriculum and Instructional Leadership to coordinate the involvement of regular faculty and the alignment of IUE CAUSE with SOE's Teacher Education program. Dr. Waddell's teaching load and research agenda will be focused on IUE CAUSE courses and initiatives. Dr. Waddell's vita can be found in Appendix D25.

Program Coordinator. Hired with grant funds in year one, the Program Coordinator will be responsible for coordinating school-based activities, including the scheduling of courses, coordination of clinical experiences, training of mentor teachers and the coordination of site-based faculty members. The Program Coordinator will convene the Partners In Education Group, assist site-based faculty members in the coordination of professional development and be responsible for data collection for the pre-baccalaureate and in-service components of IUE CAUSE. Both the Project Director and Project Coordinator will work with the external evaluator, Tamera Murdock, to assist in data management, analysis and dissemination.

Induction Coordinator. The Induction Coordinator will also be hired during year one and will be responsible for all aspects of the New Teacher Assistance Program. These responsibilities will include the selection and training of new teacher advisors, leveraging district funds to support more new teachers (beyond IUE graduates), and evaluation of the program. *Recruiter.*

Hired in the fall of year one, the recruiter will be responsible for all aspects of recruiting including working with the Project Director to coordinate admissions procedures and events.

UMKC faculty involved in management of IUE CAUSE activities include Dr. Edward Underwood, IUE Executive Director and Associate Professor of Urban Leadership and Policy Studies in Education, Dr. Etta Hollins, Endowed Chair for Urban Teacher Education and Dr. Cynthia Schmidt, Assistant Professor of Literacy. Vitae for Drs. Underwood, Hollins, and Schmidt can be found in Appendix D25.

The table below details the main project staff, their primary project responsibilities, time commitments and supervisory components, where applicable.

Person	Role	Time commitment	Responsibilities
Edward Underwood, PhD	IUE Executive Director	0.32 FTE	Fundraising, community outreach, Memorandums of Understanding, job placement for IUE graduates
Jennifer Waddell, PhD	Project Director	0.30 FTE	Chair of curriculum design team, curriculum revision/implementation, supervision of project staff, assessment and evaluation, teaching and research, grant reporting
Cynthia Schmidt	Assistant Professor, Reading Education	.20 FTE	Coordination and assessment of field-based literacy courses, partner school literacy professional development, facilitation of literacy learning communities
TBD (new hire for project)	Project Coordinator	1.0 FTE	Coordination of site-based activities, clinical experiences, coordination of PEG, evaluation, CLASS, coordination of site-based faculty, data collection, reporting
TBD (new hire for project)	Induction Coordinator	1.0 FTE	Coordination of NTAP, training of new teacher

			advisors, assessment of NTAP, data collection
TBD (new hire for project)	Recruiter	1.0 FTE	Coordinate recruiting activities, marketing of program, coordination of district recruiting liaisons
TBD (new hires for project)	Site-Based Faculty Members (4)	1.0 FTE	Coordination of site-based professional development, clinical experiences, CLASS
Jenea Oliver	Development Officer	0.5 FTE	Fundraising, stewardship of donors, grant-writing
Tamera Murdock, PhD	External Evaluator	Contractual	Evaluation, data collection, data analysis, data reporting

Other UMKC faculty members involved in the implementation of grant activities include Dr. Rita Barger, Chair of Curriculum and Instructional Leadership and Associate Professor of Math Education, Dr. Elizabeth Stoddard, Associate Director of Physics, and Dr. Jimmy Adegoke, Associate Director of GeoSciences. The incoming Dean of the School of Education, Dr. Wanda Blanchett, and the Dean of the College of Arts and Sciences, Dr. Karen Vorst will both participate in grant activities including service on the IUE Partnership Consortium.

Timeline for major project milestones. Activities for IUE CAUSE will follow incremental steps, to ensure success of one step before implementation of another. Year one will primarily be a planning year. Major activities for year one are (1) hiring of project coordinator; (2) hiring recruiter and beginning recruitment activities; (3) hiring induction coordinator and conducting evaluation and revisions to the NTAP pilot program; (4) revising the four-year program; (5) CLASS “train the trainer” workshops for main project staff; and (5) building collaborative structures with partner schools.

Milestones for year 2 include (1) implementation of the pre-baccalaureate components of IUE CAUSE, including beginning the two-year professional program; (2) full implementation of

NTAP; (3) internship mentor teacher training; (4) the implementation of site-based professional development plans; and (5) revision and launching of the MA in Urban Teacher Leadership.

Year 3 activities include (1) first full-immersion internship year for IUE CAUSE seniors; (2) first cohort graduating from IUE CAUSE; and (3) course release for content faculty to provide job-embedded professional development for in-service teachers. Years 4 and 5 will be the first years in which IUE CAUSE graduates are working in partner schools and participating in NTAP. Year four will also celebrate the first IUE CAUSE cohort to complete the MA in Urban Teacher Leadership. In both years 4 and 5, project data will be used to begin leverage funds for sustainability of successful project activities. A complete timeline of main project activities, including the person(s) responsible can be found in Appendix D23.

Throughout the management of the grant, the Project Director and Project Coordinator will document the coordination strategies and alignment with state and student academic achievement standards. Professional development and revisions or refinement of university-based programs will be aligned to state academic standards (e.g. Appendix D15) and measured by student achievement. PEG and the Partnership Consortium will ensure that there IUE CAUSE activities are aligned with other professional development programs and co-accountability exists between partners.

IUE CAUSE (Change Agents for Urban School Excellence) is designed to broaden the scope, depth and impact of IUE. This targeted and replicable model for teacher preparation and training will significantly and positively impact student achievement. The existing infrastructure of IUE along with the proven commitment of the university, partner LEAs and schools, university faculty and the greater Kansas City Community make IUE CAUSE uniquely qualified to transform teacher preparation as a recipient of a Teacher Quality Partnership grant.