

Quality of Project Design of Wichita TQP**Overview**

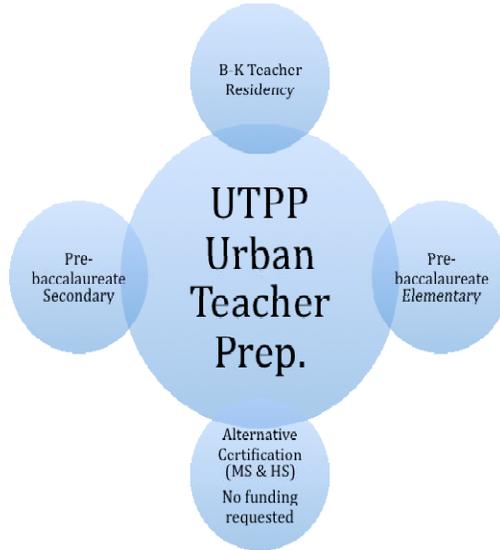
The proposed partnership is a comprehensive, systematic, transformational program that has at its core, preparation of diverse, highly qualified teachers for urban school settings. The grant partners are Wichita State University (WSU), Wichita Public Schools (WPS), Rainbows United that contracts with WPS for special education services, and The Opportunity Project (TOP) that contracts with WPS for early childhood services. Through pre-baccalaureate reform and teacher residency, the grant partners will provide professional development and induction in addition to course work and field experiences to establish the most empirically-supported teacher education to benefit B-12 students. This project will encompass all teacher training within WSU (see Figure 1) because it includes Transition to Teaching, an alternative certification residency program where middle level and secondary level candidates are trained (for which we are not seeking funding). We call this transformative endeavor the Urban Teacher Preparation Program (UTPP).

Candidates are given the opportunity to select an area of concentration based on grade level (i.e., Birth-K, Elementary, Secondary) and/or degree level (i.e., bachelor's or master's). As such, there are common curricular elements that will be placed within each level of concentration. These common elements include (1) differentiated instruction, (2) use of research and assessment data to make data-driven instructional decisions, (3) literacy and other content area instruction, assessment, and intervention, (4) educational technology, and (5) cultural proficiency. Curricula will vary based on the teacher candidates' selected level of concentration.

Historical underpinnings

UTPP is a program that is based on current research of how to prepare effective future teachers for the urban environment. In the mid 1980's, with the work of the Holmes Group and

Figure 1. Visual Overview of UTPP program at WSU



the National Network for Educational Renewal, the term “Professional Development School” (PDS) was coined. In the late 1990s and early 2000s, the National Council for Accreditation of Teacher Education (NCATE) established and published PDS standards. These standards are built into the framework of UTPP. These include: integration of professional and student learning through inquiry, learning in the context of practice, blending of resources, and having access to an expanded learning community (www.ncate.org). The National Association of Professional Development Schools (NAPDS) also indicates that there must be a school-university culture that is committed to the preparation future educators that embraces their active engagement in the school community (www.napds.org).

Building on the work of the PDS model, UTPP knits together cutting edge research, best practice, and empirically-supported pedagogy. Latham and Vogt (2007) found that PDS preparation versus traditional preparation significantly and positively influenced teachers’ persistence in the field, even after controlling for their individual demographic and academic characteristics. PDS-prepared teachers were significantly more likely to become employed in

Illinois public schools than their traditionally-prepared counterparts.

UTPP includes ongoing professional development and renewal of WSU and WPS, and partnering agencies. The partnership is linked to relevant stakeholders and will increase WPS, TOP, and Rainbows United student achievement by cooperating on the UTPP. The newly developed curriculum will reflect the techniques and strategies that have been shown, in multiple applications, to be effective in urban settings such as WPS. The teachers who graduate from UTPP will be prepared to immediately begin teaching without going through additional professional development for WPS. Students will graduate not only endorsed in their content area but also have an endorsement for English Language Learners (ELL). This component fulfills a need for partnering agencies as the ELL population in Wichita is growing at an average rate of 8-10% a year.

Pre-baccalaureate Program Design

Reforms and Revisions

The Wichita TQP Grant will reform/revise the teacher education program at WSU via the design and implementation of the UTPP which is based on a PDS model. UTPP is an initial licensure program designed to prepare candidates to teach in an urban setting like the WPS. The current WSU program will be revised to reflect the urban focus (see Figure 2). WSU faculty and WPS staff working within this program will receive additional training and provided time to develop the UTPP curriculum before the program is fully implemented at both the elementary and secondary levels (see Quality of Management Plan for commitment of resources, p. 51).

Urban focus

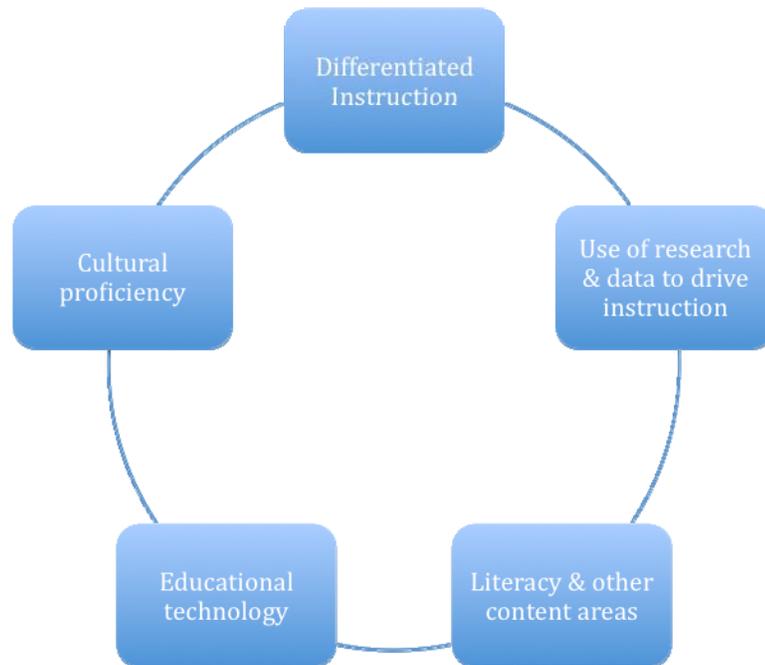
WSU is committed to revising the teacher education program to reflect current research on how to prepare candidates to teach in a high poverty urban district. With [REDACTED] over three

years from the Kansas Board of Regents, the pilot UTPP pre-baccalaureate work began on the UTPP revisions at the elementary level in fall, 2007. The elementary UTPP program was piloted at three schools in fall, 2008. While this limited pilot phase established the general tenets of the program, the efficacy of the UTPP principals and practices must be further developed and expanded to encompass all grade levels for full implementation to occur. Therefore, TQP grant funds will be used to support the full implementation of the UTPP-elementary program involving an additional 15 elementary UTPP partnership schools and approximately 50 additional elementary teacher candidates per year. The secondary UTPP program design began in fall, 2008. TQP grant funding will be used to further support the pilot and subsequent implementation phases of the UTPP-secondary program (see Timeline, Appendix D).

Upon completion of the UTPP pre-baccalaureate program, candidates will possess the knowledge, skills, and dispositions from the integration of pedagogy and research based practices to work effectively in an urban setting. Many of the candidates will have learned to teach in the same work environment where they will be employed. Candidates will be prepared to be licensed in their chosen content area and will have the skills and knowledge necessary to receive an endorsement in ELL. As aforementioned, the core urban-focused curriculum includes but is not limited to the elements outlined in Figure 2.

Differentiated instruction will focus on: meeting the needs of ELLs, strategy use such as Sheltered Instruction Observation Protocol (SIOP; Echevarria, Vogt, & Short, 2004), meeting the educational needs of all learners, 504 plans, and special education such as Individualized Education Plans (IEPs), accommodations, and positive behavioral interventions and strategies. Use of *research and assessment data* to drive instruction will focus on: types of research, credible sources of research, types of data, analysis of data, and using data to

Figure 2: Core Urban Curricular Components



inform instructional decisions. *Literacy and other content areas* will focus on: assessment, instruction in the key content area skills, especially the essential literacy skills (e.g., National Reading Panel Report, Reading Next), intervention, strategies, tiered support, motivation for academic engagement, and literacy in the content areas. *Educational technology* will focus on effective, integrated, and relevant applications to enhance learning as well as data analysis to drive instructional decision-making. *Developing cultural proficiency* will focus on urban settings (contextual) and diverse student population needs. These core curricular areas are empirically-supported as being evident in high performing, high needs schools (e.g., Scheurich, 1998).

In addition, the UTPP pre-baccalaureate curriculum and field experiences will prepare teacher candidates to be knowledgeable regarding the current WPS district initiatives that follow: (1) Power of 2 (includes the effective use of paraprofessionals and additional support services in the regular classroom), (2) Model for Quality Instruction (incorporates strategies for teaching

ELL and research based literacy instruction), (3) Rigor and Relevance (places emphasis on relevant curriculum and high teacher expectations), (4) Kagan Cooperative Learning Strategies, (5) Use of higher order thinking strategies, and (6) Professional learning communities.

Curricular changes

The close working relationship between WSU and WPS, TOP, and Rainbows United is embedded into every part of the UTTP pre-baccalaureate program design. This allows teacher candidates to have relevant, authentic classroom opportunities with students to gain real work experience to help prepare them to become successful as an urban teacher. Reforms will include programmatic curricular changes that (1) improve and assess teaching skills, (2) use empirically-supported practices and scientifically-based research across all applicable content areas, (3) train and provide professional development in use of differentiated instruction and meeting the needs of diverse learners, (4) provide for explicit, systematic instruction in literacy skills, incorporating the key components identified in the NRP report and Reading Next as well as tiered levels of instructional support, diagnostic and formative assessments, (5) expand the New Teacher Induction Program, and (6) establish rigorous admission criteria and align them with the hiring objectives of the partnering agencies.

Improve and assess teaching skills. The curricular changes being made within WSU's teacher preparation program will improve the teaching of prospective and new teachers by strengthening their skill set in content knowledge, pedagogy, and issues specific to urban education, and how to meet the educational needs of diverse learners in a systematic, comprehensive manner. By creating a community of professional learners and partners, the graduates of UTTP will increase in their ability to positively impact the learning of urban

students. Professional development and participation in a professional learning community will be ongoing (see Table 1, p. 16 for teacher candidate participation).

The National Comprehensive Center for Teacher Quality (Goe, 2007) published a synthesis of the research on the relation between teacher quality and student achievement. They distinguished among (a) teacher qualifications (i.e., the resources they bring with them to the classroom and are considered important in establishing who should be allowed to teach such as courses, grades, licenses, etc), (b) teacher characteristics (i.e., attributes and attitudes of teachers), (3) teacher practices (i.e., actual classroom practices and methods), and (4) teacher effectiveness (i.e., determined by growth in student learning). Teacher effectiveness most closely resembles a composite measure of teaching quality because it links teacher practice with student achievement. Extant research supports the notion that teaching quality is strongly related to student achievement (e.g., Darling-Hammond, 1999). By creating curricular changes that align with scientifically-based research and practice, continuous monitoring of teacher candidate performance and their impact on K-12 student learning, and program changes based on data, WSU's UTPP program will produce teachers who are effective and who demonstrate high teaching quality, as evidenced in student achievement.

Use of empirically-based practices. The curriculum will be modified to reflect the research based strategies and theory stemming from university-level research combined with the best practices currently used in the WPS and partnering agencies (see Figure 2). Kagan Cooperative Learning Strategies and Bloom's taxonomy of higher order thinking strategies, and Professional Learning Communities (PLC) practices are also extensively used in WPS and partnering agencies and will be embedded in the WSU course work. There will also be course work and strategies such as SIOP to prepare the candidates to teach ELL students.

Differentiated instruction. Teacher candidates admitted to the UTPP pre-baccalaureate program will gain knowledge of student learning methods and sources of individual achievement differences. Teacher candidates will learn how to examine assessment data (both formal and informal), interpret the data, and make instructional decisions based on the data. Teacher candidates will also engage in authentic, classroom-based learning focused on meeting the learning needs of all students through differentiation of instruction. This will involve training in the use of a tiered approach to instruction and assessment (universal screening and progress monitoring). Tiered instruction represents a model in which the instruction delivered to students varies on several dimensions that are related to the nature and severity of individual student needs (www.rtinetwork.org). Teacher candidates will learn to address goals and objectives found on IEPs and how to support the language and learning for ELL students.

Literacy skills. WSU's current literacy curriculum involves a children's literature course, a course on literacy strategies in the content areas, and a language arts methods course and accompanying field experience. Current research indicates that literacy skills are not modular and that effective teachers of reading teach skills, strategies, and concepts (Denton, Vaughn, & Fletcher, 2003). Therefore, substantive changes in the content and service delivery of the literacy skills, strategies, and concepts provided to our teacher candidates will take place. Given that literacy skills can and should be supported throughout the school day and in various content areas, instruction in literacy skills, strategies, and concepts will be embedded throughout the UTPP pre-baccalaureate program.

The focus will be on the essential skills research has indicated students need to possess to be successful readers (e.g., NRP report, Reading Next). Teacher candidates will be provided with training and opportunities to administer screening (e.g., DIBELS), curriculum-based, diagnostic

(e.g., PPVT-III) and summative assessments (e.g., State Assessments) so they can learn what each type of measure can tell a teacher about a student's performance and learning. Teacher candidates will also be provided with training in the use of the Kansas Multi-tiered Systems of Support (MTSS; www.ksde.org) which focuses on an integrated intervention support system that provides interventions as early whenever needed, includes multiple or tiered levels of support and intervention, reflects a continuum of increasingly intense research-based interventions, and requires ongoing monitoring of the effectiveness of the interventions provided. Training and use of MTSS will allow teacher candidates the opportunity to engage in application of intensive interventions for struggling readers.

Teacher candidates will graduate with knowledge and pedagogical skills in teaching literacy skills specific to their concentration level. For example, those in the elementary program will learn about phonological awareness, phonics, vocabulary, fluency, and comprehension as well as the foundational pieces found in emergent literacy of oral language, print awareness, and phonological processing. The UTPP pre-baccalaureate literacy curriculum will focus on multiple modes of assessment, both standardized, norm-referenced and criterion-referenced; developmental milestones; empirically-supported instruction; strategies for intervention; and literacy resources (e.g., www.fcrr.org, www.readwritethink.org).

New Teacher Induction program. Every graduate of the UTPP will participate in a New Teacher Induction Program for two years following graduation. This program is described in greater detail further into this application (see p. 17).

Rigorous admission criteria. Reforms in the admission and selection process for teacher candidates will take place within the UTPP pre-baccalaureate program. A rigorous admission process with high standards for acceptance into the program will be implemented to ensure that

qualified individuals are granted admission. All teacher candidates must meet the College of Education entrance requirements (i.e., 35 hours of general education coursework, standardized test requirements for reading, writing, and math plus science and social studies for elementary candidates, completion of an Introduction to the Teaching Profession course, GPA of 2.5 or better, and a completed Attestation of Eligibility form). Additional admission requirements for the UTPP pre-baccalaureate program will include passing the Teacher Insight Survey with a passing score of 70 or higher, experiences working with youth, a strong sense of mission as a teacher, and positive dispositions for working with a diverse student body. Successful completion of the program criteria, university course work, and achievement of a passing score on the Praxis (required of all those teaching in KS) will result in recommendation for a bachelor's degree and initial state licensure.

Assessment and evaluation of candidate progress. To help determine if teacher candidates are meeting the specified levels of performance throughout the program, the UTPP pre-baccalaureate will utilize several embedded assessments to monitor teaching knowledge and skills. These include successful completion of: (1) course content work, (2) observation forms (completed by the teacher candidates' university supervisor and cooperating/mentor teacher during classroom-based experiences), and (3) the Teacher Work Sample (TWS). The TWS was adapted from the Renaissance Partnership for Improving Teacher Quality (2001). Teacher candidates completing a TWS must set learning goals guided by contextual factors relative to the classroom environment. Based on these goals, a unit of study is designed and implemented using pre-assessment data. Goals must also align with local, state, and national content standards. Finally, teacher candidates must examine: (1) the overall teaching and assessment result, and (2) reflect and revise their teaching, much as an experienced practitioner might (Henning, et. al.,

2005). Thus, teacher candidates must focus on K-12 achievement and outcomes. The TWS is currently in place; however, we expect to see adaptations and references specific to urban education within the planning, assessment, and reflection of the TWS.

Clinical/Field Experiences

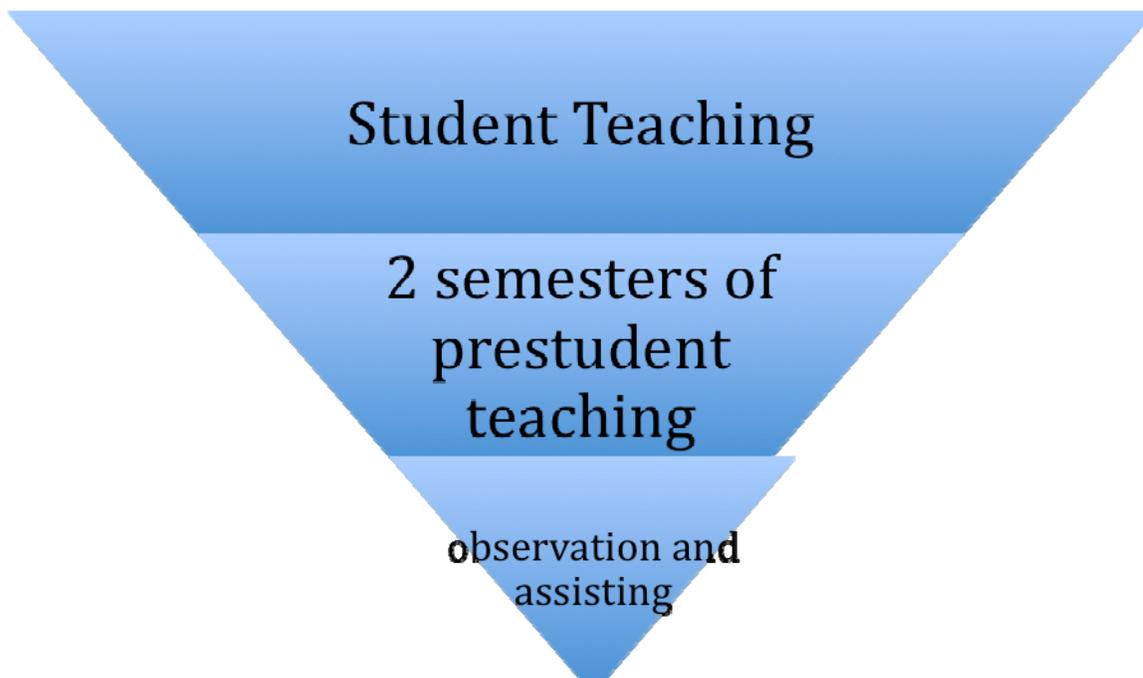
The UTPP pre-baccalaureate program was modeled after the PDS philosophy that delineates shared responsibility of universities and schools for teacher preparation and K-12 student learning. UTPP is specifically designed to serve students in urban school settings. A key component of the success of the UTPP pre-baccalaureate program is the systematic, extended field placements teacher candidates engage in. There are four primary field experiences teacher candidates complete during their educational careers, beginning with observations and assistance during their first semester in the UTPP pre-baccalaureate program to having primary responsibility of planning, teaching, and assessment of K-12 student learning during student teaching (see Figure 3). There is a hierarchy of responsibility within the field experience framework for teacher candidates, with the initial responsibilities being less than the final responsibilities found in student teaching. There will be closely supervised interaction between teacher candidates, WSU faculty/ University Supervisor (US), the cooperating teacher (CT), and WPS administration.

Field experiences are planned over the entire course of the UTPP pre-baccalaureate program. During their first semester, teacher candidates will complete a field experience involving observation (focusing on contextual factors, procedures of the classroom, etc.) and assisting the teacher in daily activities. The second and third semesters will be spent in field experiences that focus on planning, teaching, and assessment in specific content areas (e.g., in elementary math & science methods are in the first prestudent teaching semester and literacy and

social studies are in the second prestudent teaching semester). The culminating field experience occurs during the teacher candidates' last semester as a student teacher. This involves full time placement in the field, assuming the lead role in the classroom for an extended period of time.

UTPP pre-baccalaureate program teacher candidates are assigned to partnership school(s) and do all of their field experiences and student teaching within those schools. University faculty are affiliated with a particular school or schools and collaborate with WPS faculty in those schools to monitor and guide the cohort of UTPP teacher candidates placed there throughout the total two years of teacher preparation courses.

Figure 3: UTPP Elementary & Secondary Field Experiences



All UTPP pre-baccalaureate teacher candidates are placed in partnership schools identified through a mutual selection process. Schools who express an interest in serving as a partnership school are consulted regarding their high need status and commitment to a shared responsibility for teacher preparation and continuous learning. This commitment is demonstrated by a willingness of the school faculty to mentor *cohorts* of teacher candidates to create a community

of learners who support and nurture teacher candidates and the professional development of school and university faculty affiliated with the school.

Upon acceptance, teacher candidates are paired with a CT in WPS. The role of the CT is to provide the classroom experience for the teacher candidate and to provide regular feedback regarding their work in the classroom. The candidate is also assigned a US who is primarily responsible for supporting both the CT and the teacher candidate to promote a positive learning experience for the teacher candidate and K-12 students. Both the CT and the US work cooperatively to mentor, train, and help the candidate utilize self-reflection to grow in his/her teaching abilities.

Integrated Pedagogy

Course work on pedagogy and instructional theory with extended opportunities for classroom practice under the guidance and support of well prepared mentor teachers will be provided. The PDS philosophy will also be carried out through infrastructures that ensure field experiences will be tightly aligned with university course work. For instance, the UTPP pre-baccalaureate program design team (see Management plan, p. 50) will include classroom teachers, College of Education and Liberal Arts and Sciences (LAS) faculty. These individuals will subsequently serve on the implementation team. The LAS faculty will be involved in observation, consultation, and content-area reconfiguration to enable teacher candidates to better serve urban students. WPS CTs will be involved in team teaching pedagogy course work alongside university faculty.

Further demonstration of integrated pedagogy and practice is found in the cohort group design. The cohort groups will be facilitated by a key mentor or teacher leader within each pod school, titled Building Representative. There will be a total of 20 Building Representatives for

the UTPP pre-baccalaureate program, each representing a pod (partnership) school. Each Building Representative will receive a stipend from the grant for their work in facilitating the successive cohorts as they move through the pre-baccalaureate program and into the first two years of teaching.

High Quality Mentoring

Those selected as CTs will: (1) be qualified to participate in the development of the overall curriculum and to demonstrate curricula goals in their classrooms, (2) contribute to and advocate for site-based needs in planning/assessment meetings throughout the lifetime of the grant, and (3) have the communication and adult-level teaching skills to participate actively in the initial induction and other sessions/courses for teacher candidates and new inductees. CTs will undergo common training prior to the beginning of the academic year and three times during the academic year, which will include professional development regarding mentoring. The CTs will also participate in on-line support that provides monthly information on activities and learning experiences for teacher candidates. Electronic and on-site social networking opportunities will also be organized (see Table 1).

The grant will provide compensation for the extra responsibilities of the CT who, in addition to mentoring/coaching teacher candidates, will participate in establishing a learning community within the mentor's assigned school, school district, university cohort, and among colleagues community wide. WPS will provide release time for the mentors to perform their additional work. The university will provide lecturer support for CTs who participate in teaching credit bearing course work.

Criteria for CT Selection. CTs will be selected for participation in the UTPP pre-baccalaureate program based on their commitment to a shared responsibility for teacher

preparation as well as their expertise in a specified level of concentration (i.e., elementary or secondary). Selection instruments will be developed during the planning stage of the grant using Charlotte Danielson's (Danielson, 2007) rubric for teaching evaluation and will be based on the following: a written application and interview with the prospective CT and a written recommendation of the prospective CT's principal. CTs must be highly qualified teachers. Final selection will be based on the personal interview and the principal's recommendation taken from the employer's yearly evaluation. Topics covered will be: (1) planning and preparation for K-12 student learning including demonstrated knowledge of assessment, 2) demonstrated skill in differentiated instruction and meeting the needs of diverse learners, and 3) evidence of strong collaboration and communication skills. Demonstrated gains in K-12 students' learning by the CT will be considered as criteria for selection if such data can be obtained by the planning committee. WPS has an extensive, efficient data management system that will allow us to identify K-12 students in mentor teacher classrooms and the gains made by those students.

Teacher candidates will have the same classroom and CT for the last two semesters (pre-student teaching and student teaching). This ensures that a teacher candidate has the opportunity to experience a full year with the same group of students and better understand what needs to happen both at the start of the school year and at the closing of the year.

Mentor Professional Development

A five year study by the National Center for Research on Teacher Learning, "Learning from Mentors," yielded findings pointing to five important issues contributing to the quality of K-12 teachers (National Center for Research on Teacher Learning, 2000). As stated by NCRTL: (1) Mentoring must be connected to a vision of good teaching, (2) Mentoring must be informed by an understanding of how one learns to teach, (3) Mentoring must be viewed as a professional

practice, (4) Mentors need time to mentor and opportunities to learn to mentor, and (5) mentoring is affected by the professional culture of the school and broader policies and values. These five components are embedded within the CT online monthly professional development sessions.

The mentors/CTs from each partner school will work on teams to develop implementation plans for key topics of training for the teacher candidates. Topic could include: Data to drive instruction, technology, classroom management, lesson plans and pacing guides, parent involvement, and strategies and initiatives used by WPS. There will be CTs from 15-16 elementary schools for the UTPP-Elementary and four secondary schools. The selection process for deciding which schools to utilize has been previously described.

CTs will attend professional development training regarding mentoring four times during the academic year and participate in a professional learning community including the entire UTPP pre-baccalaureate partnership. Table 1 provides an overview of both.

Table 1: Mentor/CT Professional Development Activities/Learning Community

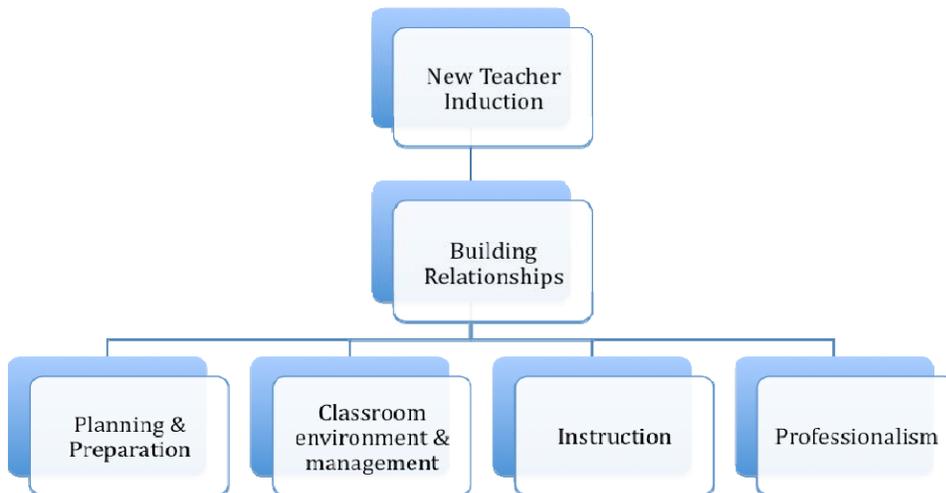
Meeting Content	Timeline	Service Delivery	Attendees
Mentor Training	4 times an academic year	On-site	CTs, grant managers, PI
Professional Development (e.g., data use, classroom management, leadership in schools)	Monthly	online	CTs, faculty (LAS & COE), building representatives, grant managers, PI, teacher candidates
Social Networking (e.g., Facebook, Twitter)	At Mentor/CTs discretion for online On-site will co-occur with the mentor training 4 times an academic year	Online and on-site	CTs, faculty (LAS & COE), building representatives, grant managers, PI, teacher candidates

WSU faculty and a representative from WPS, TOP, and Rainbows United will attend the PDS national conference. This will provide valuable information on successful PDS programs. Information will continue to be provided to the entire faculty about the UTPP pre-baccalaureate program and how to implement an urban-based curriculum.

New Teacher Induction Program

WSU and WPS will partner on a New Teacher Induction (NTI) model to support new teachers. WPS will provide matching funds for the first year and the grant will fund the second year of the induction program. This model will provide training and an assigned district building-level (BL) mentor for the new teacher for two years. NTI training will include information on a range of topics (see Figure 4 for proposed topics). In addition to the BL mentor, the new teachers will have a peer consultant visit their classroom fifteen times during the first year, then as needed the second year of teaching. This also will be provided through WPS matching funds. Progress of each new teacher will be tracked so if problems or concerns arise the BL mentor or peer coach can immediately provide assistance.

Figure 4: NTI Proposed Topics



Teacher Recruitment

The goal of this partnership is to provide a diverse cadre of highly qualified teachers.

There will be three recruiting programs linked to UTPP pre-baccalaureate program.

Individuals from under-represented populations and mid-career changers without a college degree. To recruit individuals from diverse backgrounds, effort will be focused on contacting (1) sororities and fraternities that typically have a large number of individuals from diverse backgrounds, (2) diverse student groups such as the Hispanic American Leadership Organization, the African American Student Association, and the International Student Union, (3) counselors at high schools and middle schools situated in an urban-serving district, (4) students participating in university-wide multicultural recruitment days, and (5) prospective students of diverse backgrounds through university email and print media.

To recruit mid-career individuals, efforts will be focused on attending career fairs, targeting individuals at corporate retraining centers, technical schools, and AmeriCorps.

Cooperative education. WSU's Cooperative education program (Co-op) is as an academic program that allows students to connect academic knowledge with career training. Co-op expands learning experiences through paid employment in a supervised, educational work setting related to the student's major field of study or career focus. A half-time (.5 FTE) Co-op Assistant will work to assist with recruiting, monitoring and evaluating and placing Co-op candidates in schools.

The UTPP pre-baccalaureate program will emphasize recruitment and retention efforts within the Co-op program in high need fields like math, sciences, and early childhood special education (which is addressed through the proposed UTPP Birth-Kindergarten Teacher Residency program). This will be done through visits to Liberal Arts and Sciences classes, working with

Future Educators of America (FEA) groups in high schools, and recruitment in community colleges.

Additional recruiting efforts. Building interest in teaching at the elementary school, middle school, or high school level early in a student's high school and college career is imperative. Recruitment efforts in schools will include making presentations about the profession of education, careers in education, and volunteer opportunities available to students. Recruitment efforts at the middle and high school level will include working with the WPS FEA middle and high school students, and the Training Tomorrows Teachers Today (T4) program. Teacher candidates who are participating in the UTPP pre-baccalaureate program will be given the opportunity to provide information, guidance, and mentoring for middle and high school students. This will give middle and high school students a direct link for asking questions and receiving encouragement to make a decision to become a teacher. High School FEA groups (which represent the diversity found in WPS) will be invited to attend the Celebration of Teaching that the College of Education organizes each year to recognize and celebrate good teaching and good teachers by focusing on the Kansas Teacher of the Year Team.

Training Tomorrows Teachers Today (T4) is a pre-session camp for middle and high school students that provides opportunity to study education as a possible career choice. This study will include an introduction to the teaching profession, classroom observation at elementary, middle, and high school settings, and tutoring as a community service activity. All activities of the course are grounded in the Five Core Propositions of the National Board for Professional Teaching Standards.

Out-reach and partnership efforts will be aligned with area Community Colleges (Butler County Community College, Hutchinson Community College, Wichita Area Technical College,

Cowley Community College, etc.) to encourage their students to transfer to WSU to enter the Teacher Education Program. COEd teachers/administration will visit and confirm aligned course work, and talk with classes about teaching opportunities with a degree from WSU and State of Kansas licensure. Community colleges in Kansas all will have a transfer guide for their college that shows equivalent course work that can be transferred into WSU.

The College of LAS will make available classroom presentation time for COEd faculty to speak to students in general education classes, particularly in the sciences and math, regarding careers in teaching. This will be done on a semester basis.

UTPP Birth-K Teacher Residency Program Design

The Wichita TQP will establish a comprehensive UTPP comprised of two parts: Birth-K Residency and the Elementary and Secondary Pre-Baccalaureate programs. This section discusses the UTPP Birth-Kindergarten (B-K) Teacher Residency program which will prepare the teacher candidate residents for licensure in Kansas Early Childhood Unified (i.e., early childhood education and early childhood special education).

Establishment

UTPP B-K Teacher Residency participants will work with trained mentors throughout the residency and the first two years of initial license teaching, complete university course work leading to a master's degree, and be supported through a broad learning community that includes professional development for residency cohorts.

The UTPP B-K teacher residency program will recruit program candidates from a wide range of underrepresented populations and mid-career changes with degrees in other fields. Populations that we will also address beyond the general recruiting currently funded by the WSU graduate

school are: WSU psychology, social work, and bachelor of general studies majors nearing graduation; college graduates who are separating or retiring from the military; current teachers licensed in another area, and current early childcare and day care providers. Diversity of residency candidates and program faculty is a primary objective of the program. The UTPP B-K will be an 18-month program in which teacher candidate residents are employed full time by WPS and community partners, TOP, and Rainbows United.

TOP is a charitable organization devoted to early education for children living in poverty. The centers (n=2) serve children 12 months to five years of age. Both WPS and Head Start contract with TOP to serve at-risk 4-year olds. TOP employs licensed teachers and is often a site for field placements.

Rainbows United focuses on the delivery of early intervention services to children below kindergarten. In the early 1990's, legislation extended mandated special education services to children beginning at age three. Rainbows has assumed the lead and fiscal agency responsibility for services to infants and toddlers in WPS.

Successful completion of program criteria, required university course work, and achievement of a passing score on the Praxis II (required all those preparing to teach in Kansas) will result in recommendation for a master's degree and state licensure. The new UTPP B-K Teacher Residency program will meet both a need for early childhood teachers and a need for special education licensure at this level, while also aligning with the current Kansas State Department of Education (KSDE) approved program model (KSDE PreK Pilot Program, 2008).

The first year of the program will be devoted to design, planning, and recruitment. Since the UTPP B-K Teacher Residency Program will be a new program at WSU, it must be approved by the university and by KSDE before teacher candidate residents may be admitted into the

program. This approval process can take several months; therefore, teacher candidate resident admission and induction courses and activities will begin in the second year of grant funding. Teacher candidate residents will be enrolled full time (9 graduate credit hours) beginning the summer preceding the second year of the grant, as well as employed with one of the participating partners (WPS, TOP or Rainbows United) as a paraprofessional in an early childhood setting. During the academic year, course work, professional development, and participation in a professional learning community, as a cohort, will ensue. The following summer, teacher candidate residents will complete a capstone presentation which will be a research project, thesis, or portfolio; successfully complete the Praxis II examination; and apply for licensure (see Appendix D for Timeline). A new cohort (n=20) will enter the program during each of the remaining years of the grant. Assessment of teacher candidate residents will be formative and summative and program evaluation will be conducted. The program will be revised based on analysis of assessment data.

Design

Developed from Chicago's Academy for Urban School Leadership (AUSL), Baltimore, and other public school residency models (e.g., Boston's Teacher Residency program; Berry, Montgomery, Curtis, Hernandez, Wurtzel, & Snyder, 2008), the local agencies committed to collaborating on the *design and delivery* of the UTPP B-K teacher residency program are WSU, WPS, TOP, and Rainbows United. Initial collaboration with other community stakeholders who serve the needs of B-K students and who have indicated an interest in collaborating with WSU will be sought through Wichita's Early Childhood Coordinating Council which is comprised of all area early childhood service providers.

The program will reflect what is currently known about best practices in early childhood teacher preparation. With an emphasis on urban schools, the program will prepare teaching resident candidates to meet the needs of children with and without disabilities in varied settings. Consistent with the other UTPP programs at WSU, the UTPP B-K teacher residency program will be developed using a PDS philosophy that centers on shared responsibility for teacher preparation between universities and schools as well as a shared responsibility for student learning (e.g., Darling-Hammond, 1994; Teitel, 2004). Key elements identified from various models of successful teaching resident programs (e.g., Berry et al., 2008) include a year-long residency where teacher candidates are assigned to a classroom on a full time basis but also receive systematic mentoring and support while learning pedagogy. Teacher candidate resident cohorts will be involved in ongoing professional development throughout the residency and through the first two years of licensed teaching (see the NTI program, p. 17).

Integration of pedagogy, classroom practice and teacher mentoring

The curricula will integrate pedagogy learned in the university coursework with the resident's classroom practice and teacher mentoring through faculty, teacher-mentors, and residents joint participation in the following ways: (1) university faculty will observe and provide feedback on residents' progress in the classroom setting, (2) mentors will act as instructors in some university course work including program induction, (3) seminars with residents, mentors, and university faculty will be held regularly and focus on theory to practice models taught in the program and actual classroom situations (Korthagen & Kessels, 1999; McPhee, 2002) , and (4) ongoing professional development and social networking meetings will be held with representation from residents, faculty, mentors, and other stakeholders.

Engagement in rigorous work to earn Masters degree

The UTPP B-K teacher residency program curriculum is yet to be developed but will include emphasis on literacy, research application, and assessment for early childhood education and early childhood special education (e.g., Odom & McLean, 1996; Lieber, Butera, Hanson, Palmer et al., 2009). Most course work will address children both with and without exceptionalities. The following content areas will be incorporated into instruction: (1) research based *early language and literacy* development including the essential elements of reading instruction and writing basics (Sulzby & Teale, 1991; Whitehurst & Lonigan, 1998), (2) introduction to *research*: purposes, issues, and methodologies including analysis and application of research and assessment reports in the classroom, (3) *human development and learning* in the early years including development with regard to psychologically safe and healthy environments, (4) *Child and family* in the multicultural community, (5) *curriculum, instruction* (including laws and regulations), and assessment (including accreditation standards) in early childhood special education, (6) the young *exceptional child*, (7) early childhood *curriculum strategies* including elements of math and science, social studies, the arts, healthy and environment study, and physical activity, (8) *clinical experiences* with preschoolers outside the primary residency setting, (9) *learning community* seminar, (10) *capstone experience*—a candidate research project that compliments the overall school improvement plan and further establishes the shared commitment for student learning, a research thesis, a written or oral examination on the thesis or overall work in the program.

Trained and Experienced Mentors

Although the planning committee will create the mentor qualification criteria and its administration through a written application, interview, and written reference from the

prospective mentor's principal, the following will be the selection criteria. These are ones outlined in the pre-baccalaureate program section (see p. 15).

Criteria for Mentor Selection. Mentors will be selected for participation in the UTPP B-K teacher residency program based on their commitment to a shared responsibility for teacher preparation as well as their expertise in early childhood or early childhood special education. See previously described mentor selection criteria as described in the UTPP Pre-baccalaureate section (p. 15).

Cohorts to facilitate professional collaboration. An essential facet of both the pre-baccalaureate UTPP program and the UTPP B-K program will be the placement of teacher candidate residents in cohort groups within partnership schools. This commitment is demonstrated via a willingness of the school and partner organizations to mentor *cohorts* of teacher candidates thus establishing a community of learners who support and nurture teacher candidate residents as well as the continued professional development of mentors, residents, and university faculty affiliated with the program. See previously described cohort configuration as described in the UTPP pre-baccalaureate section (p. 15)

The cohort groups will be facilitated by a key mentor or teacher leader with the designated title of Building Representative. There will be a total of three Building Representatives for the UTPP B-K program. Each representing a UTPP B-K partner school or organization. Each Building Representative will receive a stipend from the grant for their work in facilitating the successive cohorts as they move through the residency year and through the first two years of initial licensure teaching.

Admissions goals and priorities

Admission of qualified teacher candidate residents to the UTPP B-K teacher residency program will be consistent with existing admission criteria for the other UTPP programs including strong consideration given to applicants who reflect the demographics of the high need school population in which they will be placed for clinical experiences as well as individuals from underrepresented populations in the teaching profession. Admission criteria include meeting (1) WSU Graduate school admission requirements and (2) the qualifications to teach in one of the partnership agency (see Table 2). Applicants to the program will be asked to respond to open-ended questions to address their disposition toward teaching and appreciation of diversity. These responses as well as those provided in an applicant interview will help identify individuals who demonstrate characteristics predictive of success in teaching in urban settings.

Teacher candidate residents selected for admission to the UTPP B-K teacher residency program must be a recent college graduate from a four-year Institution of Higher Education (IHE) or a mid-career professional with a college degree who possesses a strong record of professional accomplishments. In addition, each candidate must complete an application to the UTPP B-K residency program.

Table 2: Rigorous application screening process

Component	Required level of performance
Submission of application to program	Work/life experiences that corresponds to field of early childhood.
BA or BS degree	From an accredited IHE
Submission of an application to WSU Graduate School	As required by the WSU Graduate School: GPA of 2.75 (last 60 hours), GRE or Miller Analogy test results or Undergraduate GPA of 3.0 or better (last 60 hours)
Overall GPA that addresses the state of KS Licensure requirements	Overall GPA of 2.5 or better on undergraduate work as evidenced by official transcripts

Completion of an employment application and resume to WPS, Rainbows United or TOP	Completion of all sections on the application
Completion of the Teacher Insight online survey	Passing score on survey (>70) indicative of dispositions and skills needed to work with children in urban school settings

Eligible residency candidates will be reviewed and screened for potential of employment and acceptance into the UTPP B-K Teacher Residency Program. Reviewers will include a team of individuals from the partnering agencies and faculty. Selected applicants will then complete an interview process. Final decisions will be made by all of the partners once the required information and procedures have been completed. No one will be admitted to the program who is not employable by one of the partners.

In addition to the admission criteria and goals stated above, teacher candidate residents selected for participation in the UTPP B-K teacher residency program must have strong (1) record of accomplishment or volunteer work in the field of early childhood or early childhood special education or related fields (e.g., speech-language pathology, psychology, social work), (2) verbal and written communication skills (demonstrated by passing Pre-Professional Skills Test), and a (3) commitment to and appreciation of diversity including ethnic, economic and special needs. Selected teacher candidate residents must also agree to the terms specified below regarding stipends/salaries, repayments, etc.

Stipends or Salaries, Applications, Agreements, & Repayments

Teacher candidate residents will complete an application for employment and be offered employment through one of the partnership agencies as an assistant (as termed at TOP) or a paraprofessional (at WPS and Rainbows United). Duties will include assisting the teacher in planning, lesson plan delivery, assessment, classroom management, and other daily

responsibilities in the classroom. Salary will be commensurate with the pay scale at that partner agency. Each teacher resident candidate will be counseled on appropriate avenues of other financial aid (e.g., TEACH grants) to assist with tuition and books.

To assure quality and dedication within the applicant pool, each UTPP B-K teacher residency graduate will agree to (1) serve as the teacher of record for no less than three years and will commence such obligation immediately upon graduation from the program, and (2) teach in a high needs school or partnership organization in an area designated as high need such as early childhood or special education. Upon graduation, all UTPP B-K graduates will be eligible for licensure in Early Childhood Unified Birth-Kindergarten.

Teacher candidate residents who do not complete the program, who decline or are terminated from employment, or who teach for less than the required three years may be required to repay federal and state loan obligations that may be incurred. Upon entry into the program, teacher candidate residents will be required to sign an agreement indicating their acceptance of the terms of the UTPP B-K Teacher Residency program.

New Teacher Induction

The UTPP B-K stakeholders (WPS, TOP and Rainbows United) have demonstrated their commitment to hire cohorts of program graduates as teachers of record upon completion of the program (see letters of support, Appendix D). Research (e.g., Beck & Kosnick, 2001; Dinsmore & Wenger, 2006) supports a cohort model of teacher induction because of its contribution to continued support for UTPP B-K graduates will continue through the first two years of employment as teacher of record in a variety of ways. Each stakeholder has also agreed to involve UTPP B-K program graduates in their institution's current induction programs. The New

Teacher Induction process aforementioned will also be utilized with the teachers who graduate from the UTPP B-K teacher residency program (see, p. 17).

Quality of Project Evaluation of Wichita TQP

Overview

Outlined below are specific outcomes and indicators that will be used to measure progress toward achieving TQP grant goals. Both formative and summative data sources will be used to provide results related to the effectiveness of TQP programs designed to: (1) improve student academic performance in high need schools, (2) attract a highly motivated capable group of high school, and freshman and sophomore college students to enter the teaching profession, (3) prepare highly qualified teachers to teach in high-need schools and retain their services through their first critical years of teaching, and (4) provide ongoing induction support for beginning teachers.

Dr. Randy Ellsworth, Director of the Center for Research & Evaluation Services (CRES) and Professor of Educational Psychology at Wichita State University and Dr. Larry Gwaltney, CRES Research Associate, will serve as independent local TQP evaluators. Both are qualified third party evaluators with over 20 years of experience in program evaluation at the local, state and DOE levels. Project evaluators will work cooperatively with grant facilitators to collect, analyze and report findings according to the timelines described below. Formative feedback will be provided to the local management team as they are collected to allow for ongoing program review.

Evaluators will utilize a mixed methods evaluation design to collect, analyze and summarize project results in annual year-end reports detailing progress made by TQP partners in implementing each component of the grant. The GPRA indicators established as performance

measures for the TQP grant are embedded in the TQP project goals and outcomes listed below.

A final project report will be submitted at the end of the final year of the grant summarizing overall program results. In addition, at the end of each grant year, evaluators will schedule a time to meet with the TQP partners to “debrief” and discuss evaluation results and identify how those results can be used to improve the project or be generalized to other schools within the district.

The Wichita Teacher Quality Partnership is committed to participate in a national evaluation study of this program and will collect and share evaluation information requested by Nationally identified evaluator. See Tables 3 and 4 for detailed evaluation plans per program.

The WSU COEd and the WPS will develop a dynamic partnership to implement a high quality, rigorous, systematic, research-based program designed to attract, train, place, and retain a highly qualified cadre of teachers capable of meeting the academic needs of students in high need schools.

Table 3: UTPP Pre-baccalaureate Program Evaluation Plan

Outcome #1: A high percentage of USD 259 high school students and WSU pre-service candidates who participate in UTPP Pre-baccalaureate grant recruitment activities will take measures necessary to enroll in and pursue majors in education.	
Evaluation Question: To what extent will high school age students and pre-service college candidates involved in TQP grant activities enter into courses of study that will lead to becoming highly qualified teachers?	
Indicator 1.1	70% of high school students who participate in the Future Educators of America Association and attend WSU will enter into a course of study leading to a degree in teacher education.
Indicator 1.2	70% of high school students who participate in T4 dual credit courses offered in WPS will earn a “B” or better in the course and upon graduation will enter into a course of study leading to a degree in teacher education.
Indicator 1.3	70% of WSU first and 2 nd year Co-op students who work at least 2 semesters in TQP schools will enroll in COEd and take courses that lead to state teaching licensure.
Indicator 1.4	80% of students involved in prestudent teaching recruiting activities will express high levels of satisfaction with experiences such as

	clubs and class activities, work-related experiences, campus visits, speakers, etc. (Formative feedback will be used to adjust and improve recruiting programs).
Data Source	Rates of participation, successful completion of coursework, work experience, enrollment data, and satisfaction survey.
Responsible party	PI, grant managers, and project evaluators
Timeline	Post-collection of participation data, passing rates, enrollment rates, and satisfaction surveys will be carried out in the spring of each grant year.
Analysis	Descriptive statistics reporting percentages of participants' outcomes and actions at the end of each grant year and overall longitudinal ratings over the life of the grant.

Outcome #2: A high percentage of pre-service candidates who participate in the WSU UTPP pre-baccalaureate program will become highly qualified teachers capable of meeting the needs of a diverse student population enrolled in high need schools.	
Evaluation Question: To what extent will TQP graduates or teachers participating in the UTPP Pre-baccalaureate program attain highly qualified teacher status and demonstrate professional attributes necessary to meet the needs of children enrolled in high need schools?	
Indicator 2.1	80% of candidates who enter the TQP will gain licensure by passing all necessary assessments and attain a bachelor's degree within 5 years.
Indicator 2.2	80% of beginning teachers who are retained in teaching in the partnership schools will remain in teaching for 3 years after initial employment.
Indicator 2.3	The scales scores for initial state licensure of teachers will improve each year of the grant, or passing rates of 95% will be attained or maintained on PRAXIS II, Praxis PLT, and TWS.
Indicator 2.4	80% of UTPP pre-baccalaureate program graduates will demonstrate continuous improvement in professional teaching practices, by increasing to or maintaining ratings of Proficient or Distinguished on the Danielson rubric during their first 3 years of teaching in high need school.
Indicator 2.5	The cost of retention in the partner high need LEA will be less than the cost associated with retention of teachers in schools not involved in the grant 3 years after initial employment of the first cohort of TWP teacher candidates.
Indicator 2.5.1 Short Term Performance Measure 1	Persistence: 80% of participants who do not graduate in the previous reporting period will persist in the postsecondary program in the current reporting; and,
Indicator 2.5.2 Short Term Performance Measure 2	Employment Retention: 90% of beginning TQP teachers placed in partner high need LEA will continue in teaching after 1 year of employment.
Indicator 2.5.3 Short Term Performance	Employment Retention: 80% of beginning TQP teachers placed in partner high need LEA will continue in teaching after 3 years of

Measure 3	employment. Teachers in this group will earn full licensure in their core academic teaching field.
Indicator 2.6	70% of highly qualified graduates who receive training and support through UTPP pre-baccalaureate program will be hired by WPS or other partner agencies.
Indicator 2.7	Highly qualified UTPP pre-baccalaureate program graduates hired by WPS or partner agencies will continuously increase membership of under represented groups; or, reach levels of participation consistent with students' diversity within the LEA.
Indicator 2.8	90% of highly qualified teachers hired by the high need LEA will teach high need academic areas.
Indicator 2.9	The percentage of highly qualified teachers hired by WPS and partner agencies who teach in high need areas will increase each year of the grant; or, will provide sufficient numbers of teachers to fill the high need vacancies.
Indicator 2.10	Highly qualified teachers hired by WPS or partner agencies who teach in high need schools will be assigned based on staffing needs established for elementary and secondary schools. {Required in the GPRC indicators Title II section 204(a) Item 4E}
Indicator 2.11	As applicable, the percentage of teacher trained:
Indicator 2.11.1	95% of all UTPP pre-baccalaureate graduates will be able to demonstrate the skills and ability to effectively integrate technology into curricula and instruction, including technology consistent with the principles of universal design for learning; and
Indicator 2.11.2	95% of all UTPP pre-baccalaureate graduates will be able to demonstrate the effective use of technology to collect, manage, and analyze data to improve teaching and learning for the purpose of improving student academic achievement.
Indicator 2.13	80% of teachers involved in the UTPP pre-baccalaureate NTI activities will express high levels of satisfaction with (mentor support, peer coach support, administrator guidance and support, district resources). (Formative feedback will be used to adjust and improve program design)
Data Source	Rates of enrollment and graduation rates, hiring and retention rates of UTPP pre-baccalaureate graduates. Results of PRAXIS II, Praxis PLT, TWS, rating from the Danielson professional practices rubric, hiring and placement of teachers by ethnic background, and verification of technology skills in instruction and data management.
Responsible party	PI, grant managers, and project evaluators
Timeline	Data will be collected at appropriate times based on type of assessment. PRAXIS II, Praxis PLT, and TWS will be administered at the appropriate time in a candidate's plan of study. These tools will be used by mentors, peer coaches, and program supervisors as a source of reflection and ongoing formative feedback to teachers during the first critical years of employment in a high need school. Collection of participation data, passing rates, enrollment rates, and

	satisfaction surveys will be carried out in the spring of each grant year.
Analysis	Descriptive statistics reporting percentages of participants results related to target set in each indicator reported the end of the each grant year and overall longitudinal results over the life of the grant.

Outcome #3: A high percentage of USD259 first, second and third year teachers who participate in induction activities will gain a better understanding of their professional roles and demonstrate high levels of commitment to remain in teaching.

Evaluation Question: To what extent will UTPP Pre-baccalaureate graduates or teachers who receive NTI support during their first three years of teaching remain in the teaching profession in WPS?

Indicator 3.1	85% of all first year teachers who participate in induction activities provided through the UTPP pre-baccalaureate program will continue in teaching after one year of employment.
Indicator 3.2	90% of all second year teachers who participate in induction activities provided through the UTPP pre-baccalaureate program will continue in teaching after two years of employment.
Indicator 3.3	90% of all third year teachers who participate in induction activities provided through the UTPP pre-baccalaureate program will continue in teaching after three years of employment.
Indicator 3.4	80% of all teachers involved in the NTI activities will express high levels of satisfaction with (induction activities, visitation days, orientation, and resources). (Formative feedback will be used to adjust and improve program design)
Data Source	Rates of participation, successful completion of NTI activities, and satisfaction survey.
Responsible party	PI, grant managers, and project evaluators
Timeline	Post-collection of participation data and satisfaction surveys will be carried out in the spring of each grant year.
Analysis	Descriptive statistics reporting percentages of participation, completion of induction activity requirements and results of the satisfaction survey will be computed at the end of each grant year and overall longitudinal ratings over the life of the grant.

Outcome #4: Each successive cohort of students assigned to teachers who graduate from the UTPP Pre-baccalaureate program and are employed in high need schools will demonstrate increased academic performance on KSDE reading and math assessments.

Evaluation Question: In preparing new teachers, what is UTPP Pre-baccalaureate system's overall level of effectiveness relative to other teachers hired by USD 259 from other institutions with similar years of experience in the following series of analyses that control for student variables?

Indicator 4.1	K-12 students assigned to UTPP pre-baccalaureate graduates will attain continuously higher mean scores (passing rates) on KSDE
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	reading and math assessments compared to baseline results of first, second or third year teachers in the years immediately prior to the onset of the TQP grant. Longitudinal analysis will be used to measure improvement for teachers who remain in the grant through the 3 rd year of teaching.
Indicator 4.2	K-12 students assigned to UTPP pre-baccalaureate graduates will attain statistically significant improvement in mean score and effect size levels of learning among the compared mean levels among other students assigned to teachers in a comparison group.
Data Source	KSDE reading and math assessment scores
Responsible party	PI, grant managers, project evaluators, WPS pupil evaluation and testing department
Timeline	Baseline data will be collected for students attending high needs schools 3 years prior to and during the time UTPP pre-baccalaureate graduates are placed.
Analysis	Mean score data will be compared to examine relationships between results obtained prior to UTPP Pre-baccalaureate graduates being assigned to high need schools and after they are assigned. In addition, Analysis of Covariance will be used to adjust for differences between UTPP Pre-baccalaureate and a comparison group of students assigned to non-UTPP Pre-baccalaureate teachers with similar years of experience. Grades 4-9 students' prior year KSDE reading and/or math scores will be used as equating factors for the analysis.

Table 4: UTPP B-K Teacher Residency Program Evaluation Plan

Outcome #1: A high percentage of individuals from under represented populations, mid career changers, and WSU LAS majors who participate in UTPP B-K Teacher Residency grant recruitment activities will take measures necessary to enroll in and pursue the graduate degree in Early Childhood Unified.	
Evaluation Question: To what extent do individuals from under represented populations, mid career changers involved in UTPP B-K Teacher Residency grant activities enter into courses of study that will lead to becoming highly competent teachers?	
Indicator 1.1	70% of individuals who participate in the UTPP B-K teacher residency program recruitment activities and attend WSU will enter into a course of study leading to a graduate degree in teacher education.
Indicator 1.2	80% of residents involved in UTPP B-K teacher residency program recruiting activities will express high levels of satisfaction with experiences such as club and class activities, work related experiences, campus visits, speakers, etc. (Formative feedback will be used to adjust and improve recruiting program design)

Data Source	Rates of participation, successful completion of course work, work experience, enrollment data, and satisfaction survey
Responsible party	PI, grant managers, and project evaluators
Timeline	Post-collection of participation data, passing rates, enrollment rates, and satisfaction surveys will be carried out in the spring of each grant year.
Analysis	Descriptive statistics reporting percentages of participants' outcomes and actions at the end of each grant year and overall longitudinal ratings over the life of the grant.

Outcome #2: A high percentage of pre-service candidates who participate in the WSU UTPP B-K Teacher Residency program will become highly competent teachers capable of meeting the needs of a diverse student population enrolled in high need schools.	
Evaluation Question: To what extent will UTPP B-K Teacher Residency program graduates or participants demonstrate professional attributes necessary to meet the needs of children enrolled in high need schools?	
Indicator 2.1	80% of individuals who enter the UTPP B-K Teacher Residency program will gain licensure by passing all necessary licensure assessments and attain a master's degree within eighteen months.
Indicator 2.2	80% of beginning teachers who are retained in teaching in the partner high-need LEA or early childhood education (ECE) program will remain in teaching for three years after initial employment.
Indicator 2.3	The scaled scores for initial state licensure of teachers will improve each year of the grant, or passing rates of 95% will be attained or maintained on PRAXIS II, Praxis PLT, and TWS assessments.
Indicator 2.4	80% of UTPP B-K Teacher Residency Program graduates will demonstrate continuous improvement in professional teaching practices, by increasing to or maintaining ratings of Proficient or Distinguished on the Danielson Professional Practices Rubric during their first three years of teaching in a high need school.
Indicator 2.5	The cost of retention in the partner high-need LEA or ECE program will be less than the cost associated with retention of teachers in schools not involved in the grant three years after initial employment of the first cohort of teacher candidate residents;
Indicator 2.5.1 Short-Term Measure 1	Persistence: 80% of participants who do not graduate in the previous reporting period will persist in the postsecondary program in the current reporting period; and
Indicator 2.5.2 Short-Term Performance Measure 2	Employment Retention: 90% of beginning UTPP B-K Teacher Residency program graduates placed in partner high-need LEA or ECE Residency program will continue in teaching after one year of employment.
Indicator 2.5.3 Short-	Employment Retention: 80% of beginning UTPP B-K Teacher

Term Performance Measure 3	Residency program graduates placed in partner high-need LEA or ECE Residency program will continue in teaching after two years of employment.
Indicator 2.5.4 Short-Term Performance Measure 4	Employment Retention: 80% of beginning UTPP B-K Teacher Residency program graduates placed in partner high-need LEA or ECE Residency program will continue in teaching after three years of employment.
Indicator 2.6	70% of UTPP B-K teacher residency graduates will be hired by WPS or partner agencies.
Indicator 2.7	Highly competent UTPP B-K graduates hired by high need LEA will continuously increase membership of under represented groups; or, reach levels of representation consistent with students' diversity within the LEA.
Indicator 2.8	The percentage of highly competent UTPP B-K graduates hired by WPS or partner agencies who teach in high need areas will increase each year of the grant; or, will provide sufficient numbers of teachers to fill the high need vacancies.
Indicator 2.9	As applicable, 95% of early childhood education program classes in the geographic areas served by the TQP grant will be taught by early childhood educators who are highly competent {Required in the GPRA indicators Title II Section 204(a) Item 4F}
Indicator 2.10	As applicable, the percentage of teachers trained:
Indicator 2.10.1	95% of all UTPP B-K graduates will be able to demonstrate the skills and ability to effectively integrate technology into curricula and instruction, including technology consistent with the principles of universal design for learning; and
Indicator 2.10.2	95% of all UTPP B-K graduates will be able to demonstrate the effective use of technology to collect, manage, and analyze data to improve teaching and learning for purposes of improving student achievement.
Indicator 2.12	80% of teachers involved in NTI activities will express high levels of satisfaction with (mentor support, peer coach support, administrator guidance and support, district resources). (Formative feedback will be used to adjust and improve program design)
Data Source	Results of enrollment and graduation rates, hiring and retention rates of UTPP B-K graduates. Results of PRAXIS II, Praxis PLT, and TWS. Ratings from Danielson's Professional Practices rubric, ELLCO observation results, hiring and placement of teachers by ethnic background, and verification of technology skills in instruction and data management.
Responsible party	PI, grant managers, and project evaluators
Timeline	Data will be collected at appropriate times based on the type of

	assessment. PRAXIS II, Praxis PLT, and TWS will be administered at the appropriate time in a student’s plan of study. These tools will be used by mentors, peer coaches and program supervisors as a source of reflection and ongoing formative feedback. Collection of participation data, passing rates, enrollment rates, and satisfaction surveys will be carried out in the spring of each grant year.
Analysis	Descriptive statistics reporting percentages of participants’ outcomes and actions at the end of each grant year and overall longitudinal ratings over the life of the grant.

Outcome #3: A high percentage of WPS and partner agency first, second and third year teachers who participate in induction activities will gain a better understanding of their professional roles and demonstrate high levels of commitment to remain in teaching	
Evaluation Question: To what extent will UTPP B-K Teacher Residency program graduates or teachers who receive NTI support during their first three years of teaching remain in the teaching profession in the WPS and partner agencies?	
Indicator 3.1	85% of all first year teachers who participate in induction activities provided through the TQP grant will continue in teaching after one year of employment.
Indicator 3.2	90% of all second year teachers who participate in induction activities provided through the TQP grant will continue in teaching after two years of employment.
Indicator 3.3	90% of all first third teachers who participate in induction activities provided through the TQP grant will continue in teaching after three years of employment.
Indicator 3.4	80% of teachers involved in NTI activities will express high levels of satisfaction with (induction activities, visitation days, orientation, and resources.) (Formative feedback will be used to adjust and improve program design)
Data Source	Rates of participation, successful completion of induction activities, and satisfaction survey
Responsible party	PI, grant managers, and project evaluators
Timeline	Post-collection of participation data and satisfaction surveys will be carried out in the spring of each grant year.
Analysis	Descriptive statistics reporting percentages of participation, completion of induction activity requirements, and results of the satisfaction survey will be computed at the end of each grant year and overall longitudinal ratings over the life of the grant.

Outcome #4: Each successive cohort of students assigned to teachers who are UTPP B-K Teacher Residency program graduates and are employed in high need schools will demonstrate increased academic performance on performance-based assessments aligned with the Kansas

Early Learning Standards.	
Evaluation Question: In preparing new teachers, what is UTPP B-K Teacher Residency Program system's overall level of effectiveness relative to other teachers hired by WPS and partner agencies from other institutions with similar years of experience in the following series of analyses that control for student variables?	
Indicator 4.1	B-K students assigned to UTPP B-K Teacher Residency program graduates professionally and recently prepared by WSU will attain continuously higher mean scores on performance-based assessments aligned to KSDE’s Early Learning Standards compared to baseline results of first, second or third year beginning teachers in the years immediately prior to the onset of the TQP grant. Longitudinal analysis will be used to measure improvement for teachers who remain in the grant through the third year of teaching.
Indicator 4.2	B-K students assigned to UTPP B-K Teacher Residency program graduates professionally and recently prepared by WSU will attain statistically significant in mean score and effect size levels of learning among the compared with mean levels among other students assigned to teachers in a comparison group.
Data Source	WPS, TOP, Rainbows United performance-based assessments
Responsible party	PI, grant managers, project evaluators, WPS Pupil Evaluation and Testing department, TOP & Rainbows United data management
Timeline	Baseline data will be collected for students attending high need schools 3 years prior to and during the UTPP B-K Teacher residency program graduates are placed.
Analysis	Mean score data will be compared to examine relationships between results obtained prior to UTPP B-K Teacher Residency program graduates being assigned to high need schools and after they are assigned. In addition, Analysis of Covariance will be used to adjust for differences between UTPP B-K Teacher Residency program graduates and a comparison group of students assigned to non-UTPP B-K Teacher Residency program graduates with similar years of experience. Students’ prior year scores will be used as equating factors for the analysis.

Significance of Wichita TQP Program

Overview

The Wichita Teacher Quality Partnership (TQP) is comprised of Kansas’ only designated urban school district, the Wichita Public Schools (WPS), two of its partner agencies, and Wichita State University (WSU). The agency partners are—Rainbows United that contracts with WPS to

provide special education services starting at age three and The Opportunity Project (TOP), a non-government agency, that serves children in poverty one to five years in age and also contracts services with WPS.

The partnership goal is to create a large and diverse cadre of teachers who possess the skills to teach successfully in an urban environment and increase students' achievement. The goal will be accomplished through a child-centered and comprehensive Urban Teacher Preparation Program UTPP that will prepare university students to become birth to grade 12 teachers. To demonstrate that the goal is met and ensure that every child has a caring and effective teacher, the partnership will undergo uniform, regular data-driven evaluation. Program completers will be followed to record the effect of their teaching on student accomplishment . A partnership of this magnitude and scope will require a visionary, collaborative, and change-oriented partnership comprised of many individuals committed to the goal.

The need is great. The city of Wichita is heavily dependent on aircraft manufacturing and related industries which declined after "9/11" and were reduced further by the current recession. In June 2009, unemployment in Kansas reached a 26-year high and in the Wichita area the unemployment rate climbed to 8.5% (1). The overall reduction for public schools was 1/10th of 1 percent of K-12 education (2); however, the impact of the cut was dramatic to WPS. WSU saw a 12% overall budget reduction accompanied by an 8.5% tuition increase. The Wichita Public Schools enroll approximately 50,000 students and 68% of these students are designated economically disadvantaged. The percentage of WPS teachers who are not highly qualified exceeds the state average.

Pre-Baccalaureate Program

Need and eligibility

This TQP grant brings together several key partners: WSU, WPS, TOP, and Rainbows United. WSU is an urban-serving research institution and the College of Education prepares and graduates over 120 educators each year. Faculty are recognized for their scholarship, teaching, and service and are invested in reforming the teacher preparation programs to reflect empirically-supported practices and to support the urban-serving mission. The WPS qualifies as a high need Local Education Agency (LEA) based on 2007 Census data with 10,347 students age 5-17 in families of poverty (see Table 5, Appendix A) and because the percentage of teachers in the 2007-2008 school year who are not highly qualified 7% exceeds the state of Kansas average of 6%. Additionally, the percentage of teachers not proficient in core content class for WPS during the 2007-2008 school year was 10%, which exceeds the Kansas average of 8%. A total of 6% of WPS teaching staff was on emergency licensure (see Table 6, Appendix A).

There is a need for a systematic, comprehensive reform in teacher education to better meet the needs of students attending urban school settings in the Wichita area. This need is found in the areas of student achievement, the preparation, training, and professional development of teachers, and the retention of teachers.

Regarding student achievement, WPS consistently falls below Kansas averages in reading and math performance (see Figures 5 and 6) and the achievement gap is even greater for children from economically disadvantaged homes and from diverse racial/ethnic backgrounds. For 2008, the district had 27.2% of its economically disadvantaged students perform below the “meets standard” level in math, while the state of Kansas had 20.2%. For reading, in 2008, the district had 34.4% of its economically disadvantaged students perform below the “meets standard” level while the state of Kansas had 24.3% (www.ksde.org).

There is also a need for this program with respect to the preparation, training, and ongoing professional development of teachers. WPS, Rainbows United, and TOP have identified a need for increasing the competence of new teachers to more adequately meet the needs of an ever changing and increasingly challenging student body. Teachers in an urban school setting, such as WPS need to be competent with the culture of poverty, with understanding critical 21st century skills, how to utilize project-based learning, how to differentiate instruction, to use research to make data -driven instructional decisions, strong literacy instructional and assessment skills, and how to make learning relevant. This project is designed to address such needs.

Figure 5: Reading Data

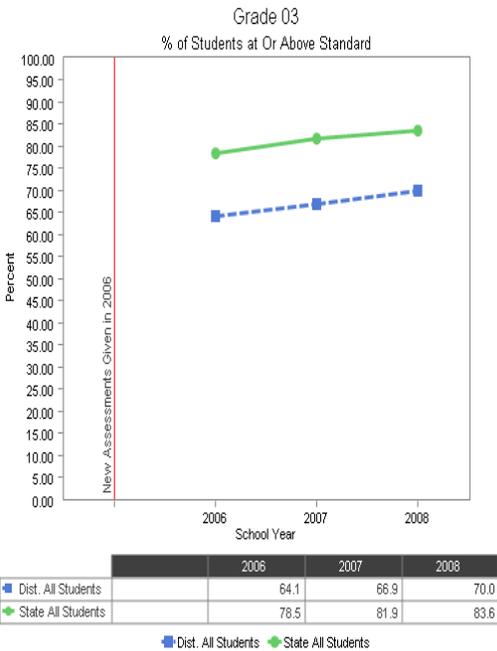
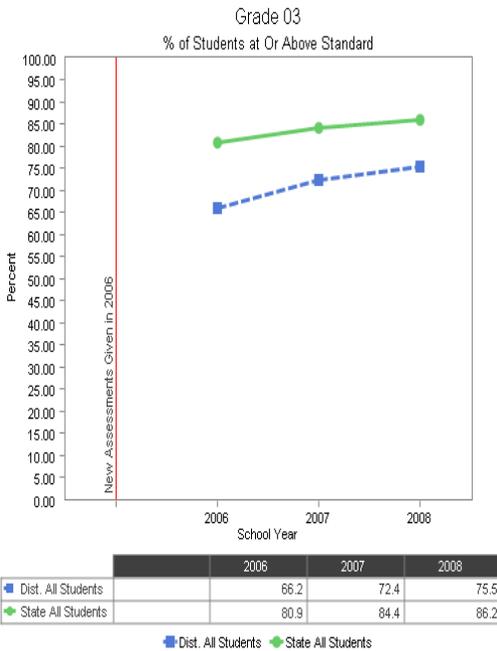


Figure 6: Math Data



Finally, there is a need to increase the number of qualified teachers and to facilitate the retention of teachers in the profession. In collaboration, through meetings and dialog, WPS and WSU, the Wichita TQP have estimated future teacher needs, based on expected retirements and historical data, projected over the next five years (see Table 7, Appendix D). The future shows a

continuing need for highly qualified elementary and secondary teachers with more literacy training and teachers who can serve special education students PreK-12.

Table 7 (Appendix D) illustrates the need, over the next five academic years, for teachers within the three partnership agencies. The program being proposed is comprehensive in that it will provide, through these programs, a greatly increased number of teachers who are licensed birth-12th grade as well as licensed in special education. The program will target diverse teacher candidates in recruitment efforts. These additional teachers will help meet the need of our partner agencies.

Retirements are a factor contributing to the increasingly severe need for teachers in the state of Kansas. Age related retirements will increase significantly in the next 1 to 10 years as teachers from the baby boom generation retire. There are 688 WPS teachers who will be eligible to retire over the next five years.

However, retirements in and of themselves are not bad. Many times, outdated practices are retired with them. The need is to replace the teachers with competent, qualified new teachers ready to meet student needs. The proposed UTPP addresses this need by providing rigorous, empirically supported pedagogy through reflective, culturally proficient instruction. The challenge is to keep these newly trained teachers in the classroom for many years. Given that approximately 50% of new teachers leave the field within three years, this is a challenge. The UTPP addresses this need through its new teacher induction program. Research is clear, teachers who participate in an apprenticeship year or two remain in teaching much longer than those who do not participate in such an induction phase (www.aascu.org).

To continue this long standing cooperative spirit of high standards and production of quality teachers, the WSU/WPS Teacher Quality Partnership proposes to redesign and align the pre-

baccalaureate program to address the changing demographic student needs, and develop a teacher residency program for early childhood (birth- kindergarten) teachers, These initiatives are critical to address the impending shortages of teachers needed to replace the retiring boomers over the next five years as well as those who choose to leave the profession. The quality and project design section will describe the reform plan and implementation for this unique Kansas Teacher Quality Partnership.

Historical relations continuing

WSU and WPS have had a long history of partnerships that help to produce highly qualified teachers for the urban school setting to impact student achievement. The Grow Your Own Teacher program was established for students from diverse backgrounds who are given a forgivable loan each semester for up to four years and in return the student commits to work in the Wichita district for three years. This program was established in 1989, and WSU has 128 graduates currently employed as teachers in the Wichita district. The Transition to Teaching Program was initiated in 1993 and designed to help a student with a college degree to obtain a secondary teaching license in high need areas of licensure through an alternative route. Students teach while they are completing their Masters in Arts in Education and securing their Kansas licensure. Over 80% of transition teachers are still teaching. Math Endorsement courses were developed two years ago to fast track elementary teachers to become endorsed to teach math at the middle school level. The Writing Project works with all levels of teachers to expand their own writing skills so they can become better teachers of writing. WSU has received a national Writing Project Grant each year since 2000 to improve the writing skills of teachers and to improve writing instruction of students. WPS is a partner with WSU on this project.

True Teacher Quality Partnership

This Wichita TQP has been developed in many joint meeting with WPS leadership, program directors, and teachers and WSU Professors, instructors, and program directors. Many of the instructors at WSU have worked in WPS and helped to coordinate this design to maximize alignment of efforts to address needs. The needs of the district were discussed in detail including early childhood, elementary teachers, middle school teachers, and high school teachers from the study. Specific skills in literacy, special education, data analysis of testing/diagnostics, differentiation of instruction, classroom management, and professional responsibilities were discussed. It was clearly evident that the primary goal of WPS was to assure improved student learning as evidenced by student performance on Kansas assessments at all levels and increased high school graduation rates. The WPS wanted to create effective smaller learning communities that can monitor student performance, adjust, and enhance student learning. To accomplish this they would need highly qualified professionals who were committed to teach in high poverty/high need schools. Designing a systematic program to recruit a diverse teaching workforce, prepare new teachers in urban school environments, and work collaboratively to create a UTPP model program to create effective urban teachers, with induction support, would stay in the career of teaching is the challenge. Over the last two years WPS and WSU have worked on designs of the UTPP model. Additionally, during June 2009 fifteen principals of high need schools and district leadership came together to discuss and supported the UTPP model. They additionally requested that their 15 schools be new teacher development sites.

This Wichita TQP collaboratively designed by WSU and WPS will recruit the next generation of teachers with FEA clubs at each of eight major high schools and one middle school, coordinated curriculum for T4 classes to start the teacher development early, Co-op education opportunities with WPS secondary schools for WSU Freshman and Sophomores and

align efforts with area community colleges to develop more potential teacher candidates to enter the UTPP pre-baccalaureate program for experienced based classroom education to smooth the first year into teaching.

The UTPP will assure that each teacher candidate has the requisite skills in working with diverse student populations by intensive hands-on experiences in high need urban schools. Each will be competent in their subject field and will be able to pass the Praxis II content assessment for Kansas Licensure. They will be taught to differentiate instruction for diverse learners, aid English language learners, integrate reading instruction (literacy instruction) to maximize learning, support special education students, and use data driven results in professional learning communities at their schools to meet the educational needs of all learners. Additionally they will learn to use research-based strategies and integrate technology effectively into curricula and student data analysis so that they can be highly qualified in pedagogy and professional responsibilities to demonstrate their knowledge and teaching skills on the Praxis PLT, and TWS. This specialized Wichita TQP will become the delivery system for WSU COEd for education majors who plan to teach, and will assure licensure to teach in Kansas and other states in the USA.

The WPS newly designed two-year induction program will help support all new teachers in WPS to increase retention and provide a more stable environment for the students. For high need subject areas not addressed at the secondary level (Physics, Chemistry, Mathematics, etc.) and the Transition to Teaching will recruit, screen and train teachers. Together this Wichita TQP systematic approach will have a positive impact by increasing the number of highly qualified teachers that will have the skills to cope with the new changing student demographics and their

needs. Additionally new teachers will be supported to stay in teaching and increase the retention of these highly qualified professionals.

UTPP B-K Teacher Residency Program Significance

Need and eligibility

Not only is there a need in elementary and secondary education, but children from economically disadvantaged homes in the early childhood program in the Wichita area are faced with achievement differences as well. The high number of children living in poverty (see Table 8, Appendix A). who are entering the schools without language skills at the Pre-K level has increased the need for high need early childhood teachers with more specific training in literacy and special education. In the 1990s the Pre-K program was supporting only about 250 students and the district now has over 1,800 students in Pre-K. Expansion of Pre-K will continue to grow as additional Pre-K classroom space is added to each elementary school by the passing of a school bond in 2008. Since 2005 the district has provided all-day K at every school.

Leadership in the state of Kansas realize that early childhood education works and is economically beneficial to the growth of a state (Governor's Early Childhood Summit, 2007). Empirical evidence clearly supports the notion that quality early childhood educational experiences provide many children with skills that assist them in subsequent school (e.g., Karoly, Kilburn, & Cannon, 2005). The Kansas State Department of Labor (2008) reported that there is a gap between expected jobs and interested high school students (from the 2008 administration of the ACT), with more openings in education being present than interested students. Thus, leading to a potential labor shortage in this high need area, in particular, early childhood education. Additionally, according to a report by the Center for Economic Development and Business Research (2007), WPS will soon face a gap in the number of early childhood teachers and need

due to the fact that these two grade levels have the largest percentage of separations (e.g., leaving the profession or retirement) than any other grade level.

Currently, WPS serves over 1800 children in its PreK program with many more children on waiting lists for PreK openings. Rainbows United and TOP each serve over 500 children between the ages of birth and 5-years old. Clearly, there is a need for teachers with strong knowledge and skills to meet the needs of the diverse learners found in the early childhood classrooms with the TQP partnership agencies.

The special education endorsement will be coordinated with the district to address shortages and the UTPP B-K Teacher Residency Program will address the area need for ECU Licensure Birth –K to expand 4-year-old programs and improve instruction by licensed teachers in the early years. Each cohort of early childhood residency teachers will be in high demand to take their place along side district and community organizations staffs to better meet the needs of high poverty, diverse, special education, and non-English speaking students. These specially trained Birth- K teachers will set a new standard of skills and in-class experiences to better meet the needs of incoming children of poverty into the public schools.

Sustaining the Reform

During the grant period reforms in instructional delivery will be made by WSU staff, mentor teachers will be trained at the schools, the induction program impact on teacher retention will be documented to gain WPS budget support, and teacher demand in the distant future will begin to reduce as the boomer generation retires. The district will begin to build the funding for 3-year induction into their budget, the professional development sites will need less coordination as the schools and WSU work together to implement UTPP as the partnership moves from design,

pilot, to implementation, and on to program system maintenance. It will become the way of developing teachers and the reform will become a part of the WSU/WPS culture.

The additional course credit generation at WSU for increased class size will help to offset course delivery costs in the future and WSU and WPS will explore foundations and local business to help address costs of the high schools FEA clubs, and T4 classes as they are proven to be effective in teacher recruitment and development. Coop support will be sought from the University Foundation as part of their scholarship efforts to support young teacher candidates who wish to work in the schools to gain experience. As with all grants not all of the initiatives proposed in the Wichita TQP grant will be maintained at the same level, but the systems will be permanently changed to address changing needs.

Long term impact of Wichita TQP

Following the five year implementation of TQP the pre-baccalaureate program will have been reformed with the new design more tightly aligned with WPS and needs of the students and teaching staff. This alignment will allow the new teachers of the future to have a greater first hand experience and an application base on which to implement research based strategies. The UTTP model will allow the WSU program to become a continuous quality improvement program based on student results.

Extensive recruiting systems for future educators will have been aligned with WPS, Community Colleges, and LAS and more teacher candidates will be in training to become highly qualified. The residency program will provide needed early childhood teachers that have specialized to better serve the unique needs of Birth-K children. As more highly qualified teachers are developed there would be fewer teacher on emergency licensure and improved classroom learning in the urban schools. Better prepared teachers who stay longer in the

profession, to make teaching a career, will provide improved student performance; increase graduation rates, and continuous improvement.

Each year beyond year three will have approximately 200 new teachers impacting the learning of an estimated 10,800 students. Within five years half of the almost 50,000 urban students in the WPS schools will benefit from the trained professionals of Wichita TQP.

Quality of Management Plan for Wichita TQP

Overview

Decision-Making and Governance Structures

The purpose of the UTPP is to provide teacher preparation to a diverse student body that, upon completion of training, will fill the full range of employment requirements of the local high-need school district and its partner agencies with highly qualified teachers. The UTPP is comprised of a program for pre-baccalaureate elementary and secondary redesign and a graduate program for B-K Early Childhood Unified (ECU) which is “early childhood education combined with early childhood special education.” To assure the criteria of the grant are met and well administered, a Wichita Teacher Quality Partnership Board (WTQPB) will be established to assume significant management oversight and feedback functions for the five-year initiative.

Following grant approval, the WPS Superintendent, John Allison, will be asked to identify four WTQP contacts from the Wichita Public Schools (WPS) district to serve on the WTQPB. These will be WPS employees assigned to district administration, staff development, teacher induction, and/or human resources offices who have demonstrated accomplished experience in teacher recruitment, new teacher induction, and/or staff development. WSU will have four board participants to represent the College of LAS and within the COEd—the department of Curriculum and Instruction, Education Support Services, and COEd administration. Each

partnering agency (Rainbows United and TOP) will also have representatives on the oversight board. Additionally, Butler County Community College located in Eldorado, KS and Cowley County Community College located in Arkansas City, KS will each have a representative on the board. The evaluation team will have a non-voting representative at each meeting to stay aware of issues and monitor TQP progress.

This board will be chaired by the WSU COEd Dean to whom the program co-directors will report. The WTQPB will meet quarterly to coordinate UTPP planning, reform design, residency design, induction activities, mentoring, professional development, and supervision initiatives and provide feedback and reflection on grant activities from each organization's perspective. Weekly meetings of the co-directors, the technology coordinator and the WSU faculty liaisons will be held to monitor the university responsibilities and reform related to the grant and to assure integration of the grant initiatives within the university and among all the grant partners and the university. Weekly meetings of grant administrators will also occur. These meeting will focus on daily issues and grant implementation. Day-to-day managerial activities will be handled by the two grant co-managers and their designated staff.

Commitment of resources

Information about scholarships and forgivable loans such as Teach Grants, Grow Your Own Teacher Programs in math, special education and for minority undergraduates, and information about loans being forgiven for teachers will be shared openly and widely with candidates. Faculty in the WPS, TOP, Rainbows United, the COEd and LAS will devote time to the project in regards to recruitment, teaching, supervision, mentoring, and professional development (see Key Personnel).

Coordination of Efforts

All of these activities align with the KSDE, Kansas Board of Regents, WPS' federal funding (Title I, Title II, Migrant funding, etc.), No Child Left Behind, and DOE initiatives to improve Teacher Quality and student academic achievement. Student achievement is the priority of these aligned efforts to improve teacher quality. Currently no NSF initiatives are in place to support these efforts, but will be applied for.

The WPS and WSU are coordinating additional efforts beyond the grant to address staff development of district personnel in the areas of special education, mathematics, science, literacy development. The district provides extensive staff development and has set aside one hour per week for all teachers to meet in smaller learning communities at each school to review student data and align staff development and instructional efforts to advance student performance. Staff development activities are being documented on the Kansas "My Learning Plan" website for teacher licensure requirements. Additionally, WSU Grant initiatives allow for multiple efforts to support ongoing teacher professional development associated with high need teacher licensure areas.

WSU is also coordinating a highly successful transition to teaching programs to align with providing highly qualified teacher in high need areas (mathematics, sciences, language arts, and foreign language) to the WPS and area districts in coordination with the KSDE. Finally, the TQP programs and content are aligned with KSDE curricular standards, KSDE program standards, and NCATE program standards. The COEd is part of the coalition of the Urban Serving Universities, a committee of the Association of Public and Land Grant Universities. The COEd is also a member of the Council of Great City Schools.

Each teacher candidate will be a part of a supportive learning community made up of mentors?CT's, building representatives, WSU Liaisons, WSU staff, to aid them as they become a

quality teacher. Specifics of each role and responsibility are spoken to in Appendix D, and levels of support are in the budget narrative. Candidates in cohorts will become immersed in the learning communities to assure their success.

Pre-baccalaureate Program Management Plan

For a description of the UTPP pre-baccalaureate professional learning community, see Table 9 in Appendix D which shows the partners, and faculty and administration of the partnership.

Key Personnel

Principal Investigator: Dr. Sharon Iorio will have the primary responsibility of overseeing all aspects of the Wichita TQP grant. She will take the lead in UTPP (comprised of the pre-baccalaureate (K-12) and residency (B-K)) programs design and implementation activities and compose interim and final reports. Because Dr. Iorio is Dean of the College of Education, no funds are requested to support her efforts. TQP personnel follow below (Vita of key personnel in Appendix D):

Co-Grant Manager Dr. Terry Behrendt has extensive skills as past Executive Director of Grants and Development Services WPS. He taught/administered within the WPS for 31 years and he is currently a WSU Senior Teaching Fellow. He will serve as a half time (.50FTE) grant manager and will oversee coordination of all UTPP reform personnel efforts with the three grant partners of the university, including mentors/cooperating teachers, university supervisors, and building representatives. This grant manager will also coordinate professional development and recruitment efforts for UTPP reform elementary and secondary programs. He will coordinate contracted services for new teacher induction over two years and secondary education initiatives in WPS and will report directly to the PI.

Secretarial Office Support Each Co-Grant Manager will have a half-time secretary (TBA) to support the telephone and electronic application process, correspondence, Kansas licensure filing requirements, program marketing, files, and daily program inquiries.

Budget/Accountant: Claudia Keller, COE Assistant to the Dean for Finance, will act as the grant accountant. She will be responsible for processing grant expenditures and personnel forms. She will be funded at the .10 FTE level. Ms. Keller will work in tandem with the PI and grant Co-Directors.

Technology & Data Management Coordinator: Given the extensive amount of data that will be collected during the program to comply with the directives of the, a .50 FTE data management position (TBA) will be created. This individual will enter data, code data, and assist with report generation and on-going statistical analysis working to coordinate with data collection and management with the partner agencies. The person holding this position will also assist WSU faculty and staff with technology integration in instruction for coursework that is part of the grant and report to the PI.

WSU faculty liaisons: The WSU assistant dean and associate dean who report to the PI will serve as university faculty liaisons to the UTPP Pre-baccalaureate program. The assistant dean will support the co-grant managers with admissions requirements, advising, placement, licensure, and student relationship building primarily for the pre-baccalaureate programs. The associate dean will assist the co-grant managers with the pre-baccalaureate and graduate programs involved in grant for course development and curriculum change processes, on-line and hybrid delivery of professional development and courses, course scheduling, and enrollment management. They will be funded at .15 FTE each.

LEA Faculty Liaisons: Three individuals will serve as LEA faculty liaisons for the UTPP Pre-baccalaureate program: two for UTPP-Elementary (15 Schools), and one for WTQP/UTPP-Secondary (5 schools). These individuals will be responsible for day-to-day communication and collaboration with the teacher candidates, mentors/CTs and building representatives. These individuals will teach UTPP pre-baccalaureate program-specific courses as well as assist in the coordination and alignment of field experiences and supervision, data collection, recruitment, and mentoring. These individuals will report to the identified grant manager and PI and will be funded at 1.0 FTE each.

Cooperative Education and Workplace Learning (Co-op) Coordinator: Because recruitment of individuals from under-represented populations and mid-career changers is critical to addressing teacher shortages in high needs areas, a Co-op Coordinator will be utilized to streamline the recruitment, interview, hiring, and training process for Co-op Education students. This individual will report directly to Connie Dietz Executive Coordinator of WSU Cooperative Education and Work-based Learning and is funded at the .50 FTE level to support College of Education grant efforts primarily in the UTPP pre-baccalaureate reform.

Building Representatives: There will be 20 building representatives for the UTPP pre-baccalaureate program. These individuals will develop point-of-contact staff and will receive a stipend to participate in the following: Program design and implementation, completion of on-line university building representative training, mentoring of teacher candidates, coordinating activities with LEA faculty liaisons and continuing professional development.

UTPP Pre-baccalaureate program Cooperating Teachers (CTs)(n=200). These individuals will work directly with teacher candidates and engage in grant-supported on-line university residency mentor professional development, mentor teacher candidates, work with LEA faculty liaisons

and engage in on-going professional development. For their efforts their schools will receive funding to support staff development and continuous improvement efforts.

WSU Instructional Staff/Professors will be match in the UTPP grant but will need additional support to move their instructional activities into the field. Instructional staff and professors will be assigned to high-need urban school pods (groups of up to four schools) and will spend more time in direct observation and professional learning communities than previously required of instructional faculty. They will file quarterly travel reports and be reimbursed for their commuting expenses to partner schools. They also will receive formula salary adjustments for the additional number of teacher candidates they support.

UTPP B-K Teacher Residency Program Management Plan

For a description of the UTPP B-K Teacher Residency professional learning community, see Table 10 in Appendix D which shows the partners, cohorts of teacher candidates, and faculty and administration of the partnership.

PI: See Above

Co-Grant Manager Dr. Kim McDowell will serve as a half time (.50 FTE) grant manager and will oversee coordination of all residency development, planning, implementation, and personnel efforts with WPS, TOP, and Rainbows United, including Mentors/cooperating teachers, university supervisors, and building representatives. This grant manager will coordinate professional development and recruitment efforts for the early childhood residents and the two-year new teacher induction in partnership with WPS. Dr. McDowell will report directly to the PI.

Secretarial Office Support Each Co-Grant Manager will have a half-time secretary (TBA) to support the telephone and electronic application process, correspondence, Kansas licensure filing requirements, program marketing, files, and daily program inquires.

Budget/Accountant: See above (position is shared between the UTPP Pre-baccalaureate program and the UTPP B-K Teacher Residency Program).

Technology & Data Management Coordinator: See above (position is shared between the UTPP Pre-baccalaureate program and the UTPP B-K Teacher Residency Program).

LEA Faculty Liaison: One individual will serve as LEA faculty liaison for the UTPP B-K Teacher Residency Program. This individual will be responsible for day-to-day communication and collaboration with the teacher candidates, mentors/CTs and building representatives. This individual will teach residency-specific courses as well as assist in the coordination and alignment of field experiences and supervision, data collection, recruitment, and mentoring. This individual will report to the identified grant manager and PI and will be funded at 1.0 FTE.

Building Representatives: There will be four building representatives (lead mentors) for the UTPP B-K teacher residency program. These individuals will develop point-of-contact staff and will receive a stipend to participate in the following: Program design and implementation, completion of on-line university building representative training, mentoring of teacher candidates, coordinating activities with LEA faculty liaisons and continuing professional development.

Residency Mentor Teachers (n=20). These individuals will work directly with teacher candidate residents and engage in grant-supported on-line university residency mentor professional development, mentor teacher candidates, work with LEA faculty liaisons and engage in on-going professional development. For their efforts their schools will receive funding to support staff development and continuous improvement efforts.

WSU Instructional Staff/Professors will be matched in the UTPP B-K teacher residency program but will need additional support to move their instructional activities into the field. Instructional

staff and professors will be assigned to high-need urban early childhood centers/classrooms and will spend more time in direct observation and professional learning communities than previously required of instructional faculty. They will file quarterly travel reports and be reimbursed for their commuting expenses to partner schools. They also will receive formula salary adjustments for the additional number of teacher candidate residents they support.

Timeline

Table 11 found in Appendix D provides a visual overview of the major project milestones. Dr. Russell Miller, Director of Grants and Development Services WPS will serve as primary district Liaison to coordinate administrative issue that may arise during the TQP grant implementation. He will keep district leadership and the WPS Board of Education informed.

Dr. Iorio will oversee grant management of planned expenses for needed technology support, office supplies expenditures, professional development support, brochure development, WSU course support for mentors/CTs, website design, contract services for evaluation services, contract services with WPS, and coordination with the WSU Office of Research Administration. She and the TQP Board will identify partnership participants who will travel annually to represent TQP at National PDS conferences (4) and/or US Department of Education TQP meetings (3). Additionally, she and the grant managers will work as a TQP administrative team in partnership with WPS, Rainbows United, and TOP leadership to address all DOE reporting requirement and responsibilities.

Dr. Iorio will be the primary contact for the TQP and coordinate media releases, research results dissemination, Kansas State Department of Education Residency Program authorization, website approval, and U.S. Department of Education TQP Grant coordination.

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