

## **Garden State Partnership for Teacher Quality**

### **William Paterson University**

#### **Introduction**

Nearly 92,000 students in six of the highest need school districts in New Jersey will be impacted by the work of the Garden State Partnership for Teacher Quality (GSPTQ). A dynamic partnership among the Colleges of Education and the Colleges of Arts and Sciences at William Paterson, Kean, and Rowan Universities and the New Jersey Department of Education (NJDOE) will create 15 new Professional Development Schools (PDSs) in the districts' highest need schools to conduct both pre-baccalaureate and residency programs focused on improved student academic achievement. With a new statewide network of PDSs serving as the centerpiece of the GSPTQ model, numerous unique program elements will contribute to improved teacher retention and better student outcomes.

William Paterson, Kean, and Rowan Universities have forged a statewide collaboration in their efforts to improve teacher education through joint efforts funded by previous Teacher Quality Enhancement grants in 1999 and 2004. These have resulted in measurable improvements in middle school student performance, reforms in state policy and university teacher preparation and in-service programs related to elementary and middle schools, institution of the Schools to Watch® program supporting exemplary middle school practices, and development of a network of local Professional Development Schools.

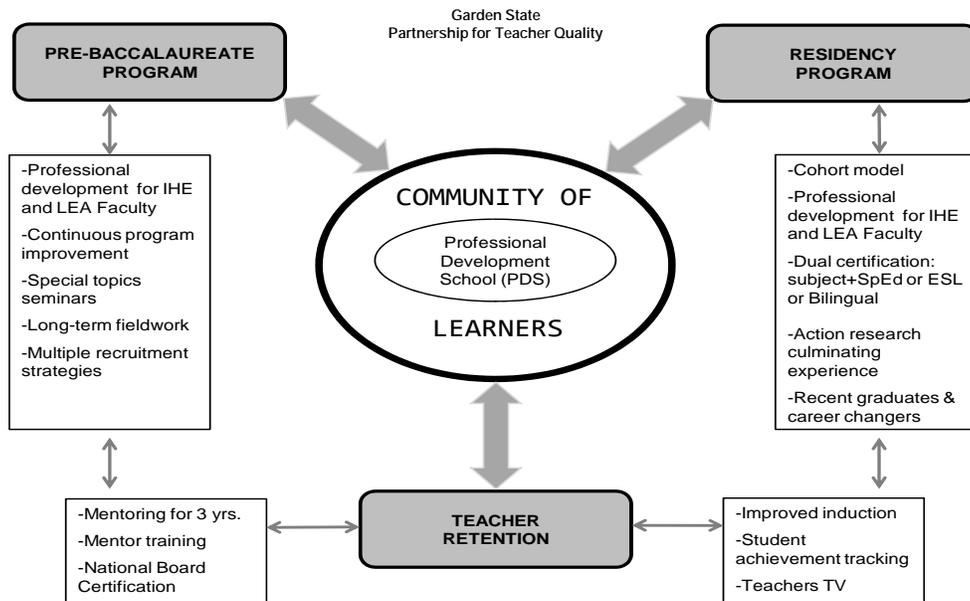
In the GSPTQ, the universities will join with the school districts of Bridgeton, Camden, Jersey City, Passaic, Paterson, Union City and the LEAP Academy University Charter School of Camden. Together, these districts enroll approximately one out of every 17 students in the state of New Jersey. Eighty-three percent (83%) of these students qualify for free or reduced price

lunch and 94% are members of minority groups. A needs assessment of these districts was conducted by the universities to determine areas of critical need.

In the five years of this award, we plan to produce more than 1500 highly qualified teachers each year through the pre-baccalaureate programs and a total of 60 highly qualified teachers through the residency program. A highlight of the GSPTQ for the residency participants will be their participation in a vigorous and unique 18-month dual certification program that will earn them teacher certification and a Master's degree with certification in Special Education, ESL, or Bilingual Education.

Mentoring in the GSPTQ will last from hiring to tenure, a 3-year period in New Jersey. Customized use of *TeachersTV*, a new service developed with the GSPTQ partner WNET-New York, to be delivered both online and over broadcast TV, will greatly enhance the mentoring experience for everyone involved. By situating the pre-baccalaureate and residency programs together in PDSs staffed by on-site university faculty, significant economies of scale and synergistic cohort effects will amplify the power of the learning experience for everyone touched by the GSPTQ, and produce enhanced rates of teacher retention.

Improved academic achievement by K-12 students through the preparation and retention of highly qualified and effective teachers in New Jersey



**Quality of the Project Design**

The Garden State Partnership for Teacher Quality (GSPTQ) addresses both Absolute Priorities, multiple competitive preferences, the invitational priority and actively participates in the National Program Evaluation.

**Absolute Priorities**

The Garden State Partnership for Teacher Quality will reform the **Pre-Baccalaureate** teacher preparation programs at each of the three partnering public universities by restructuring these programs to make them clinically-based, strengthening candidates’ content knowledge, and offering targeted instruction in critical needs areas (literacy, special education, working with English language learners and parent relationships).

The three university partners currently offer pre-baccalaureate programs in collaboration with approximately **300 public school districts** in New Jersey. Together the partnership recommends

for licensure approximately **2,500** teacher candidates each year representing 26% of the entire new, traditionally prepared teachers in the state.

The GSPTQ will create **The Garden State Urban Teacher Residency Program** in high-need school districts. This statewide, clinical model will build on the collaborations of each of our universities and high need LEAs to **dually license** within 18 months candidates in content areas and one of the following endorsement areas: Special Education, ESL, or Bilingual education and will culminate in a master's degree. The program will integrate pedagogy, clinical practice, and mentoring.

The GSPTQ will establish 15 **Professional Development Schools** (PDSs) in high-need districts across the state of New Jersey using the Professor in Residence (PIR) model. The GSPTQ will make available support to university and LEA faculty for implementing **Teacher Work Sample Methodology**, attaining **National Board Certification**, and establishing **Lesson Study** groups.

Additionally, the GSPTQ is dedicated to supporting all teachers beyond induction and will create a **Collaborative Induction Model** for new teachers in years one through three of their careers that will be disseminated across the state in partnership with the New Jersey Department of Education. This model will address issues of retention in our high-need school districts with new teacher support focused on sustained content and pedagogical professional development both in-person and through electronic communities; mentor training and placement, and partnerships with community-based organizations to provide support and guidance as well as building parent-teacher relationships and student advocacy. A **data collection and tracking system** will be created in collaboration with the NJDOE to monitor program completers retention in high need schools and when possible, their impact on student achievement.

Since teachers in PDSs are called upon to assume many leadership roles, the GSPTQ will recruit from among them those teachers who exhibit leadership qualities and a commitment to urban schools. Each university will recruit and select these PDS teachers to participate in their educational leadership programs focusing on preparing transformational leaders for high need schools.

In **partnership with WNET-New York**, the renowned public television organization, the GSPTQ will provide participants with the opportunity to select existing vignettes from *TeachersTV* (UK) for repurposing for an American audience with specific emphasis on issues relating to urban education, professional development. In year five of this award, GSPTQ participants will produce a new vignette focusing on an area of critical need derived from the **action research** of our residency participants reflecting issues specific to our urban high-need LEA partners.

### **Goals and Objectives**

**The overall goal of The Garden State Partnership for Teacher Quality (GSPTQ) is to improve the academic achievement of urban high need K-12 students through the preparation and retention of highly qualified and effective teachers in New Jersey.** This will be accomplished by addressing the following goals:

- 1) Reform the pre-baccalaureate programs at partnering universities
- 2) Establish the Garden State Urban Teacher Residency Program
- 3) Provide professional development to university faculty (including arts and sciences faculty) and LEA partners
- 4) Establish 15 Professional Development Schools throughout the state
- 5) Retain highly qualified and effective teachers in high-need partnering LEAs

- 6) Recruit and prepare educational leaders for urban schools into programs leading to licensure as principal in New Jersey
- 7) Evaluation and dissemination of project impact

**Goal 1: Reform the pre-baccalaureate programs at partnering universities**

The challenge facing the GSPTQ partnership is two-fold: 1) to prepare substantially more teachers of color in areas of shortage, and 2) to ensure that teachers have the qualifications, skills and support needed to improve student achievement and remain in the profession.

Objective 1.1: To develop and implement a process for the recruitment, selection and enrollment of underrepresented, academically motivated middle and high school students, community college graduates and arts and science majors into the high needs fields of mathematics, sciences and foreign languages. This will be accomplished by:

- A) Offering preparation to partnering high need LEA high school teachers in the Tomorrow's Teachers Curriculum, a year-long high school course introducing students to teaching as a profession, offered by the Center for Educator Recruitment, Retention and Advancement (CERRA). This model is currently used in over 23 states to assist states in strategically "growing their own" teachers.
- B) Sponsoring and supporting Future Teachers Clubs at high schools in partnering LEAs by providing a university faculty member to serve as a liaison; offering activities on university campuses that introduce club members to the profession; having pre-baccalaureate and residency participants attend club meetings to share experiences; involving high school students in the Summer Urban Teaching Academy that will be held for two weeks at each university for high school students who are interested in pursuing teaching as a career. Academy participants will work with students in urban summer

school programs and will be paired with teacher education candidates and be mentored by university faculty.

C) Recruiting graduates of community colleges who are interested in teaching careers in high need fields through articulation agreements, dual enrollment programs, open houses, and on-site information/orientation sessions.

D) Recruiting academically motivated candidates from arts and sciences (A&S) majors in biology, chemistry, physics, mathematics and foreign languages in collaboration with the A&S departments.

E) Facilitate access to financial incentives for qualified teacher education candidates through the TEACH grant program, Noyce Scholarships, Teachers for a Competitive Tomorrow award (MAST), and scholarship offices at all three universities.

Objective 1.2: To reform the pre-baccalaureate programs at the three partnering universities to make them clinically-based.

During the five year period of this grant award, all three universities will move toward restructuring candidates' field experiences to a) include earlier, high quality classroom experiences, and b) require all candidates to complete a one-year internship and weekly reflective seminar integrating coursework with classroom experiences. Universities will share and replicate current successful early field experiences that resulted from earlier TQE federal grant awards (e.g., early sophomore clinical experiences at Kean and Rowan, and on-site literacy course at William Paterson). **Professors in Residence** will serve as supplemental mentors to the district-assigned mentors in year one and will continue to mentor participants through tenure when they are placed in a Professional Development School.

Objective 1.3: To develop and implement research-based professional development learning modules addressing critical needs identified by high needs LEAs.

A needs assessment of partnering LEAs indicated that beginning teachers need additional knowledge, strategies, and technology skills in the areas of literacy, special education (including working with gifted and talented student populations), working with English language learners, and working successfully with parents. Professional development learning modules will be designed to improve teachers' knowledge, teaching and assessment strategies in these areas. Education and liberal arts and sciences faculty will collaborate to strengthen the content courses that pre-baccalaureate candidates take so that they are aligned with the New Jersey Core Curriculum Standards (NJCCCS). Partnership activities will also address district and university policies to support increased rigor and improved articulation. By including pre-service candidates in all GSPTQ professional development activities available at the PDSs, the project aims to increase the likelihood that these prospective teachers will seek initial teaching positions in urban districts. Once these learning modules are developed and successfully implemented, they will be integrated into each university's pre-baccalaureate program curriculum.

Learning Modules

- A) Research-based learning modules will be developed and implemented to ensure that beginning teachers understand the essential components of reading instruction and how students learn to read and write successfully; are able to implement screening, diagnostic, formative and summative assessments and target instruction to the specific needs of students; know strategies for keeping students actively engaged as readers and writers across content areas; and understand how new 21<sup>st</sup> century literacies impact teaching and learning (Castek, et al, 2007) .
- B) Research-based learning modules will be developed and implemented to ensure that beginning teachers know how to differentiate instruction and can implement instructional strategies and assessments effectively in a universally designed classroom. They will also learn to understand and successfully implement Individual Education Plans (IEPs).
- C) Research-based learning modules will be developed and implemented to ensure that beginning teachers are able to instruct and assess children of linguistic (ELL) and cultural diversity (multi-ethnic backgrounds). All teacher candidates will receive preparation in Sheltered English Instruction, including the Sheltered Instruction Observation Protocol (SIOP). William Paterson, Kean, and Rowan universities are SIOP training centers for the State of New Jersey and SIOP training will be integrated into the teacher preparation programs.
- D) The Statewide Parent Advocacy Network (SPAN) will partner with the GSPTQ and offer a series of sessions entitled, “Creating Family-Friendly Schools,” where teachers can learn research-based strategies for effectively engaging parents, particularly parents who have been traditionally hard-to-reach. SPAN will also offer

three comprehensive sessions on advocacy skills for educators, including the rights of parents and students under the Individuals with Disabilities Education Act (IDEA), New Jersey's student support and special education codes, the Intervention & Referral Services Team, and Titles I and III of the ESEA.

In addition, pre-service teacher candidates will be encouraged to participate in other professional development opportunities. To this end, the GSPTQ will support student members of New Jersey Education Association (NJEA) from each partnering university to attend the annual statewide convention. During the convention participants will meet to share and celebrate successes at each of the 15 PDS partnerships from across the state.

Objective 1.4 To develop candidates' skills to analyze student achievement data and use data to improve instruction.

Integral to K-12 students' successful academic achievement is a teacher's knowledge of assessment strategies and how to analyze assessment data to improve instruction. Candidates will learn about state assessments, benchmark assessments, creating real world performance tasks, and new ways to assess learning using technology. Candidates will complete Teacher Work Samples and participate in Lesson Study groups at their PDS.

## **Goal 2: Establish the Garden State Urban Teacher Residency Program**

The Garden State Urban Teacher Residency Program builds on the experience of the three universities in preparing teachers for more than 150 years. At the core of this 18-month program is a one-year residency in an urban PDS with built-in supports (mentoring and professional development) for quality preparation. In addition to 314 hours of pedagogy instruction and pre-residency clinical experiences, residency participants will receive in-depth

graduate study in working with special student populations in the areas of Special Education, English as a Second Language, or Bilingual Education.

The Garden State Urban Teacher Residency program builds on successful Urban Teacher Residency (UTR) models: The Chicago Academy for Urban School Leadership and The Boston Teacher Residency Program. UTR programs hold great promise for preparing and supporting teachers in high needs urban schools (Berry, Montgomery, & Snyder, 2008; Darling-Hammond, 2008). “Evidence from the UTR programs in Chicago and Boston indicate that new teachers prepared through a residency model are better prepared and have a 90 – 95% retention rate” (Coalition of Urban Teacher Residencies).

The Garden State Urban Teacher Residency program is divided into five components: 1) recruitment and selection of quality participants, 2) preparation for classroom instruction and assessment, 3) supervised pre-residency clinical experiences preceding the residency (four full days each week for one year), 4) specialized preparation (culminating in a master’s degree), and 5) sustained quality mentoring and professional development support through tenure.

Objective 2.1: To recruit and select men and women from underrepresented populations who are recent college graduates or who are mid-career changers and committed to teaching in urban schools.

Fifteen residency participants a year will be recruited from a pool of recent college graduates and/or career changers recently affected by the economic downturn, taking into consideration teacher shortages in our partnering LEAs based on the needs assessments.

Participants will submit an application demonstrating a background in liberal arts, science, or mathematics and will be recruited from the high needs communities in which they wish to return as teachers. Participants must pass the appropriate Praxis II as a program entry requirement,

provide transcripts indicating coursework in required content as well as a minimum GPA of 3.0, write a successful essay, and be interviewed by a team consisting of university and school faculty/administrators. Successful recruits will sign an Agreement to Serve and be awarded a [REDACTED] cost of living stipend (See Appendix D). Each university will place five residency participants for one year in a Professional Development School (PDS) in a partnering urban school district with a highly qualified cooperating teacher and an experienced university supervisor.

Objective 2.2: To design and implement research-based learning modules for classroom instruction and assessment.

Nine modules, totaling 314 hours of instruction including a strong literacy component and pre-residency clinical experiences, will be designed that strictly adhere to the New Jersey Department of Education’s licensing code for initial teacher certification and are aligned with the eleven New Jersey Professional Teaching Standards (see Appendix D1). Residency participants will be instructed as a cohort through hybrid, online and distance learning experiences. This model of professional development delivery, if successful, will be replicable throughout the state.

Objective 2.3: To provide residency participants with high quality supervised field experiences.

Residency participants will have a total of 60 hours of clinical experiences (prior to their one-year residency) consisting of the following: observing in inclusion classrooms with students with special learning needs and English language learners, observing self-contained special education classes, shadowing teachers and interviewing support personnel within schools, and working directly with students. The four-day per week, full-time residency will be with the same highly qualified and effective cooperating teacher and supervisor for one school year. On the

fifth day of each week and during evenings, residency participants will be completing coursework for licensure and specialized degrees. Each residency participant will be assigned a mentor beginning with their induction year and every attempt will be made to have this person remain their mentor through tenure. Professors in Residence will serve as supplemental mentors to the district-assigned mentors in year one and will continue to mentor participants through tenure when they are placed in a Professional Development School.

Objective 2.4: To provide residency participants with specialized preparation.

Based on the needs assessment described in Objective 1.3, residency participants will choose graduate study in Special Education, English as a Second Language or Bilingual Education. All residency participants will be dually certified upon program completion and will participate in a collaborative action research project in their area of specialization with their cooperating teacher during their residency year (see Appendix D2).

**Goal 3: Provide professional development to university faculty (including arts and sciences faculty) and LEA partners**

The GSPTQ will approach the teacher preparation, induction, and mastery continuum through three foundational activities: Teacher Work Sample Methodology, Lesson Study, and National Board Certification. The three activities are linked through an action research framework (Mills, 2003; Burns, 1998). For all three activities, the GSPTQ will begin by engaging university faculty in professional development led by experts in their respective fields. Following this initial cycle, representatives from the more deeply connected/involved programs will take lead roles in the professional development for university and PDS faculty and pre-baccalaureate candidates, and residency participants. These activities are guided by research evidence indicating that teacher effectiveness is the most critical component affecting student

learning (Darling-Hammond, 2000; Hanushek, et.al., 1998) and research findings related to the efficacy of Lesson Study, Teacher Work Sample Methodology, and National Board Certification. As activities progress, formative data will be used to improve each activity and expand the impact of the partnership. Data will be collected on the effectiveness of the collaboration, the impact of Teacher Work Sample Methodology, Lesson Study, and National Board Certification, and the effects of new institutional policies and practices.

In addition to the above three activities, the GSPTQ will pilot the use of the Reformed Teaching Observation Protocol (RTOP) (ACEPT, 2000) with residency participants and will provide professional development for their university field supervisors and cooperating teachers. The RTOP is an observational tool that measures reformed teaching.

Objective 3.1: Integrate Teacher Work Sample Methodology throughout pre-baccalaureate and residency programs.

Teacher Work Sample Methodology (TWSM) (Girod, 2002) will be a fundamental component of improving pre-baccalaureate teacher education programs at all three universities. Two overarching questions guiding our choice of TWSM as a means for improving our programs are: *How might we help preservice teachers engage in a reflective cycle that shifts their gaze from a focus on classroom management to a focus on student learning?* and *What are effective performance assessments that enable us to determine whether candidates have a positive effect on student learning?* TWSM has been used to demonstrate growth and learning in P-12 students and to assess teacher candidate decision-making (Henning et. al., 2005; Devlin-Scherer, et. al. 2007). TWSM holds teachers accountable for demonstrating a positive effect on student learning, viewing his or her own practice through a critical lens, and engaging in a reflective cycle of continuous improvement. Kean University will take the lead on professional development for

TWSM and during year one the GSPTQ will provide university faculty (including field supervisors) with the time and resources to study TWSM in communities of practice (Lave and Wenger, 1991) before introducing this methodology to pre-service teacher candidates.

During Year Two, faculty will then work with their own students (teacher candidates), beginning with early field experiences, in an apprenticeship model that enables these candidates to shift from *legitimate peripheral participation* to *full participation* (Lave and Wenger 1991) in this community of practice centered on TWSM. As full participants, candidates will, with their professors and peers, engage in rigorous examinations of their own teaching that focus on improving student achievement through data collection and analysis, attention to contextual factors, and choice and alignment of curricula, instructional strategies, and assessments. Also during year two, university faculty will include TWSM in the professional development of PDS Professors in Residence and school-based mentors. Data collected on teacher candidate effectiveness and mentor effectiveness will be used to inform program revision and methods for preparing mentors in non-PDS schools in TWSM.

Objective 3.2 Establish professional learning communities through Lesson Study in Professional Development Schools.

Lesson study is an effective way of engaging groups of teachers in improving their practice and expanding their repertoire of instructional strategies. Teachers engage in reflective practice and research designed to promote student learning and understanding. Substantial progress in closing the achievement gap in underrepresented communities has been demonstrated to be possible using lesson study (Wiburg & Brown, 2007).

Faculty from William Paterson University's Center for Lesson Study will take the lead on professional development for Lesson Study and in year one will engage faculty from all three

universities in observations of research lessons and participation in research lesson debriefings. Distance learning technologies may be used to allow participants to view lessons remotely in real time. In years two through five, each PDS will have at least one lesson study group, which will consist of PDS teachers, pre-service candidates, and university faculty. Each lesson study group will receive professional development about how to engage in the process. Some PDS teachers will be selected to serve as lesson study facilitators in their schools in the coming year. Lesson Study will provide ongoing opportunities for collaboration and mentoring, enhanced articulation, curricular change, and review and discussion of LEA and university policies and practices.

By year five of the grant, each PDS will have regularly convening Lesson Study groups that include LEA faculty, university faculty (both education and arts and sciences), and pre-service candidates in ongoing work grounded in the K-12 classroom. These ongoing discussions of goals, curriculum, assessments, and instructional practices will feed information and ideas back to policy and curricular discussions at each site. Regular meetings of the Executive Consortium Leadership Council (ECLC) will provide opportunities for these issues to be discussed and for solutions and changes in practice to be shared. University faculty, LEA faculty and administrators, and pre-service teachers will work together to improve instruction at all levels through lesson study groups.

Objective 3.3 Increase the number of Nationally Board Certified teachers in Development Schools by 10% within five years.

National Board Certification is a voluntary system for documentation of accomplished teaching. In 2008, The National Research Council of the National Academy of Sciences was commissioned by Congress to study National Board Certification and reported that, “Advanced certification through the National Board for Professional Teaching Standards (NBPTS) is an

effective way to identify highly skilled teachers.” It also stated that, “Students taught by NBPTS-certified teachers make greater gains on achievement tests than students taught by teachers who are not board-certified.” The NBPTS process is designed for teachers who desire to develop their leadership skills and who wish to remain in the classroom. The National Board approaches teacher leadership from the perspectives of exemplary teaching, continuous learning for all, a need to balance change with stability, and the importance of peaceful existence in a diverse community of learners. To that end, teachers will enhance their abilities to lead not only in their classrooms, but also in the school at large by working with curriculum, becoming mentor/master teachers, developing new programs, and engaging in a variety of other activities that improve schooling for all children.

Rowan University will take the lead on professional development for National Board Certification will establish a Center for Support for National Board Certification at their campus. The Center will be a clearinghouse for the study of National Board Certification in New Jersey; coordinate research around National Board certification efforts through this grant; and conduct/coordinate workshops for National Board Certification candidates.

**Goal 4: Establish Professional Development Schools (PDSs) within the partnering LEAs**

The GSPTQ will establish 15 new Professional Development Schools throughout the state . The mission of a PDS is to build a community of learners within a school to support ongoing professional development and new teacher preparation. GSPTQ will place pre-baccalaureate candidates and teacher residency participants at these PDSs. PDS partnerships exist to promote student learning and do this by improving schools, preparing new teachers in better ways, supporting the growth and development of all educators, and using inquiry/research to see what is working well and what is not. Given the wide gap in achievement among students

of differing racial, ethnic, and economic backgrounds, PDSs have a special interest in promoting the learning of all students and reducing the achievement gap (Teitel, 2003).

The PDS model includes a Professor in Residence (PIR) who spends a minimum of one day per week at the PDS. Professors in Residence are full-time or part-time university faculty and are selected in collaboration with LEA partners. They model lessons for classroom teachers, support novice teachers, and assist pre-service teachers in integrating pedagogy and practice. The National Association of Professional Development Schools (NAPDS) has identified “Nine Essentials” (NAPDS, 2008) that form the foundation of a successful PDS which will be used in addition to the NCATE PDS Standards to guide PDS work with school partners. Each PDS will establish a PDS leadership team (PDSLT) that consists of the principal, teachers, the IHE site coordinator (SC), the Professor in Residence, and a representative from the district professional development team. A representative from the PDSLT is also member of the Executive Consortium Leadership Council (ECLC).

Objective 4.1: To establish the New Jersey Center for Professional Development Schools.

The GSPTQ will establish the New Jersey Center for Professional Development Schools as a support and research center for PDS work in the state. All three universities are active in the National Association for Professional Development Schools (NAPDS) and William Paterson and Rowan are founding members of this organization. The Center, to be housed at William Paterson University, will coordinate and disseminate best practices related to PDS partnerships and sponsor a statewide annual conference.

**Goal 5: Retain Highly Qualified and Effective Teachers in our High-Need Partnering**

**LEAs**

Objective 5.1: To provide novice teachers with sustained quality mentoring and professional development from induction through tenure.

Mentoring serves as the centerpiece of nearly every model for teacher induction (Goldrick, 2009; New Teacher Center, 2007; Ingersoll and Smith, 2004). A high quality mentor program is central to the GSPTQ program as well. The GSPTQ will collaborate with each partnering LEA, using their district's mentoring plan, to design professional development for a cadre of mentors to serve each LEA. Criteria for selection of mentors will include: willingness; record of student achievement; communication skills; pedagogical skills; and content knowledge. Mentors will participate in face-to-face as well as online professional development using "The Master Mentor: Inspiring Others to Succeed" developed at Kean University as part of an earlier TQE federal grant. It is expected that successful mentors will become mentor trainers in each partnering LEA.

Support through induction is critical to teacher retention. The GSPTQ builds on the work of the Beginning Teacher Induction Center (BTIC) at Rowan University and conceptualizes teacher induction as a three-year system of support, guidance, and orientation occurring between the time new teachers begin their employment to the time they attain tenure. Our approach to induction involves multiple components, including an on-site mentor, communication with an administrator, common planning time, new teacher seminars, and an online teacher support network (Goldrick 2009). Such support is designed to increase new teacher job satisfaction, retention, and student achievement thereby contributing to the improvement of school climate. Professors in Residence will serve as supplemental mentors to the district-assigned mentors in year one and will continue to mentor participants through tenure when they are placed in a Professional Development School.

The successful PDS model of onsite in context professional development through professional learning communities will be supplemented with digital learning communities to stimulate continuing dialogue among all GSPTQ participants. These will include the use of *TeachersTV* vignettes originally developed in Britain ([www.teachers.tv](http://www.teachers.tv)) by WNET-New York, America's flagship public television station. This service is broadcast on public television 24/7 with all of the programs collected on a web site. The programs, most of which are 15 minutes long, are designed to provide continuous professional development not just for classroom teachers but to the entire K-12 workforce. In its first three years, *TeachersTV(UK)* documented that 90% of all undergraduates enrolled in teacher preparation programs were regular users of the service, and 60% of their faculty report using it in their classes. In 2008, the programs were downloaded more than 10 million times. The GSPTQ will: a) field-test ideas for new programs and select existing vignettes from *TeachersTV(UK)* for repurposing for an American audience, b) develop support materials for selected vignettes to be used by in-service teachers and pre-service teachers, and c) produce an original classroom vignette with one of our partnering high needs LEAs. *Teachers TV(US)* will become a sustainable program for professional development available to educational professionals nation-wide.

Objective 5.2 To offer sustained professional development for PDS teachers in keeping with the New Jersey Statewide Systemic Model for Continuous Professional Learning and Growth.

Establishing professional learning communities within schools is a hallmark of PDS partnerships. In addition to the professional learning communities discussed earlier (Lesson Study, NBC), GSPTQ will support the state's Schools To Watch (STW) program which was initiated with a previous Kean, William Paterson and Rowan universities' partnership grant. Schools to Watch was the only promising middle school program identified in the Governor's

launch of the High School Redesign initiative: NJ STEPS: Re-Designing Education in New Jersey for the 21st Century. STW is a whole-school, self-study process with a focus on improving instruction, school climate, and social justice.

GSPTQ will collaborate with the Center for Innovation Education at Kean University to offer professional development to participants through the systematic integration of 21<sup>st</sup> Century themes, skills, and technological tools that must be reflected in aligned curriculum and instruction in all content areas.

Working with community partners is also part of the statewide systemic model for school improvement and to this end, the North Jersey Federal Credit Union will offer GSPTQ participants preparation in teaching financial literacy to strengthen math literacy teaching skills of students in high needs LEAs.

**Goal 6: Recruit and prepare educational leaders for urban schools into programs leading to licensure as a principal in New Jersey**

Teachers in PDSs are called upon to assume many leadership roles such as mentoring, planning and conducting professional development, giving feedback to peers on classroom performance, curriculum development, program planning and assessment, using data to make instructional decisions, chairing committees, representing the school in public, managing resources, and engaging parents in the school community. These are many of the skills that successful school leaders need as well. The GSPTQ recognizes the professional talent and skills that are developed as a result of teachers participating in PDS partnerships and will encourage PDS teachers to pursue careers as school leaders.

Objective 6.1: To recruit LEA faculty and staff to complete principal licensure programs.

The GSPTQ will recruit eligible participants among partnering high-need LEAs to enroll in principal licensure programs currently approved by the New Jersey Department of Education at each institution. Admission preference will be given to candidates from underrepresented groups who want to assume the role of principal or superintendent in our partnering urban districts, with a special emphasis on candidates wishing to assume building level leadership at the early childhood level. Candidates will be required to present strong academic credentials and at least five years of classroom experience as well as passing scores on standardized tests (e.g., Miller Analogies Test or the Graduate Record Exam). All candidates will be interviewed and will be required to present a portfolio of work along with a vision statement regarding their commitment to urban education and improving students' academic achievement.

Objective 6.2: Require a year-long clinical experience for candidates completing the principal licensure program.

The educational leadership programs at each partnering university are cohort-based with a year-long clinical experience in an urban high need LEA with an experienced mentor. Upon successful completion of a program and a passing score on the required Praxes II exam (all three universities have 100% pass rates for principal candidates on the Praxis II exam), candidates will be recommended to the state to receive a certificate of eligibility as a school principal. Once employed as an administrator, they will participate in a university-based induction support group.

Objective 6.3: To offer a comprehensive program of study centered on transformational leadership skills.

Each university's educational leadership program has been designed to prepare aspiring school leaders to value diversity, equity, critical inquiry, reflective practice, and ethical practice for the purposes of continuous improvement and student success. Building upon the theory of

transformational leadership (Bass, 1985), candidates learn to embrace a personal vision that encourages supportive, collaborative behaviors within schools and enables them to become architects of continuous change within very challenging school communities. In addition, the program will provide candidates with the skills to understand assessment and create a data-driven school, support professional development of teachers, incorporate technology to manage resources and enhance instruction, and involve parents and community to improve student learning. All candidates complete an action research project addressing an issue of importance resulting from their clinical experience in an urban setting.

Objective 6.4: To assess program participants by tracking licensure issuance, employment in high need LEAs and, to the extent possible, impact on student learning.

In collaboration with the New Jersey Department of Education, employment and retention of participants completing educational leadership programs will be tracked, and, to the extent possible, their impact on student learning.

### **Goal 7: Evaluation and dissemination of project impact**

The overall goal of The Garden State Partnership for Teacher Quality (GSPTQ) is to improve the academic achievement of K-12 students through the preparation and retention of highly qualified and effective teachers in New Jersey. The GSPTQ has engaged **LD Platt Strategies** to assess the outcomes of the project.

Objective 7.1: To track employment of all program completers (pre-baccalaureate, residency, and school leaders) in collaboration with the NJDOE to determine retention in high needs public schools across New Jersey.

The GSPTQ will compile a list of all program completers which will be submitted to the NJDOE for licensure. This list will be compared to the Staff Collection data retrieved from all

public schools in New Jersey as reported in October of each year. A **teacher and school leader preparation data collection and tracking system** will be created to monitor where program completers do their fieldwork and investigate if there is a correlation with where they become employed. This data collection and tracking system will yield data regarding retention of educators in high-needs public schools across New Jersey.

Objective 7.2: To track residency participants' impact on student learning.

The GSPTQ will collect standardized test data from each partnering LEA regarding the achievement of students instructed by residency participants who become employed as teachers in these LEAs. The NJDOE will pilot a model to track the correlations between preparation and student achievement.

Objective 7.3: To disseminate project outcomes.

The GSPTQ is committed to regularly disseminating findings based on the new programs and initiatives described in the goals and objectives of this grant. All universities regularly present at state and national conferences including AACTE, ATE, AERA, NAPDS, CEC, NJTESOL, NJEA, and NJACTE. In recent years, the teaching profession has begun to identify and develop a knowledge base that will frame its core curriculum (Darling-Hammond and Bransford, 2005). The GSPTQ plans to contribute what is learned related to teacher preparation, especially the year-long residency, to the growing body of knowledge on how best to prepare high quality and effective teachers for urban schools. The efficacy of this professional development grant will reside not just in the implementation, but in the sustainability and the possibilities for replication. Peer reviewed presentations and publications provide an important platform for a broader conversation about the complexity of effective teaching and continuous improvement.

**Project Goals, Objectives and Activities:**

**Overall Goal: To improve the academic achievement of K-12 students through the preparation and retention of highly qualified and effective teachers in New Jersey.**

**The following abbreviations are used in the activities to identify responsibilities:**

PD=Project Director

PIR=Professor in Residence

PE=Project Evaluator

PCD=Project Co-Director

SC=IHE Site Coordinator

PC=Pre-baccalaureate Candidates

EPC=Executive Project Coordinator

SDR=School District Representative

RP: Residency Participants

ECLC= Executive Consortium Leadership Council

SBLT=IHE Site Based Leadership Team

PDSLTL= PDS Leadership Team

OFE: Office of Field Experiences

CERT=Education Enrollment and Certification

US: University Supervisor

CT = Cooperating Teacher

**Goal 1. Reform the Pre-baccalaureate programs at partnering universities**

**Objective 1.1 To develop and implement a process for the recruitment, selection and enrollment of underrepresented, academically motivated middle and high school students, community college graduates and arts and science majors into the high needs fields of mathematics, sciences and foreign languages.**

<b>Activities</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Outcomes</b>
1. CERRA Training Implementation of CERRA curriculum	Summer 2010 Fall 2010 and on-going	CERRA Consultants/ Teachers SDR/SC	50 teachers in partner schools trained and implementing curriculum
2. Future Teachers Clubs	Spring 2010 and on-going	SC/SDR	100-200 HS students participants
4. Community Colleges Orientation sessions on-site Articulation Agreements Dual Enrollment Programs	Fall 2009 and on-going Fall 2009 and on-going Fall 2009 and on-going	EPC/SCs/CERT	CC students recruited and enrolled
<u>5.Arts and Sciences Majors</u> Special sessions Teachers for a Competitive	Fall 2009 and on-going Fall 2009 and on-going	EPC/SCs Arts and Science faculty	30-50 Math and Science Majors recruited in 3 IHE's

Tomorrow Articulation			
<u>6. Financial Incentives</u>			
TEACH Program	Fall 2009 and on-going	EPC/SCs Financial Aid Offices	Awards
Noyce Scholarship Programs	Fall 2009 and on-going	Noyce Coordinator	Scholarships awarded
Institutional Scholarships	Fall 2009 and on-going	Financial Aid Offices	Scholarships awarded

**Objective 1.2: To reform the pre-baccalaureate programs at the three partnering universities to make them clinically-based**

Activities	Timeline	Responsibility	Outcomes
1. Early Field Work	Fall 2009 and on-going	SCs/ PIRs/US/CT/OFE	2, 500 PC assessed/feedback on knowledge, skills, dispositions
2. One year internship/course work integration	Spring 2010/Fall 2010 and on-going	OFE /CT/ US /PIRs/ PDS/OFE	PC integrate knowledge and skills/ 2,500 are recommended for certification and awarded BA/BS degrees
3. Graduation and certification	Spring 2010/Fall 2010 and on-going	Faculty	Novice teachers are retained
4. Induction Support/Mentoring	After graduation	Mentors/OFE	

**Objective 1.3: To develop and implement research-based professional development learning modules addressing critical needs identified by high-needs LEAs**

Activities	Timeline	Responsibility	Outcomes
1.Literacy	Fall 2009	Faculty	PC demonstrate ability to implement research-based literacy strategies
2.Special Education Professional Development Differentiated instruction professional development	F all 2010	Faculty	PC are able to meet needs of students with disabilities and differentiate instruction
3.Gifted and Talented Professional Development	Fall 2011	Faculty-Rowan	PC able to meet needs of G&T students
4.SIOP Training (ELLs)	Fall 2010	William Paterson, Kean and Rowan	PC are able to meet needs of ELLs
5.Parent-Teacher Relationships	Spring 2010	SPAN	PC collaborate with parents

6.Student Advocacy Training	Spring 2010	SPAN	PC are able to advocate for students
-----------------------------	-------------	------	--------------------------------------

**Objective 1.4: To develop candidates' skills to analyze student achievement data and use data to improve instruction**

Activities	Timeline	Responsibility	Outcomes
TWS	Fall 2009 and on-going	Faculty/PIRs/ US	All PC are able to analyze student data and improve instruction
Lesson Study	Fall 2010 and on-going		
Standardized test analysis	Fall 2009 and on-going		

**Goal 2: Establish the Garden State Urban Teacher Residency Program**

**Objective 2.1 : To recruit and select men and women from underrepresented populations who are recent graduates or who are mid-career changers and committed to teaching in urban schools**

Activities	Timeline	Responsibility	Outcomes
1.Advertisement on web-sites, school districts, newspapers, Open Houses. Letters to recent BA/BS graduates.	Fall 2009, 2010, 2011 and 2012	SC/SDR	Prospective participant list generated of recent graduates, career changers, substitute teachers.

<p>2. Selection of participants</p> <ul style="list-style-type: none"> <li>• Application</li> <li>• Academic transcripts evaluation</li> <li>• Essays evaluation</li> <li>• Interviews</li> </ul> <p>3. Signing Agreement to Serve</p> <p>4. Awarding cost of living stipends</p>	<p>Fall 2009, 2010, 2011, 2012</p>	<p>SC/SDR/PIRs</p>	<p>15 participants are selected</p> <p>15 participants sign agreements to serve</p> <p>15 participants are awarded cost of living stipends</p>
---	------------------------------------	--------------------	--

**Objective 2.2: To design and implement research-based learning modules for classroom instruction and assessment**

Activities	Timeline	Responsibility	Outcomes
1. Design of learning modules	Fall 2009	Faculty/Project Staff	Modules designed
2. Implementation of learning modules	Spring 2010 and on-going	Faculty/Project Staff	Modules implemented

3.Evaluation of learning modules	Spring 2010 and on-going	RP and faculty	Feedback incorporated
----------------------------------	--------------------------	----------------	-----------------------

**Objective 2.3 To provide residency participants with high quality supervised clinical experiences**

Activities	Timeline	Responsibility	Outcomes
1.Pre-residency field experiences	Spring 2010 and on-going	OFE/PIRs/CT/US	UR are given support and feedback
2.Full-time year-long residency in a PDS with integrated course-work	Fall 2010 and on-going	OFE/PIRs/CT/US Faculty	15 UR a year receive MA and are recommended for dual licenses
3.Inducton Support/Mentoring	Upon Graduation	Mentors/OFE	Candidates are retained Effectiveness increased

**Objective 2.4: To provide residency participants with specialized preparation**

Activities	Timeline	Responsibility	Outcomes
1.Special Education track	Spring 2010 and on-going	Faculty	Complete action research; Participants licensed in Special Education in addition to another license; graduate degree awarded
2.ESL track	Spring 2010 and on-going	Faculty: Arts and Sciences/Education	Complete action research; Participants licensed in ESL and another field; graduate degree awarded
3.Bilingual Education track	Spring 2010 and on-going	Faculty: Arts and Sciences/Education	Complete action research; Participants licensed in bilingual education in addition to another field; graduate degree awarded

**Goal 3: Provide professional development to university faculty (including arts and sciences faculty) and LEA partners**

**Objective 3.1: Integrate Teacher Work Sample Methodology throughout the pre-baccalaureate and residency programs**

<b>Activities</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Outcomes</b>
1. Teacher Work Sample Professional development	Spring 2010	Kean University	IHE & LEA faculty are able to demonstrate TWS and incorporate it in courses.

**Objective 3.2: Establish professional learning communities through Lesson Study in Professional Development Schools**

<b>Activities</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Outcomes</b>
1. Lesson Study Professional Development	Fall 2010	William Paterson University	IHE & LEA faculty are able to demonstrate/implement Lesson Study methodology
2. Study Groups (formed and functioning) in PDSs	Fall 2011	PIRS/ PDSLT	Lesson Study implemented in PDSs

**Objective 3.3: Increase the number of nationally board certified teachers in Professional Development Schools by 10% within five years**

<b>Activities</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Outcomes</b>
National Board Certification Professional development/workshops	Summer 2011 & on-going	Rowan University/faculty	Faculty align programs with NB principles
NBC Center established at Rowan U.	Spring 2012	PDS/ PDSLT/faculty	Number of NB certified teachers increases by 10% in PDSs

**Goal 4: Establish Professional Development Schools (PDSs) within the partnering LEAs**

**Objective 4.1: To establish the New Jersey Center for Professional Development Schools**

<b>Activities</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Outcomes</b>
1.NJ Center for PDSs established at William Paterson	Spring 2010	PD/EPC/PCD	Center is established
2.Select Advisory Committee	Spring 2010	PDs / faculty/PCD	Advisory Committee meets

3.Hold Annual Conference	Fall 2011	PD/PDSs/ECLC/PCD	Conference is held/evaluated annually
--------------------------	-----------	------------------	---------------------------------------

**Goal 5: Retain Highly Qualified and Effective Teachers in our High-Need partnering LEAs**

**Objective 5.1: To provide novice teachers with sustained quality mentoring and professional development from induction through tenure**

<b>Activities</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Outcomes</b>
1.Mentor selection and professional development	Spring 2010 for PC and on-going Fall 2011 for RP and on-going	SBLT/PIRs/OFE	Participant retention
2.Workshops/Conferences	On-going	Project Staff/Faculty	Participant retention
3.On-site PD at PDSs	On-going	PIRs/PDSs/SBLT	Participant retention
4.Teachers-TV	Fall 2011	WNET	
5.On-line support	On-going	Kean University	

**Objective 5.2: To offer sustained professional development for PDS teachers in keeping with the New Jersey Statewide Systemic Model for Continuous Professional Learning and Growth**

<b>Activities</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Outcomes</b>
1.Schools To Watch	Fall 2009	STW teams and staff	PDSS participate in Schools to Watch
2.Professional Learning Communities through Lesson Study	Fall 2010 and ongoing	PIRs/PDS/faculty	PDS Professional Learning Communities established
3.21 <sup>st</sup> Century Skills	Spring 2011	NJ DOE and Kean University	Participants can model skills
4.National Board Certification	Summer 2011 and on-going	Rowan University	Participants apply for NBC

**Goal 6. Recruit and prepare educational leaders for urban schools into programs leading to licensure as principal in New Jersey**

**6.1: To recruit LEA faculty and staff to complete Principal licensure programs**

<b>Activities</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Outcomes</b>
-------------------	-----------------	-----------------------	-----------------

Recruitment activity in PDSs and partner districts	Fall 2010	SBLT All IHE's	Cohorts recruited
Selection of participants based on established criteria	Fall 2010	Faculty	Participants selected and enrolled

**6.2: Require year-long clinical experiences for candidates completing a principal licensure program**

Activities	Timeline	Responsibility	Outcomes
Transformational Leadership Curriculum offered	Fall 2011 and on-going	Faculty	Leadership skills and knowledge
1.Internship in high needs urban schools/Collaborative research/ 2.Panel Interviews 3.Induction	Spring 2012 and on-going	Supervisors Mentors Faculty/School Personnel	Participants recommended for licensure as principals  University-based support group

**6.3: To offer a comprehensive program of study centered on transformational leadership skills**

<b>Activities</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Outcomes</b>
Transformational leadership curriculum offered	Fall 2011 and on-going	Faculty	Leadership skills and knowledge
Internship in high needs urban schools/collaborative research Panel interviews	Spring 2012 and on-going	Supervisors Mentors Faculty/School Personnel	Participants recommended for licensure as principals; awarded graduate degree

**6.4: To assess program participants by tracking licensure issuance, employment in high needs LEAs and, to the extent possible, impact on student learning**

<b>Activities</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Outcomes</b>
Follow-up of graduates	Upon graduation and on-going	Project Staff/ Faculty/CERT	Feedback to program
Track employment and retention in high needs LEAs	On-going	Project Staff/ Faculty/CERT	Impact of program assessed

**Goal 7: Evaluation and dissemination of project impact**

**Objective 7.1: To track employment of all program completers (pre-baccalaureate, residency, and school leaders) in collaboration with the NJDOE to determine retention in high-needs LEAs across New Jersey**

<b>Activities</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Outcomes</b>
1. Creation of tracking system	Fall 2010	NJ DOE/ Project Staff/CERT	Tracking system created
2. Submission of list of completers to NJ DOE	Spring 2011	Project Staff/CERT	List of completers submitted
3. Implementation and evaluation of tracking system	Fall 2011 and on-going	NJ DOE/Project Staff/CERT PE	System implemented and evaluated. Feedback incorporated

**Objective 7.2: To track residency participants' impact on student learning**

<b>Activities</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Outcomes</b>
1. Creation of tracking system	Fall 2010	NJ DOE/CERT	System created
2. Submission of Scores	Spring 2011	PDSs /NJ DOE/ Project Staff/CERT	Scores obtained
3. Implementation and	Spring 2012 and on-going	NJ DOE/CERT	Tracking system is

evaluation of tracking system		PE	implemented and evaluated
-------------------------------	--	----	---------------------------

**Objective 7.3: To evaluate and disseminate project outcomes\***

<b>Activities</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Outcomes</b>
Presentations Publications PDS Annual Conference	Spring 2010 and on-going	Project Staff/PC/RP	

\*see project evaluation section

## **PROJECT EVALUATION**

The overall goal of The Garden State Partnership for Teacher Quality (GSPTQ) is to improve the academic achievement of K-12 students through the recruitment, preparation, and retention of highly qualified and effective teachers in New Jersey. The GSPTQ has engaged **LD Platt Strategies** to assess the outcomes of the project. The GSPTQ will assess all outcomes relative to teacher preparation and retention, with special emphasis on the Garden State Urban Teacher Residency program. Outcomes will be compared with all state and private universities in New Jersey. Data will be collected on the effectiveness of the GSPTQ in recruiting, preparing, and retaining participants, collaborations including PDS partnerships, the impact of Teacher Work Sample Methodology, Lesson Study, and National Board Certification professional development, and the effects of new strategies and practices in K-12 student academic achievement. The GSPTQ will cooperate with a national evaluation contractor that will be selected for the evaluation of the national project.

The Garden State Partnership will use a quasi-experimental design and compare outcomes for program participants and graduates with outcomes for comparison groups. The evaluation will assess progress on meeting the specific goals and objectives of the project as described in the Project Design section as well as the Government Performance and Results Act (GPRA) measures.

### **GPRA INDICATORS:**

#### **Performance Measure 1: Graduation.**

- 98% of pre-baccalaureate candidates prepared at all three partnering universities in early childhood, elementary, and secondary education will attain initial certification /licensure

by passing all necessary licensure/certification assessments and attain a bachelor's degree within six years

- 100% of residency candidates prepared at all three partnering universities will attain initial certification /licensure by passing all necessary licensure/certification assessments and attain a master's degree within two years

**Performance Measure 2: Employment Retention**

- 95% of beginning teachers from the pre-baccalaureate program will be retained in teaching in the partner high-need LEA three years after initial employment.
- 100% of beginning teachers from the Urban Residency Program will be retained in the high-needs LEAs three years after initial employment

**Performance Measure 3: Improved Scores**

- All three IHEs will report 100% pass rates on Praxis II exam, an improvement over the current scores for initial state certification or licensure of teachers

**Efficiency Measure: Employment Retention.**

See Performance measure 2 above

**Short-Term Performance Measure 1: Persistence**

- 100% of program participants who did not graduate in the previous reporting period will persist in the postsecondary program in the current reporting period

**Short-Term Performance Measure 2: Employment Retention**

- 100% of beginning teachers will be retained in teaching in the partner high-need LEA one year after initial employment.

The project evaluation is designed to provide continuous monitoring of services to participants as well as the gathering of evidence to determine project impact and effectiveness in preparing and retaining high quality teachers for urban high needs LEAs.

Evaluation measures will include assessments to reflect on the unique activities and outcomes of the project. Furthermore, the evaluation will analyze data maintained at the three universities, state, and LEA levels to reflect on the project, its objectives, and goals relating to teacher preparation, recruitment and retention as well as teacher impact on K-12 student learning.

**Evaluative methods include:**

Surveys: A series of measures to reflect on implementation strategies and program reactions from each cohort (pre-baccalaureate project participants, residency participants, LEA, and university staff). Each measure developed will have both limited response and open-ended items.

Interview and Focus Group Discussion Protocols: A series of structured measures to garner in-depth descriptive information relative to the implementation strategies and program outcomes from each cohort (pre-baccalaureate project participants, residency participants, LEA, and University staff).

Rubrics for use in assessing participant performance.

A review committee will articulate the criteria to distinguish successful performance relative to specific participant products (e.g. TWS, RTOP+, portfolios). Quality of coursework, reflections, performance products and professional artifacts (e.g., lesson plans, assignments) will be assessed. Each university partner will utilize Teacher Work Sample to analyze performance outcomes by pre-baccalaureate candidates across the partnership as well as candidates participating in The Garden State Urban Teacher Residency Program.

University Performance: Participant performance and persistence towards graduation in University coursework, including education and identified academic areas will be examined.

Measures will include rubrics assessments, GPA, courses attempted, and courses completed.

Teacher Hiring: Hiring of project participants will be tracked using the system to be developed collaboratively with the New Jersey Department of Education (NJDOE).

Teacher Retention: Participant retention in a high-need LEA will be monitored and tracked using the system developed with the NJDOE.

Impact on K-12 Learning: The impact of graduates from the Garden State Urban Teacher Residency Program on K-12 student learning will be assessed using the tracking system to be developed collaboratively with NJDOE.

Interim and Final Reports: A database will be created to support the completion of interim and final reports. The database will be participant specific and include background variables (e.g. race, socioeconomic status, and pre-program education), courses attempted, completed, and grades, project and college services used, and professional performance data (on the job). Analyses will not only seek to determine the extent to which each project objective was met, but to establish linkages between program strategies and activities, college and LEA support services, successful attainment of a teaching credential, retention as a teacher in a high-need LEA, and teacher performance measures. Such measures will include, but may not be limited to, evaluation reports prepared by district administrators and supervisors and those prepared by university faculty or supervisors.

### **Formative and Summative Data to be Collected**

**Formative data** will be collected and analyzed by the project administrators (directors, coordinators) for each IHE site, school district staff, PIRs , mentors, evaluator, and project participants from the onset of the project until its conclusion.

Formative data include but are not limited to:

- Transcripts of participants' previous work to determine GPA
- Number of years of teaching or tutoring experience of participants
- Initial interview responses
- Oral communication assessment
- Writing samples
- Participants' self assessment of strengths and weaknesses
- Academic major completed
- Grades
- Participant attendance and participation in all project activities
- Feedback from university and district staff on each participant and on program
- Rubric assessments of participant online portfolios and Teacher Work Samples
- Year-end sessions/lessons learned
- Field observations of teaching competency by Professors in Residence (PIR) and cooperating teachers
- Indicators of participant professional performance including teacher and student attendance and administrative evaluations in relation to other non-program candidates hired in the same time frame for equivalent positions in the districts
- Numbers of participants continuing in the program

### **Feedback and Assessment of Progress**

The formative evaluation will collect data to monitor the efficacy of implementation strategies of the project. Surveys, structured interviews, and focus group discussions will be developed to reflect the services offered and developed. Formative evaluation reports will be made to project staff in order to support mid-course revisions, if necessary.

Professors in Residence (PIR) (school site), faculty, and classes taken by project participants will be evaluated to identify student strengths, weaknesses, and needs. These data will be participant specific and shared with project coordinators to support timely modifications in support available to participants.

LEA staff, including principals, supervisors, cooperating teachers and mentors, will be surveyed and interviewed in the spring of each year. Data collected will seek to determine the needs and strengths of pre-baccalaureate and new residency participants. These data will be shared with project staff and university faculty to support their modification and the development of support services and curriculum modifications.

Formative evaluation reports will be shared with the Project Directors, Project Coordinators, District representatives and other staff members as well as the school districts at least twice per year. Timing of reports may be adjusted to optimize the usefulness of the data collected. Formative evaluation reports will be offered in such a manner as to facilitate mid-course adjustments in services provided, if warranted.

**Summative data** will be collected at the end of each year and at the conclusion of the project by the independent program evaluator to determine: 1: progress in meeting the specific goals and objectives of the program and 2: progress towards meeting the GPRA measures.

Summative data to be collected include:

**1. Number and percentages of participants who are:**

- identified, recruited, accepted, enrolled, retained—**Project Goals 1&2 ,GPRA 1.**
- achieving 2.75 GPA needed for N.J. certification—**Project Goals 1&2, GPRA 1.**
- attaining initial certification and completing the bachelor’s degree within 6 years  
**Goal 1) or the master’s degree within 2 years (Goal 2), GPRA 1**
- seeking teaching positions-- **Goals 1 and 2, GPRA 1**
- passing the Praxis II test required for initial license in NJ-**Goals 1 and 2, GPRA 3**
- hired by high-needs urban schools (disaggregated by elementary and secondary levels) -- **Goals 1 and 2, GPRA 4 (A)**
- hired by high- needs LEAs who are members of underrepresented groups- **Goals 1 and 2, GPRA 4-B**
- hired by high-needs LEAs who teach high-need academic subject areas-**Goals 1 and 2, GPRA 4-C**
- hired by the high-needs LEAs who teach in Special Education, English as a Second Language, Bilingual or Early Childhood Education-**Goals 1 and 2, GPRA 4-D**
- participating in professional development activities, induction and mentoring-  
**Goal 3 and 5**
- teaching/retained after one year –**Goal 5, GPRA Short-Term Performance Measure 2**
- teaching/retained after two years in high-needs LEAs-**Goal 5**
- teaching/retained after three years (tenure)-in high-needs LEAs- **Goal 5, GPRA 2**
- integrating technology into the teaching and learning process-**Goals 1 and 2, GPRA 4-G**

- collecting, analyzing student data to improve academic achievement- **Goals 1, 2, 5, GPRA 4-G**

## **2. Number of Professional Development Schools**

- established in participating high- needs urban LEAs-**Goal 4**
- establishing Leadership Teams-**Goal 4**
- serving as sites for pre-baccalaureate candidates and urban residents and leadership candidates-**Goal 4 and 6**
- offering induction support, professional development activities, and mentoring to novice teachers and leadership candidates—**Goals 4, 5 and 6**
- supporting teachers towards National Supporting Board Certification – **Goal 3**

## **3. Impact on LEA Student Achievement (Goal 7)**

Data to be collected include:

- Standardized test data (NJ ASK)
- Disciplinary referrals
- Promotion and graduation data
- Disaggregated test data for ELLs and special needs students
- LEAs progress towards achieving AYP

**The long term outcomes** of the project will extend beyond the life of the grant and may lag behind the time span of the Department’s financial support. As such, William Paterson, Kean and Rowan Universities have agreed to follow participant outcomes for an additional three years beyond the end of the grant. Specifically, the partnership will track employment and retention for all graduates. These participants will no longer be novice teachers and most will have

established teaching careers. The additional tracking will be necessary to fully address GPRA Performance 2 (Indicator B) and the overall goal of the project.

### **Significance**

The recruitment, preparation and retention of teachers for urban schools and the academic achievement of students in urban classrooms are issues in the forefront of educational policy today. In spite of the efforts of educators to reform, using NCLB, and research-based practices, we continue to be frustrated by our inability to close the achievement gap. Teacher shortages exist in poor areas, mostly urban, where teachers are placed in classrooms for which they are unprepared and where teacher turnover is extremely high. In fact, many have warned of mass teacher shortages in certain geographic areas and subject areas such as mathematics, science, bilingual, and special education.

Research conducted by Christenson & Levine (1998) identified that in schools where a majority of the students are of color, 14% of teachers were working on emergency licenses. Additionally, 34% of the alternate route recruits who are teaching in high needs schools reported that they were planning to leave teaching within two years (Berry, Montgomery, & Snyder, 2008). These shortages negatively impact the educational experiences for urban students due to an increase in class size in these critical areas, which may decrease the amount of individualized attention each student will receive (Hill & Gillette, 2005). This could also decrease student performance over time. For example, in New Jersey, 41 schools have been identified as being in their 6th year of failure to make adequate yearly progress. In spite of the best efforts of state and local administrators, teachers and communities, these schools have not been able to advance their students in achieving academic success.

A serious situation has developed in the United States, and in New Jersey, where students who need the best prepared, most experienced, and most committed teachers are being taught by the least prepared teachers, many of whom are teaching out of license. The result is a sub-standard education for poor students, especially students of color. This situation has sober ramifications for their post-secondary education, employment prospects, and their communities. It is a situation that brings forth an especially important question to consider: *How can universities assist K-12 schools in high needs districts attract, recruit, and retain academically prepared and pedagogically effective teachers for work in their urban school contexts?*

The Garden State Partnership for Teacher Quality, developed to answer this important question, will address the issues discussed above by:

1. recruiting highly motivated and highly qualified teacher education candidates who are committed to teaching in urban high needs schools;
2. reforming the pre-baccalaureate teacher education programs at three large universities through extended, supervised field experiences in urban high need LEAs; professional development in critical areas such as literacy, special education (including working with gifted and talented students as well as students with special learning challenges), working with students for whom English is not their first language and implementing strategies for successfully interacting with parents and families, and student advocacy.
3. developing and implementing the Garden State Urban Teacher Residency Program with strong pre-service teacher preparation which will include a year long placement in a PDS, a strong pedagogy preparation component, an experienced mentor from residency through tenure, and graduate work in one of the following critical needs areas: special education, ESL or Bilingual education.

4. developing and implementing an induction support process for both the pre-baccalaureate and residency participants that will successfully retain highly-qualified teachers in high-need schools

5. developing and implementing a data tracking system to determine retention of teacher candidates in urban schools as well as their impact on student learning and academic achievement.

Residency participants will be recruited from five major urban school districts in the Garden State: Paterson, Passaic, Union City, Jersey City, and Camden. Educators have increasingly been providing evidence about the types of teachers who are most likely to be successful and stay in poor, urban districts (Garcia, 2002; Haberman, 1995; Hill & Gillette, 2005; Ladson-Billings, 1994; Murrell, 2000). This special group is characterized by, among other things, their strong content knowledge base, their ability to construct and teach lessons in multiple ways, and their commitment to students, parents, and the communities they serve (Hill & Gillette, 2005).

The Garden State Partnership for Teacher Quality will attempt to solve important educational issues for New Jersey - quality teacher recruitment, quality teacher preparation, teacher retention, and improved student academic achievement - and serve as a model for other states. As NCATE-accredited institutions, all three universities have clear conceptual frameworks of what constitutes quality teacher preparation for high-needs schools. Each university has expertise in preparing teachers in all content areas and at all levels (preschool through adult) as well as the specialized areas of special education, ESL, and bilingual education.

To build an effective urban residency program as well as the pre-baccalaureate program in New Jersey, the partnership is modeled after the successful Chicago and Boston residency

programs and principles for teaching residencies. The seven guiding principles include: weaving education theory and classroom practice; focusing on learning alongside an experienced mentor; organizing teacher candidates in cohorts to cultivate professional learning communities and fostering collaboration among new and experienced teachers; building effective partnerships; serving school districts; supporting participants once they are hired as teachers of record; and, establishing and supporting differentiated career roles for veteran teachers.

All three universities in this partnership have utilized the PDS model to move school reform in high need schools. While we do not claim it to be a "miracle cure" to solve the many problems facing urban schools, we have seen significant transformations of school culture and learning environments. In one case, a persistently failing PDS that had been collaborating with Kean University for 5 years was finally able to make AYP and be removed from a list of failing schools.

A majority of the schools in New Jersey that did not make AYP contain middle grade (5-8) or are middle schools (6-8). In high-poverty environments, a student's middle grades experience strongly impacts the odds of graduating from high school. Two thousand high schools produce half the nations' dropouts and more than two-thirds of its minority dropouts. We must transform these high schools and middle schools to begin to address this crisis in our nation.

The GSPTQ will have short and long term impact on urban schools:

**Short Term Outcomes:**

- Partnerships between three institutions of higher education and five urban school districts will be strengthened as they collaborate in the recruitment, preparation, and retention of teachers

- Fifteen professional development schools (PDSs) will be established in five urban high needs districts
- Pre-baccalaureate Teacher Preparation Programs in three New Jersey IHE's affecting 2,500 program completers a year (26% of all beginning teachers in the state) will be restructured
- An Urban Teacher Residency Program will be established by the GSPTQ preparing 15 residents a year
- Faculty and mentors at three institutions and at partner schools will participate in staff development designed to enhance their skills in working with beginning teachers
- A collaborative induction model will be implemented and institutionalized by all partners

### **Long Term Outcomes**

- There will be a replicable model for collaboration between institutions of higher education and urban schools for the recruitment, preparation, and retention of highly qualified teachers
- There will be a replicable model for an Urban Teacher Residency program involving a collaboration between high need schools and institutions of higher education
- Four cohorts of 15 teacher candidates will have graduated from the Garden State Urban Teacher Residency Program
- K-12 student learning in fifteen urban PDSs will improve, and all participating LEAs will have made significant progress towards meeting AYP

- The number of National Board Certified teachers in the state will have increased by 10 percent in five years
- The number of teachers from underrepresented groups in the participating LEAs will have increased by 10% in five years
- There will be a replicable model in New Jersey for tracking teacher retention and teacher impact on student academic achievement
- Teacher retention in urban high needs LEAs will have increased by 20 percent
- There will be minimum of 150 school principals prepared to be transformational leaders for urban schools
- Nearly 92,000 students in the highest needs school districts in New Jersey will be impacted by the work of the partnership

## **QUALITY OF MANAGEMENT PLAN**

### ***1. Adequacy of Management Plan***

The management plan is designed to insure that the program's goal, objectives and activities are accomplished in a timely and efficient manner. The project will be housed at William Paterson University and will be directed by the Dean of Education at this institution and co-directed by the Deans of Kean University and Rowan University.

### **Project Leadership and Key Personnel**

**Project Director:** Dr. Ana Maria Schuhmann, Interim Dean of the College of Education at William Paterson University. The Co-Directors are Dr. Susan Polirstok and Dr. Carol Sharp of Kean University and Rowan University respectively. All are highly qualified to serve as project directors, having extensive experience and expertise with federally funded projects as well as with the preparation of effective teachers for urban multicultural schools. Dr. Schuhmann will

commit 15% of her time while Drs. Polirstok and Sharp will commit 10% each of their time to supervise the executive project coordinator, serve as the primary liaison from the IHEs with the LEA leadership, review and approve budget and project priorities, supervise assessment activities, convene the Executive Consortium Leadership Council, assist in preparation, and filing of reports and advocate for the project with internal and external constituencies.

**Executive Project Coordinator:** (To be hired) Full Time. The Executive Project Coordinator will provide leadership and coordination of consortium activities, schedule and supervise program activities with IHE faculty, personnel and LEA representative, as well as the manage day to day expenditures for consortium project, provide support to the Executive Consortium Leadership Council, act as liaison to USDOE, NJDOE and other agencies, coordinate assessment with evaluator and IHE site coordinators, prepare and files reports to USDOE and supervise other project staff.

**IHE Site Coordinators:** One each at William Paterson University, Kean University, and Rowan University. Provide site leadership and coordination of activities and expenditures, member of the Executive Consortium Leadership Council and IHE Site Based Leadership Team, liaison to other project partners and site-specific funders, coordinates local assessment, prepares, and submits reports to the executive project coordinator, supervises staff, faculty, and others involved in site activities.

**Program Assistants:** Full time (4). Support the Executive Project Coordinator (1) and IHE Site Coordinators (3) at each location, including general administration, bookkeeping, meeting and travel coordination, and staff support to the Executive Consortium Leadership Council and IHE Site Based Leadership Team.

**Superintendents, District Professional Development Coordinators and District Human**

**Resource Supervisors:** Leadership and administrative support of The Garden State Partnership for Teacher Quality Project assist in the expediting of the hiring process of project candidate completers (pre-baccalaureate and residency), support induction-year teachers through assigned mentorship and professional development opportunities, coordination of intra- and inter-district activities, and participation on the Executive Consortium Leadership Council.

**Professors-in-Residence (PIR):** Fifteen PIRs will be hired to support and supervise project participants during their clinical pre-baccalaureate experiences, their first year as teachers of record, as well as their induction years. In addition, the PIRs will assist in the establishment and serve as members of learning communities, serve as liaisons between the project and the IHEs, assist in the recruitment, selection, and placements of pre-baccalaureate and residency candidates. As members and advocates for project participants, they will observe, coach, mentor, and provide feedback and support for The Garden State Partnership for Teacher Quality faculty and candidates, meet with project participants twice a month for support sessions, provide feedback to project IHE site coordinator and LEA school administration (Principal) on a project progress, hold seminars in the learning communities, and conduct evaluation activities. All PIRs will serve on the IHE Site Based Leadership Team as well as the Professional Development School Based Leadership Team.

**The Executive Consortium Leadership Council (ECLC):** As outlined above, the ECLC will be established to oversee the project and to provide feedback to the project director and co-directors and other key personnel. The ECLC will meet every other month and will be composed of representatives from all stakeholders: The Garden State Partnership for Teacher Quality

Director, Co-Directors, Executive Project Coordinator, IHE Site Coordinator, LEA District Representatives, NJ Department of Education representative and Community Partners.

**IHE Site Based Leadership Team (SBLT):** As outlined above, the SBLT will be established to oversee the project and to provide feedback to the project director and co-directors and other key personnel. The SBLT will meet once a month and will be composed of representatives from each IHE partnership: IHE Site Based Coordinator, Professors-In-Residence, LEA Principals/member of the PDS Based Leadership Team and essential IHE professional staff (Director of Field Experiences).

**Professional Development School Based Leadership Team (PDSBLT):** As outlined above, the PDSBLT will be established to oversee the project and to provide feedback to the project director and co-directors and other district key personnel. The PDSBLT will meet once a month and will be composed of: The Principal, selected LEA faculty from the PDS school, the Professor-In-Residence, the IHE Site Based Coordinator and a representative from the LEA office of Professional Development.

## ***2. Adequacy of Procedures for Feedback and Improvement***

The management plan calls for clearly defined responsibilities, a well sequenced series of activities, timelines, milestones and assessments to accomplish the project goal and objectives. These are outlined in the charts found under Project Design. The evaluation plan indicates the assessment measures and procedures that will be used to provide feedback to all a.) project participants regarding their progress towards program completion and certification and b.) program staff and school districts regarding progress towards accomplishing project goal, objectives, and outcomes.

### **a.) Procedures for Feedback and Improvement of Participants' Performance**

Candidates will be assessed on their knowledge, skills, and dispositions to become effective teachers. Knowledge, pedagogical skills, dispositions as well as performance in clinical practice and course-work will be evaluated using tools developed as part of the IHEs assessment plans. Participants will be observed and given feedback by the PIRs and master teachers (school mentors) in the LEAs utilizing the Clinical Assessment Forms aligned with state and national standards. In addition, candidates will complete a Teacher Work Sample designed to document participants' impact on their students' learning. Content knowledge will be assessed through the Praxis II exam as well as satisfactory completion of course-work. Feedback to candidates will be continuous during the early clinical experience, internship year (when they are teacher of record), and induction years. Support for areas determined for needing improvement will be ongoing.

b.) Procedures for Feedback and Improvement Towards Project Goals

LEA staff, including principals, supervisors, and mentor teachers, will be surveyed on a regular basis. Data collected will seek to determine the needs and strengths of pre-service and new practicing project participants. These data will be shared with project staff to support their modification and the development of support services for candidates.

Formative evaluation reports will be shared with the Project Director, Co-Project Directors, Executive Project Coordinator, and other faculty and staff members at least twice per year.

Timing of reports may be adjusted to optimize the usefulness of the data collected. Formative evaluation reports will be offered in such a manner as to facilitate mid-course adjustments in services provided, if warranted. The Executive Consortium Leadership Council will provide additional feedback towards progress of project goals and be a key source of information towards any needed improvements is the operation of the project.