

Chicago Southland Region Teacher Quality Partnership

Governors State University Teacher Quality Partnership Grant Application

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Introduction

The Southland Region of Metropolitan Chicago is an area in crisis. As Chicago housing projects were demolished in the last decade, a disproportionate number of their former residents sought federally subsidized and other affordable homes in the south suburbs, signaling a significant demographic shift. For decades, poor neighborhoods in Chicago have been singled out as having the greatest need for improved schools. A number of south suburban communities now have poverty rates greater than Chicago's figure. Of the 20 Southland school districts that, according to United States Census Bureau statistics, exceed the 20% poverty level, eight have rates higher than Chicago's of 26.86%.

School reform efforts in Illinois have further amplified the effects of poverty on the Southland education systems. Apart from Chicago, the Southland Region has the state's highest number of schools failing to meet state and federal testing standards. State support for schools has dwindled in the last two decades and Illinois now ranks 49th among the states in the portion of school revenues that come from state sources. At the same time, south suburban schools have suffered because of the state's education funding formula. With inequities in the school funding system, Southland Region residents pay a much higher proportion of their incomes in property taxes and are at the low end of the \$6,000 to \$23,000 range in per pupil spending in the state (A+ Illinois, 2009). Governors State University's strategic plan outlines its commitment to our region and we have a strong history of collaborative partnerships with the schools included in this project proposal. With the vision and resources provided by Department of Education, this grant can provide tremendous impact not only on the students and schools in our area, but in the regional overall as well.

All eligibility requirements have been addressed in Appendix A. This proposal is a request for funding for **Absolute Priority #2, Residency Program** with **all four competitive priorities** as well as the **Invitational Priority** addressed (Specific locations are noted in table of contents). Program requirements for needs assessment, project description, induction activities, coordination, assessment of resources, description of the evaluation plan and the commitment to participate in a national evaluation study are described in detail aligned with established criteria.

A. Project Design

The Governors State University (GSU) Chicago Southland Teacher Quality Partnership design **represents an exceptional approach to the priorities established for this competition** as it is grounded in the four Teacher Quality Partnership goals and eight specific local objectives aligned with those goals (Table 1). The key components for the project design include **Absolute Priority #2, the Establishment of an Effective Teacher Residency Program, and Competitive Preference Priority #2, the Development of Leadership Programs**. The program description that follows is organized in such a way as to make it easy for the reader to see how each of the TQP goals and corresponding local objectives align with program activities included in the interdisciplinary EdD in Leadership and the MAT in Urban Teacher Leadership.

In order to **enhance the impact of the services provided by this project on the intended recipients** and to foster **improved performance and sustainability** in our high-need schools, the leadership component also includes a **Turnaround Schools** initiative for our partner districts in collaboration with the GSU Metropolitan Institute for Leadership in Education (MILE). High quality induction and mentoring is built into all initiatives building on the strength of the history of GSU's existing teacher and administrator mentoring programs. Particularly innovative is our integration of internal and external partners to strengthen resources and provide

creative services to improve teacher performance and student achievement in our high-need region. Each partner’s responsibility is outlined in our Management Plan (Section C) and also in our organizational chart in Appendix D. This strong partnership, grounded in more than twenty years of strong university school partnerships in our region, **will maximize the effectiveness of the project services**. All coursework and professional development **are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services** and will be aligned with the research-based initiatives outlined in this proposal; many are integrated in the residency coursework and offered as professional development (PD) to all University faculty and partnership districts’ educational personnel, as well as integrated within the induction and mentoring initiatives.

Table 1 *TQP Goals and GSU Project Objectives*

TQP Goals and GSU Project Objectives
TQP Goal 1: Improve student achievement
Project Objective 1: Strengthen University focus on the urban school leadership programs for teachers and administrators.
Project Objective 2: Track program impact on student learning.
TQP Goal 2: Improve the quality of new and prospective teachers by improving the preparation of prospective teachers and enhancing professional development for new teachers
Project Objective 3: Design and establish a dual college (COE and CAS) MAT residency program in Urban Teacher Leadership.
Project Objective 4: Assist partner districts with development and refinement of high-quality, comprehensive induction programming with intensive mentoring for teachers in residency and for all first and second-year teachers of record in their respective districts.
Project Objective 5: Serve as a catalyst for reform for all programs in the Professional Education Unit (PEU) in the University and all high-need districts in the Southland region.
TQP Goal 3: Hold teacher preparation programs at institutions of higher education accountable for preparing highly qualified teachers.
Project Objective 6: Create a system of continuous improvement.
Project Objective 7: Interface project staff with other GSU departments and regional agencies for the purpose of program collaboration and alignment
TQP Goal 4: Recruit highly qualified individuals, including minorities and individuals from other occupations, into the teaching force.
Project Objective 8: Recruit high-quality teachers from diverse backgrounds to improve student achievement in the high-need schools of the Southland Region of Chicago

TQP Goal 1 – Improve student achievement

TQP Goal number one is the overarching goal of this initiative. To attain this goal, our project's objectives are to strengthen our high quality programs in both teacher preparation and school leadership to better meet the needs of our partnership schools.

Project Objective 1: Strengthen University focus on the urban school leadership program for teachers and administrators

Competitive Preference Priority #2 – Leadership and Turnaround Leadership Initiative

The GSU TQP Leadership strand contains two components: the first is the development of an interdisciplinary EdD in Leadership with the option of earning a superintendent's endorsement; the second is a turnaround leadership initiative to be developed under the guidance of Dr. Joseph Murphy of Vanderbilt University. Dr. Murphy, a national leader in educational reform and leadership, will be brought on as a consultant for both leadership initiatives for the five years of the grant. He chaired the group that developed the Interstate School Leaders Licensure Consortium (ISLLC) standards, is currently working to develop National Board standards for administrators, and was also part of the Vanderbilt Team that developed the Vanderbilt Education Administration 360° (Val-Ed) administrator evaluation system.

Edd in Leadership

The College of Education, as part of the TQP initiative, will create an **interdisciplinary Leadership Doctorate (EdD)**. This doctorate will provide increased rigor and opportunity for additional research. Its interdisciplinary nature is essential to the preparation of leaders who are well grounded in their understanding of systems in correlation with leading others in achieving high-reaching goals. This doctoral program represents a collaborative effort with the College of Education, the College of Arts and Sciences, and the College of Business. It will consist of a set

of core courses and four strands. Individuals in the program will all take the core courses and then will choose the strand that best meets their career goals. The four strands are Superintendent, Teacher Leader, Higher Education Administration, and Non-Profit Leadership. A key focus of this doctorate, especially in the strands preparing superintendents and teacher leaders, is on the **turnaround competencies** needed to make effective change in all schools. These competencies, as identified by Public Impact for The Chicago Public Education Fund (2008), are clustered in the following groups: driving for results, influencing the results, problem solving, and personal effectiveness.

Eligible candidates must be recent graduates of an institution of higher education, career changers with strong content knowledge, current teachers with a desire to become school leaders, or school leaders interested in becoming superintendents. After submitting an application, there will be several levels of screening. Eligible candidates will be prepared aligned with **appropriate standards** and, if applicable, prepared to take certification tests.

The interdisciplinary Leadership Doctorate is currently under development with input from faculty members in educational leadership, K-12 education, business, political justice, English, environmental science, sociology, and non-profit entrepreneurship.

Courses will focus on promoting strong leadership skills and, as applicable, techniques for school leaders to:

Understand how students learn and develop in order to lead others toward increased academic achievement for all students
Understand the teaching and assessment skills needed to support effective and successful classroom instruction
Effectively create, maintain and support a data-driven professional learning community
Provide a climate conducive to the professional development of staff
Use data to evaluate teacher instruction and drive teacher and student learning
Manage resources and time to improve the academic achievement
Ensure a safe school environment
Engage and involve parents and all community stakeholders

The interdisciplinary organization of this doctoral program supports a high quality preservice clinical experience. Candidates for the Superintendent and Teacher Leader strands may serve in the high-need TQP grant partner school districts to complete their year-long clinical experience. These candidates will be closely supervised by partner school district leaders and university faculty. This experience will integrate pedagogy and practice to promote effective leadership skills needed to turn around high need, low performing schools.

Mentoring for new school leaders will be coordinated through this grant's internal partner, Metropolitan Institute for Leadership in Education (MILE) a center designed to promote high quality educational leadership in the region, part of GSU's College of Education. MILE, an Illinois state approved mentor provider, has an established induction program for new school leaders that will provide support to the candidates in this doctoral program.

Partner school district leaders will be included with business and community leaders to develop an effective strategy to recruit qualified individuals for this program. GSU maintains a database that includes nine years of Alternative Certification program completers who were career changers, many of whom are individuals from **underrepresented populations**. These individuals will be encouraged to consider this leadership opportunity because they have already committed to working with children of promise.

The anticipated start date for this doctoral program is fall 2011. Candidates will be admitted each fall in a cohort of twenty to twenty-five. Participants in the TQP who choose to pursue this doctorate will further hone their skills as turnaround specialists. The only cost to the grant for the development of this EdD will be for the consultation services of Dr. Murphy; all other costs will be in-kind services from University faculty.

Table 2 *Standards EdD in Leadership Program and Turnaround Leadership Initiative*

ISLLC Standards	McRel Standards	IPSLs Standards	NAESP Standards
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Turnaround Leadership Initiative

The Turnaround Leadership initiative will be developed in partnership with the Metropolitan Institute of Leadership in Education (MILE). As an internal university partner, MILE has agreed to facilitate the administration of the turnaround initiative.

The TQP Leadership Team has determined that in order to attain the goals outlined in the grant, as well as to assure sustainability of the project, it is essential that the program design include ongoing professional development for the administrators of the partner districts. Turnaround Leadership initiatives are currently gaining momentum in the country and are aligned with the goals of the GSU TQP grant and provide a framework for this professional development work. Dr. Murphy’s recent book (2008), Turning Around Failing Schools, and his upcoming book, to be published in December, 2009, An Educator’s Handbook for Understanding and Closing the Achievement Gaps will serve as guides to our turnaround program development to ultimately impact student learning. Dr. Murphy will serve as a consultant working with a group of selected educational leaders in the region to develop the turnaround initiative and will provide ongoing feedback on program design and refinement based on our data-driven evaluation plan designed for continuous program improvement.

The TQP leadership team sees the potential of developing a center for turnaround leadership through MILE which would continue past the grant’s completion. Under discussion are possibilities for professional development strands on Turnaround Leadership and the possibility of the development of a certificate in Turnaround Leadership. This initiative will provide the vehicle for partner district administrators to align their work with grant goals and

initiatives. There is currently an administrator learning community in place with those districts that are a part of our GSU state funded Induction and Mentoring Partnership. It has become increasingly apparent that district administrators need to not only be aware of teacher quality initiatives, but also the importance of their role in contributing to successful teacher development and, as a result, positive student outcomes. The Turnaround Leadership initiative is central to this project as Dr. Murphy’s research has highlighted “**leadership as the critical variable in the turnaround equation**” (Murphy, 2008). We believe this project’s leadership initiatives are essential to meeting the TQP goals.

Project Objective 2: Track program impact on student learning

This objective is addressed in detail in the section on Optional Competitive Priority #1 on page 24. Our districts’ responses in our needs assessment indicate tremendous need in this area.

One hundred per cent of our partner districts responded that they need assistance with analysis of student work and data driven decisions. Our External evaluator, OER Associates has outlined an evaluation plan that can provide data to assist our districts with not only tracking the data, but working with the leadership team, **assisting the districts in utilizing the data for continuous improvement.**

TQP Goal 2: Improve the quality of new and prospective teachers by improving the preparation of prospective teachers and enhancing professional development for new teachers

This project will have tremendous impact on teacher quality due to the preparation of coursework and ongoing professional development (PD) **which is of sufficient quality, intensity and duration to lead to improvements in practice among the recipients of those services.** Residents will be focused on their coursework during the 18 months of the program with additional professional development at the district level. The project will focus on

professional development offerings during the two years of induction/mentoring support, following the residency. Aligned with our state induction and mentoring grant, professional development will be provided at the university at least four times a year open to all partner district teachers. In addition, resident mentors will have extensive PD in all areas to link theory to practice at the district level. All preparation and PD will focus on research-based initiatives including Universal Design for Learning (UDL), Response to Intervention (RtI), Differentiated Instruction (DI), Science, Technology, Engineering and Mathematics (STEM) Initiatives, Creating Independence through Student-Owned Strategies (CRISS), technology integration, Understanding by Design (UBD), and a focus on successful outcomes for high-need schools. The coursework design and professional development are enhanced by contributions of internal and external partners in the areas of technology, the arts, social justice, and high-quality curricular experience.

Absolute Priority 2: Partnership Grants for the Establishment of Effective Teaching Residency Programs

Project Objective 3: Design and establish a dual college (COE and CAS) MAT residency program in Urban Teacher Leadership

The MAT residency in Urban Teacher Leadership builds on the design structure of a long-standing teacher preparation program at Governors State University, the Alternative Certification Partnership which has been in operation for ten years and is recognized for its accomplishments in supporting best practices and evidence-based tenets of effective teacher preparation. In 2006, it was one of six national finalists for the prestigious Christa McAuliffe Award for Excellence in Teacher Education sponsored by the American Association of State Colleges and Universities (AASCU), the first program of its kind to be so honored.

Further, the GSU alternative certification program holds a long-term, high retention rate of program graduates who remain in the field of education. Of the nearly 200 candidates GSU recommended for certification over a ten-year period, 90% of them are still teachers or have moved into administration. In recent years, the demographic data for this elementary program identifies 70% of candidates as minority and approximately 40% as male. (GSU Alternative Certification candidate retention data). We look to the TQP grant to build on the strengths of this elementary education program, while taking the opportunity to meet the **additional needs of districts in our region in the areas of working with English Language Learners and middle school and secondary science and math.** The TQP grant also affords the opportunity to bring in the expertise of excellent faculty from our College of Arts and Sciences to work on this joint venture, which offers a tremendous opportunity to design a model for cross-college collaboration in teacher preparation.

Phase I - Year 1 of Grant - Transition

During the first year of the grant the current Governors State Alternative Certification program will make a transition to a two-program option, the current internship and the new residency. The state has given approval for the new model which will be residency based with certification and an MA in Education (Phylliss Jones, Illinois State Board of Education).

Phase II – Years 2-5 of the Grant - Residency with MAT in Urban Teacher Leadership

The redesigned program for career changers will be residency-based with certification and a Master of Arts in Urban Teacher Leadership; a joint certification partnership between the College of Education and the College of Arts and Sciences. This is an excellent example of **services provided by the collaboration of appropriate partners to maximize the effectiveness of the project.** Based on the needs of our districts, certification will be offered in

elementary education (due to the need for minority and male teachers), Bilingual and ESL, and Middle School/Secondary Math and Science. All candidates will be in one program cohort per year with many courses taken jointly and others in the specific certification strand noted above. A research-based reading instruction course and an English language learner (ELL) course will be required for candidates, including the content area math and science residents. Due to the strong need to strengthen our region's teachers in **meeting the needs of students with disabilities**, Response to Intervention (RtI) will be incorporated into our coursework and professional development (PD) will be available for all teachers in our partner districts in this important area. An urban teacher education focus incorporating Universal Design for Learning (UDL) will be aligned with our Professional Education Unit's (PEU) conceptual framework which includes applying research-based strategies through an ongoing process of guided inquiry with reflective analysis. This development of "teacher think" is essential in applying the extensive strategies outlined in UDL; essential in preparing teachers to meet the needs of children of promise in our region, including students with special needs and English language learners.

The residency model with high-quality mentoring provides the structure for optimum candidate development. Just as the fields of law and medicine strengthened their professional preparation at the beginning of the 20th century, the TQP grant acknowledges the need for extended high-quality preparation in our increasingly sophisticated field. Upon certification, all program completers will be supported for two years through a high-quality induction and mentoring program in our partner districts, outlined in detail in a subsequent section of this Project Design.

Coursework Design

As noted previously, this is a cross college, integrated MAT in Urban Teacher Leadership. The current design (Tables 3 & 4)) is a draft based on our experience with our course sequence in our alternative certification program and consultation with our program leaders. As we go through the process of program approval at the university and the state level, many more constituencies will be consulted to assure optimum program design. Some courses are current offerings, while others are specifically **designed to meet the developmental needs of our candidates through pedagogical scaffolding**, modeled after the alternative certification program’s coursework design. They are aligned with the appropriate program standards (Table 5) required by the state.

Table 3 *Proposed MAT Urban Teacher Leadership: Course Requirement Hours per Core*

Core I: Pre MA requirements	7 hours undergraduate
Core II	9 hours
Core III A & B	14 hours
Core IV	9 hours (12 hour option for Bilingual)
Total	32 graduate credit hours + 7 undergraduate prerequisite hours

Table 4 *Coursework Design Sequence*

Core	When	Candidates Enrolled	Selected Activities
Core I Undergrad. Prereqs. (7 hours)	Mid-March to Mid-June One evening, all day Saturday	All	<ul style="list-style-type: none"> • 3 days of field experiences • Tech portfolio • Introduction to UDL • Iron Oaks Leadership Training
Course EDUC 320 EDUC 321	Title/Hours The Future of American Education (3 hrs) Effective Teaching and Lab (4 hrs)	All All	
Core	When	Candidates Enrolled	Selected Activities
Core II (9 hours)	Mid-June through July 6 weeks 8:30 a.m.-4:30 p.m., daily	All	<ul style="list-style-type: none"> • 9 half days of field exp, with course specific assignments
Course TBD	Title/Hours Research-Based Reading Instruction (3 hrs)	All	

ALTC 602	Theory to Practice (3 hrs)		All
(Introduction to special education, educational psychology, urban issues)			
-and- Certification-Specific Course 1			
ALTC 601	Teaching in the Content Areas (3 hrs)		Elem. Ed.
TBD Math	Math Methods – Course I (3 hrs)		Math
TBD Sci	Science Methods – Course I (3 hrs)		Science
TBD ELL	Bilingual/ESL - Course 1(3 hrs)		ELL
Core	When	Candidates Enrolled	SelectedActivities
Core III-A (7 hours)	Fall Trimester	All	UbD Arts integration Writing across the Curriculum
Course	Title/Hours		All
EDUC 800	Student Learning and Assessment (3 hrs)		
TBD	Residency Field Experience Application I (1 hr)		All
-and- Certification-Specific Course II			
ALTC 605	Reflective Teaching I (3 hrs)		Elem. Ed
TBD Math	Reflective Teaching I (3 hrs)		Math
TBD Sci	Reflective Teaching I (3 hrs)		Science
TBD ELL	Bilingual/ESL - Course 2 (4 hrs)		ELL
Core	When	Candidates Enrolled	Selected Activities
Core III-B (7 hours)	Winter Trimester	All	Portfolio development Student work samples/student achievement data/data analysis
Course	Title/Hours		All
TBD	ESL Course (3 hrs)		
TBD	Residency Field Experience Application I (1 hr)		All
-and- Certification Specific Course III			
ALTC 606	Reflective Teaching II (3 hrs)		Elem. Ed
TBD Math	Reflective Teaching II (3 hrs)		Math
TBD Sci.	Reflective Teaching II (3 hrs)		Science
TBD ELL	Bilingual/ESL - Course 3 (4 hrs)		ELL
Core	When	Candidates Enrolled	
Core IV (9 hours\ ELL 9 or 12)	2 nd Summer	All Leadership development project	
-and- Certification Specific Course III			

ALTC 607	Reflective Teaching III: Research-Based Instruction (3 hrs)	Elem. Ed
TBD Math	Reflective Teaching III: Research-Based Instruction (3 hrs)	Math
BD Sci.	Reflective Teaching III: Research-Based Instruction(3 hrs)	Science
TBD ELL	Bilingual/ESL - Course 4 (3 hrs)	ELL*
TBD	ELL—(3 hrs optional)	
*(Completes ESL certification) Additional bilingual certification course (optional)		

Table 5 *Standards - Residency Program*

<ul style="list-style-type: none"> • IL Learning Standards/Frameworks • IL Professional Teaching Standards • IL Elementary Education Content Standards • IL Secondary Science Content Standards • IL Secondary Math Content Standards • IL ELL Standards 	<ul style="list-style-type: none"> • IL Technology Standards for all Teachers • IL Language Arts Standards for all Teachers • Association of Teacher Educators Standards • IL Induction and Mentoring Standards • Nat’l Assoc. of Alternative Certification 	<ul style="list-style-type: none"> • Quality Indicators (in development) • NCATE Standards • NBCT Core Propositions • ACEI Standards (Elementary Education) • NCTM Standards • NSTA Standards • Universal Design for Learning guidelines
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Project Objective 4: Assist partner districts with development and refinement of high-quality, comprehensive induction programming with intensive mentoring for teachers in residency and for all first and second-year teachers of record in their respective districts.

Induction and Mentoring

Increasingly, research is demonstrating the significance of the more fully-developed models of high-quality induction/mentoring to optimize impact on teacher performance and student achievement. The California New Teacher Center’s cost benefit analysis has demonstrated that for every \$1 spent on such programming, there is a \$1.60 return. Even more significantly, the study suggests that increasing teacher effectiveness provides far greater benefits (47%) than does simply reducing teacher attrition costs (17%) (Strong & Villar, 2007).

Governors State University has a sixteen year history in the area of induction and mentoring with partnerships with regional schools, including the GSU Alternative Certification Partnership’s intensive mentoring model where interns receive two to three hours of assistance per week and mentors participate in an ongoing learning community.

One central part of our current state grant initiative has been the development of an administrator learning community centered on the concept of the important role of the administrator in supporting new teachers. We have conducted two sessions with the administrators in all twelve partner districts, working with 198 of the 200 administrators in those districts, indicative of the strong working partnerships we have with the LEAs in our region.

Continued training, provided by the project, will lead to improvement in practice among its recipients. Our strong background and rich experience in this area would allow us to further strengthen what is already in place, implement more research based best practice initiatives, and distinguish us from many applicants who may be starting at a more basic level.

The following describes how we propose to strengthen our high quality induction and mentoring initiatives as part of this grant (Tables 6 & 7) and illustrates how **collaboration with our partners will maximize the effectiveness of project services.** The standards addressed by these initiatives can be found in Table 8.

Table 6 *Residency Mentoring*

Current (Intensive Alt Cert Model)	Proposed (Residency Model)
Districts select mentors, not always based on research-based criteria	Resident mentors selected jointly by university and district team with established research based protocol (IL Induction and Mentoring Standards, 2008, Odell & Huling, 2000, Saphier, 2007)
Mentors work with interns 2-3 hours per week	Residents have full time placement in mentor teachers' classrooms
Mentors participate in ongoing mentor learning community	Mentor learning community sessions will be extended in time/content and will include more professional development on UDL and other grant related initiatives
Professional coaching is available for interns referred for dispositional issues by the Student Progress Committee	Additional professional coaching mentors will be trained and the research on this program component will be strengthened
Mentors have specific protocols for mentor/intern work, with a focus on formative assessment to improve new teacher practice, aligned with the	Protocols and mentor/resident work will build on the current model and include more integration of UDL, technology, reading instruction, ELL, data analysis, student work samples, and student

Danielson Framework and the Illinois Professional Teaching Standards	achievement data
NA	Qualified mentors will serve as university instructors in the one hour field experience course of the MAT program which will allow for more focused time for collaboration after school hours
NA	Mentors will have the option of taking the mentor learning community sessions for professional development credit in a sequence to become Certified Cooperating Teachers at the University and work with traditionally prepared student teachers when they are not assigned interns
NA	Mentors will have the opportunity to take the Teaching with Primary Sources and Digital Storytelling Workshops, as extensions of the technology PD received in the mentor learning community
NA	Mentors will have the opportunity to serve as teacher leaders in their districts in the areas of technology integration, UDL, data analysis, student work samples, and student achievement data as a result of professional development through the TQP grant

Table 7 *First and Second Year Teacher Mentoring*

Current Program for First and Second Year Teachers	Proposed Program for First and Second Year Teachers
Alternatively certified teachers are supported in their districts without follow up from program unless the districts are in the GSU induction and mentoring grant. This provides for a tremendous range of support from very little to extensive.	All residents, upon certification will be supported through a two year high quality comprehensive induction program with intensive mentoring. Those districts not in the state grant will receive the same services the state grant provides, but through TQP dollars, until they transition to state monies to assure sustainability.
Current TQP partner districts in the state funded GSU Induction/Mentoring Partnership (6 of 9) receive: <ul style="list-style-type: none"> • Program development assistance, aligning district programs with state standards • Financial assistance for mentor stipends and district program operation • Instructional enhancement contracts to provide 12 hours of focused assistance to first and second year teachers on an as 	All TQP partner districts (including the 3 not currently in the state partnership) will receive: <ul style="list-style-type: none"> • All services currently in place (as noted on the left) • Additional professional development on the research based initiatives aligned with the TQP grant • Newly developed research based protocols designed through the residency mentoring initiative and adapted for first and second year teachers

<p>needed basis</p> <ul style="list-style-type: none"> • Professional development for beginning teachers • High quality research based foundational mentor training and ongoing trainer of trainers preparation for district mentor trainers • Administrator learning community; ongoing training, newsletters on the importance of the administrator in supporting new teachers • Data collection and analysis for ongoing program improvement through an external evaluator 	<ul style="list-style-type: none"> • Administrators with additional professional development on teacher quality, high need schools and research based best practice based on their work in the Turnaround Leader Initiative as part of this grant • Resources provided through the internal and external partners of this grant. • Continued research with the same external evaluator for both funded programs (TQP and state induction grant) to provide seamless data analysis on support for new teachers through the two programs.
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Table 8 *Standards for Induction and Mentoring*

<p>Illinois Professional Teaching Standards; Danielson Framework for Teaching IL Standards for High Quality Induction and Mentoring IL Learning Standards/Illinois Assessment Frameworks</p>
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Project Objective 5: Serve as a catalyst for reform for all programs in the Professional Education Unit (PEU) in the University and all high-need districts in the Southland region.

This objective will be accomplished by enhancing existing pre-service teacher education by adding a one-year urban teaching residency as a model of utilizing professional cutting-edge instructional strategies and pedagogical scaffolding to better meet developmental needs of candidates. Resident mentor leaders, along with high-quality induction and mentoring programs will provide continued support for all teachers in regional schools. This represents an excellent example of how **training or professional development services provided by this project have the ability to lead to improvements in practice among the recipients of its services.** GSU has built strong alliances with leaders in the Southland region; this project will augment and strengthen these ties.

TOP Goal 3: Hold teacher preparation programs at institutions of higher education accountable for preparing highly qualified teachers.

Accountability for teacher preparation at GSU is a key goal of this project. Without high-quality teachers, trained using research-based best practices and with significant experience in high-needs schools, systemic change cannot occur. It is the responsibility of the university and its partner districts to ensure that program graduates have the knowledge, skills and dispositions necessary to provide quality learning experiences leading to increased achievement of all children of the region. The reporting of GPRA measures and the evaluation system in place with this grant will provide measures to strengthen accountability. The project Leadership Team and Coordinating Council will present annual reports to the Deans with recommendations regarding teacher preparation improvement based on outcomes and needs. Ongoing professional development with faculty will be designed to focus on identified needs.

Project Objective 6: Create a system of continuous improvement.

This objective is addressed in detail in Optional Competitive Priority #1 on page 24.

The evaluation plan and the management structure of this project provide a system to facilitate continuous improvement based on data. The established meeting schedules and reporting dates will facilitate an **ongoing system of data-driven decision making**.

Project Objective 7: Interface project staff with other GSU departments and regional agencies for the purpose of program collaboration and alignment

In addition to the nine partner LEAs, this initiative includes **collaboration with fifteen internal and external partners** (Table 9), a demonstration of “**rigor and responsiveness**” as promoted in grant expectations. These partners will provide consultation for development of coursework and learning experiences for our candidates, work with partnership mentors, and provide professional development offerings for all Professional Education Unit (PEU) faculty and educators in our partner districts. Their initiatives are designed to expand resources, support

the schools in our region, increase impact on students’ learning, and inform practice of the larger educational community.

Competitive Preference Priority #4 – Broad-Based Partners

This collaboration of partners will maximize the effectiveness of project services as follows:

Table 9 *Internal External Partners*

Partner Name	Contributions to High Quality Preparation and Professional Development
Internal Partners	
Purpose #1: Integrate writing across residency course work curriculum.	
Dr. Elaine Maimon President, Governors State University	<ul style="list-style-type: none"> • Assist with incorporating writing across the curriculum initiatives in the residency model course work development. • Teach several class sessions during each MAT program year and provide at least one professional development session to residents, mentors, and other educators in partnership districts.
Purpose #2: Incorporate arts across various residency curricula for high quality education for high-need student population.	
Dr. Colleen Sexton Co-author of <i>Teaching Science for All Children: An Inquiry Approach</i>	<ul style="list-style-type: none"> • Provide on-campus, outdoor activities to residents’ students with the prairie experience unit that integrates the arts into science. • Work with the residents in their course work and mentors in the mentor learning community sessions using related experiences from the Nathan Manilow Sculpture Park, located on the prairie on our campus.
Dr. Jane Hudek Co-author of the <i>SRA Art Connection Series</i>	<ul style="list-style-type: none"> • Assist with the integration of the arts into coursework and professional development session on incorporation of the arts in high-quality instruction.
Center for Performing Arts Extensive children’s programming	<ul style="list-style-type: none"> • Provide residents’ students the opportunity to attend at least one performance and assist us in coordinating this cultural experience with classroom objectives.
Purpose #3: Align and foster sustainability of induction and mentoring partnerships.	
Dr. Karen Peterson GSU Induction and Mentoring Partnership	<ul style="list-style-type: none"> • Coordinate the induction work of the state and TQP grant initiatives • Facilitate incorporation of the TQP partner districts becoming part of the state funding initiative
Purpose #4: Utilize technology to support a digital learning network, reinforce UDL as classroom practice, track teacher retention, and monitor student achievement.	
Dr. Sandi Estep Coordinator, <i>Teaching with Primary Sources</i>	<ul style="list-style-type: none"> • Work with the leadership team in coordinating her grant initiative with the TQP grant work. • Teach course sessions, work with mentors, and provide professional development for district partnership participants.

External Partners	
Purpose #4 Continued	
OER Associates LLC Mrs. Sue Rasher	<ul style="list-style-type: none"> • Develop systems to track teacher retention and student achievement data to be potentially replicated with other LiveText clients. • Review significance, sustainability, and impact on student achievement in partnership LEAs.
LiveText (Digital Partner) Chuck Mahar, Gail Sherer, NBCT Jan Goodin, NBCT	<ul style="list-style-type: none"> • Work with OER Associates on initiatives above • Work with partner NBCTs to strengthen UDL resources available on LiveText, made accessible to 1,000 institutions nationwide
Purpose #5: Enhance and strengthen Resident recruitment process.	
Dr. Delia Stafford Haberman Foundation	<ul style="list-style-type: none"> • Work with our program advisor and recruitment selection coordinator to revise program selection processes to be in place by spring 2010 and provide PD in teaching in high-need schools.
Emily Siefken IL Troops-to-Teachers	<ul style="list-style-type: none"> • Provide collaborative support for the strengthening of the inclusion of veterans in the program.
Gallup Education Resources	<ul style="list-style-type: none"> • Participate in joint research on effectiveness of the StrengthFinder as part of the selection process.
Purpose #6: Increase the presence of NBCT in the Southland Region.	
Treopia Washington Nat'l Bd. Professional Teaching Standards	<ul style="list-style-type: none"> • Provide consultative service on coursework design and strategies to strengthen the NBCT presence in the Southland Region.
Purpose #7: Determine program effectiveness in raising student achievement	
Dr. Joseph Murphy Vanderbilt University	<ul style="list-style-type: none"> • Provide consultative services and expertise for the Turnaround School Initiative.
Dr. Blondean Davis Dr. Larry Wyllie	<ul style="list-style-type: none"> • High performing district superintendents will work with the leadership initiatives

Competitive Preference Priority 3 – Rigorous Selection Process

TQP Goal 4: Recruit highly qualified individuals, including minorities and individuals from other occupations, into the teaching force.

Governors State University has a proven track record of recruitment of high quality career changers over the ten years of the current alternative certification program. Recent program data demonstrates outstanding minority and male recruitment; nearly 70% minority and 40% male in recent year. The recruitment/selection processes have been modified and strengthened in this proposal to ensure high quality individuals enter the program.

Project Objective 8: Recruit high-quality teachers from diverse backgrounds to improve student achievement in the high-need schools of the Southland Region of Chicago.

Recruitment and Selection Plan

The intent of GSU’s recruitment program is to attract a broad base of candidates, emphasizing **mid-career professionals, former military personnel, recent college graduates with a record of academic distinction and under-represented populations**, (TQP RFP) with a focus on candidates who have diverse background experiences and the potential to be urban teachers of uncommon character and ability in partner districts. GSU seeks individuals who have a heart and passion for urban teaching and personal and conceptual qualities for turning around a pattern of chronic underachievement in student performance.

This program is built on research-based and field-tested practices in attracting the best possible candidates for an Urban Teacher Residency (UTR). It supports the intent of TQP, aligned with TQP/GSU goals and project objectives; ensures systematic and thoughtful consideration, based on the Plan-Do-Study-Act (PDSA) Deming Cycle of Continuous Improvement (Speroff & O’Connor, 2004) (Appendix D); and integrates fluidity, checked against changes in the recruitment market trends.

The recruitment program will be directed in consultation with a member of our leadership team who was the former Director of Recruitment and Placement for the Academy of Urban School Leadership (AUSL). While at AUSL, she developed a systematic structure for recruitment, selection, and placement of resident teachers and created a mechanism to database, track, and analyze data. A part time Recruitment Coordinator will be hired as part of the grant funding. A detailed description of the **recruitment plan** may be found in Appendix D.

Recruitment Plan Description

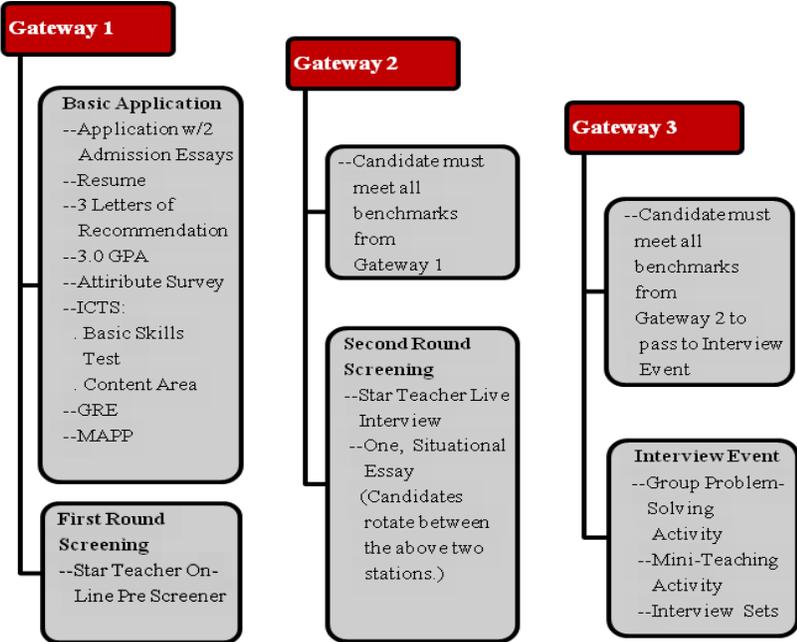
A quality recruitment program is fluid, yet deliberate and based on a systematic process with continuous reflection at each step. Beginning with the end in mind is one of the first steps in recruitment. One must have a clear vision, program goals, as well as a profile of desired teacher competencies that drive recruitment. Further, a quality recruitment plan is structured on a framework that attracts diversity. Accordingly, the program components open access through personalization and perspective, intentionality, adaptability, inclusivity, and communication.

Resident Teacher Selection Process

The GSU resident teacher selection process mirrors the recruitment efforts in its goal of seeking high-quality teachers for urban classrooms. At the basis of the selection process are competencies for the turnaround teacher based on research, including Danielson, Haberman, and Public Impact. These competencies will serve as a guide for the selection process and will be coupled with multiple, tiered-selection instruments for the purpose of maintaining a well-informed process. A past study done by the GSU Mentoring and Induction Center ascertained the need for multiple instruments to make effective selection decisions. The Haberman Foundation has agreed to be an external partner with GSU as part of this grant to study usage of the *Star Teacher On-Line Pre Screener* and *Star Teacher Live Interview* in meeting specified teacher competencies. To this end, we will utilize a gateway system (Table 10). There will be different instruments at each gateway, representing measurements of the different dimensions of teaching. Candidates must meet the selection criteria from one gateway to pass to the next. Selection will culminate with an interview event where final candidates will participate in multiple selection processes. Strategies in Gateway Three are adapted from those used in the current GSU Alternative Certification program, the Boston Teacher Residency, and

Academy for Urban School Leadership. Interviewers will be comprised of partner administrators, teachers, parents, and students; in addition to GSU program personnel. The process can be viewed in the following chart.

Table 10 *Teacher Selection Gateways*



Residents will be paid a living wage in the amount of [redacted] through grant funds, after applying for financial support through the outlined program procedure. Those requesting the stipend will be required to complete an agreement with assurances that they will serve as a full time teacher in the partner LEA for not less than three years upon receipt of certification. The LEA must provide certification of employment which will be a part of the evaluation plan of tracking teacher retention data. They must also sign an agreement of repayment if they do not fulfill their obligations. The program will be able to use any repayment funds to address grant goals.

Competitive Preference Priority #1: Student achievement and continuous program improvement

Improve student achievement is the overarching goal of this initiative. The two program objectives aligned with this goal: Objectives 1 - Strengthen University focus on urban school leadership; Objective 2 - Track program impact on student learning; and, Objective 6 - Create a system of continuous improvement, directly address Competitive Preference Priority #1. Based on our needs assessment, 100% of partnership districts report needs in using data to inform assessment and planning. Specifically, 100% have needs regarding analysis of student work and data-driven decisions, and 86% have needs in performance-based assessment. Residency coursework will address these items as well as instructional strategies to facilitate improvement. It will be central to the work of the resident mentor learning community; the Turnaround Leadership initiative will focus on it as well. This will contribute to alignment of all initiatives on data driven decision making to strengthen student achievement. The ongoing information systems of the management and evaluation plans will assure that data is used optimally with consideration of all partners' input and expressed needs.

GSU is in a unique position to reach Project Objective 2 - Track program impact on student learning. Illinois was recently selected as one of the states to receive federal funding for the development of a Statewide Longitudinal Data System. We will keep apprised of the state's progress in getting the system fully operational. In the interim, the TQP project will establish its own system for data collection and analysis. GSU, our external evaluator OER Associates LLC (OER), and our external digital partner, LiveText have already begun discussions regarding establishing a system to track student progress using local assessments. All partner districts have agreed to utilize this system for their data analysis as part of this partnership, and each district has agreed to establish a data liaison to work closely with OER. OER has already successfully

created and implemented user friendly longitudinal data collection and analysis web-based systems of student data for a multi-site Early Reading First project and for all Even Start projects funded in Illinois. These systems will be adapted for use in capturing student achievement by teacher from year to year, and will be used by teachers, teacher residents, and administrators for continuous progress program improvement. Data collected will also be used in the TQP evaluation.

Provide for continuous improvement. LiveText and OER will work collaboratively to develop systems that track student achievement data (see above) and teacher retention. The Turnaround Leadership initiative's (Project Objective 1 - Strengthen University focus on the urban school leadership program for teachers and administrators) curriculum includes using the longitudinal student data collected by the web-based system to assess the effect of teachers—including those prepared through the teaching residency program—on student learning in the classrooms of high-need schools in which they work. Moreover, Project Objective 6 - Create a system of continuous improvement specifically emphasizes the use of student data as part of GSU's provision of a continuum of best practice over time leading to increased student achievement. The organizational structure of the project's management plan, with weekly and monthly meetings with various constituencies will provide the ongoing information flow to facilitate the continuous improvement process. Professional development offerings will be ongoing, keyed to research-based practice identified as the focus of this initiative, based on identified needs. The mentor learning community and turnaround leaders will all be aligned so that it is ongoing professional development linked to specific needs identified through program and district data in a continuous feedback loop.

B. Evaluation Plan

The purpose of GSU's TQP external evaluation is two-fold: (1) use formative evaluation methods to provide ongoing feedback for continuous program improvement, and (2) use summative evaluation methods: a) to assess the degree to which the program achieves its goals and objectives, and b) to document the program's successes and failures. Just as GSU's TQP is utilizing a partnership structure among the IHE and high-need school districts, GSU's TQP evaluation efforts utilizes a partnership evaluation model, establishing an Evaluation Leadership Team charged with: 1) reviewing and updating the project-developed logic model, 2) selecting existent or developing new instruments and assessments—particularly regarding student achievement, resident teacher and beginning teacher quality, mentor/administrator knowledge and support, and institutional/GSU partnership success/effectiveness, 3) creating and maintaining data-driven communities, and 4) providing a venue for feedback and dissemination. Ultimately, all evaluation efforts are focused on increased student achievement in K-12 schools.

Evaluation of GSU's TQP will be overseen by OER Associates LLC (OER), an external, independent evaluation organization listed in the Institution of Education Sciences' What Works Clearinghouse Evaluator Registry as an evaluation organization experienced in conducting education evaluations. OER has conducted more than 200 studies with educational institutions, statewide agencies, higher education consortia, and others involved with educational policy at the local, state, and national levels. Sue Rasher, Director of OER, will lead GSU's Evaluation Team. Ms. Rasher brings expertise in evaluating higher education programs focusing on teacher preparation, teacher quality and enhancement, mentoring and leadership; consortia of higher education institutions; adult learning; and integration of technology—as well as extensive experience in multi-level data collection and analysis; and preparation of funder-required annual

and final performance reports. Additional members of GSU TQP's Evaluation Team will include GSU's Leadership Team (see Management Plan); representatives from GSU's Coordinating Council; Dr. Linda Buyer, GSU Director of Institutional Research; Dr. Larry Cross, GSU MA Coordinator; Delia Stafford, President of the Haberman Foundation; Mr. Chuck Maher, LiveText representative; Dr. Rodrigo Garretón, Director of Technology at The Center: Resources for Teaching & Learning; a research liaison from each of the 9 participating school districts sites; and OER staff. OER has considerable experience managing multi-institution evaluation teams and cooperating with national evaluation studies. **GSU TQP and its evaluation team commit to participate in the national evaluation study of this program;** OER will facilitate cooperation with the national evaluation team.

The Evaluation Team will adapt the evaluation framework used by the University of North Carolina for their National Science Foundation Research Grant #054023 Dahlberg et al. (2007). This model utilizes Stufflebeam's (1983) Context, Input, Process, Product (CIPP) model (Madaus, et al., 1983) for evaluation design, and the U.S. Department of Education's Five Step Process (2002) for utilizing the formative assessment to inform program improvement. Dahlberg et al. (2007) explain that this model assesses **context** (i.e., the larger setting of the project); **input** (e.g., project staff, materials, resources); **process** (e.g., project strategies, activities, practices, and procedures). The formative evaluation centers on examining the relationship between output data (content, input, process) and **product** (outcome) data, and using this information to identify needed modifications and adjustments for program improvement. The summative evaluation examines the **product**/outcomes in terms of the ultimate results obtained that can be attributed to **context, input, and processes**; and determines the successes/lack of success of the project.

The GSU Evaluation Team will develop a logic model to illustrate and make explicit the

relationship between the resources and activities of the project and its products and outcomes.

The elements of **context** and **inputs** are retained, process is more clearly defined via the **activities** implemented, and product is expanded to differentiate **outputs** (e.g., services and products of the activities) and **outcomes** (e.g., effects or impacts of the activities) (Frechtling, 2007). The logic model more clearly specifies GSU TQP's theory of change, which provides the Evaluation Team with a framework in which to provide performance feedback and periodic assessment of progress toward achieving intended outcomes. Table 11 summarizes the data collection/assessment of progress schedule. Evaluation instruments are aligned with project goals and activities and will be adapted as changes occur. Evaluation Team representatives will meet monthly with the GSU Leadership Team to provide ongoing feedback related to progress towards achieving intended outcomes. The required DOE Performance Report and two formal reports—midyear and end of year—will summarize progress to date and guide the Leadership Team for future programming.

The goals of GSU TQP are listed in Table 11. The summative evaluation is guided by the following questions: a) Has the project improved student achievement? b) Has the project improved the quality of new and prospective teachers? c) Have the teacher preparation programs at GSU successfully prepared highly qualified teachers? and d) Has the project recruited and retained highly qualified individuals of diverse backgrounds into the teaching force? The evaluation will assess the nature and extent of changes in the operations of each partnering institution.

The formative evaluation focuses on the implementation and efficacy of program activities related to each project goal, and is guided by the following questions: a) Is the project successfully recruiting and retaining participants? b) Is the project contributing to the retention of

residency and beginning teachers? c) Are the project activities effecting change in the attitudes, knowledge, and skills of participants? d) Are project activities responsive to the identified needs of participants, and to the changing needs of participants? e) Are the lessons learned shared across participating institutions and the public at large? f) How are the residency teachers affecting student learning in the classrooms of the high-need schools in which they work? g) How has use of data on student achievement supported continuous improvement of participating teachers and residency teachers?

The evaluation will document any changes/impact to the institutional structures of the partners as a result of their participation in the program. Specifically, the data will provide information on general lessons for increasing recruitment and retention of residency and beginning teachers, effects on student achievement, and overall effectiveness of the program. As the State of Illinois develops systems as part of its stimulus-funded grant, the evaluation will document GSU TQP's collaboration with the state regarding integration of state systems.

The evaluation includes both quantitative and qualitative research components. The quantitative research component examines those factors that may be readily quantified, such as the number and type of participants involved, GPAs of students, and attendance records. Pre/post surveys and assessments will be administered to capture specific effects on attitudes, skills, and leadership development. Longitudinal student data by teacher from year to year will be collected and entered into the OER/LiveText system. **(Invitational Priority – partnership with digital education content developer)**. Statistical analyses including t-tests, anovas, ancovas, and effect size comparisons will be conducted as appropriate. The qualitative research component will include data collected and entered into the LiveText system including electronic portfolios, as well as program documentation, interviews, focus groups, and classroom observations (as

applicable) of key stakeholders (e.g., mentors, faculty, students), observation of key activities, and compilation of general program documents and artifacts. As the program progresses, parent and community input—perhaps via walk through teams—will be compiled. Qualitative data will be triangulated to identify key trends. Content analyses of LiveText entries and interview data will contribute to a more holistic understanding of the program, its effects on the individual participants, its effects on student achievement, and overall impact of the GSU TQP program.

Evaluation of each activity is tailored to measure the particular factors that contribute to GSU TQP goals. Where feasible, control/comparison data at the teacher, classroom, school, and district level will be gathered and analyzed. For example, at the teacher level, residency teacher scores will be compared to non-residency teacher scores at the same grade level. Similarly, student achievement data of residency teacher classrooms and Turnaround School Leadership participant schools will be compared to non-participating classrooms and schools. Overall assessment of GSU TQP’s success will be determined through a careful comparison of baseline data, disaggregated by race, ethnicity, and participant status, and evaluating the degree of attainment/non-attainment of each project outcome. Table 11 summarizes the program goals, proposed measures, data collection, and analysis and identifies measures for which control/comparison data will be gathered and compared.

Table 11 *Summary of Evaluation Objectives, Measures and Data Collection*

Overall Project Goal: Increase student achievement in K-12 schools by developing highly qualified teachers		
Goals	Proposed Measures	Data Collection & Analysis
Goal 1: Student Achievement Improve student achievement	- Program documents & artifacts, LiveText documents	- Content analysis
	- Resident Teacher Evaluation of Mentor Performance	- Twice per year assessments
	- Competency (turnaround school leadership) focused & level of support evaluations	- Yearly

	- Gallup Strengths-Based Leadership Survey	- Pre/post yearly; control group
	- Program documents & artifacts related to development of Turnaround School Leadership strand	- Content analysis
	- Turnaround Leadership training attendance records & participant evaluations	- Ongoing
	- Leadership Team, mentor, faculty, residency teacher, beginning teacher, administrator & student interviews	- Yearly focus group Interviews; control group
	- District local student assessment data (e.g., ITBS, ENI, Aimsweb, Dibels, SAT10, CAT/6, STAR Reading & Math, TerraNova, Edvision, Reading Recovery Running Records, READ 180, Curriculum-Based Measurements)	- Pre/post, ongoing, yearly as applicable; effect size & appropriate statistical tests - Longitudinal by year by student by classroom - Control group
	- Student artifacts, teacher portfolios, teacher self-videotaping, LiveText documents, instructional planning response	- Ongoing - Longitudinal by year - Control group
	- State assessments (e.g., ISAT, PSAE) & ACT's Explore Program	- Yearly - Control group
	- OER Classroom observations	- Longitudinal by year - Control group
	- Mentor observations	- At least 2 per semester
	- Training materials & agendas LiveText documents	- Content analysis
	- Training attendance records & participant evaluations	- Ongoing
	- Surveys of technology usage of instructional data collection, management & analysis	- Twice per year - Control group
Goal 2: Highly Qualified Teachers Improve the quality of new and prospective teachers by improving the preparation of prospective teachers and	- MAT Urban Teacher Leadership documentation	- Content analysis
	- # applications & # enrolled	- Yearly
	- # teachers retained	- Longitudinal by year - Control group
	- Course syllabi LiveText	- Content analysis
	- Leadership Team, mentor, faculty, residency teacher, beginning teacher & administrator interviews	- Yearly focus group Interviews - Control group
	- Program documents & artifacts, LiveText documents	- Content analyses
	- Training materials & agendas LiveText documents	- Content analysis

enhancing professional development for new teachers	- Training attendance records & participant evaluations	- Ongoing
	- Mentor Self-Assessment	- Pre/post
	- Administrator Self-Assessment	- Pre/post - Control group
	- Mentor observations	- At least 2 per semester
Goal 3: IHE Accountability Hold teacher preparation programs at GSU accountable for preparing highly qualified teachers	- Illinois Basic Skills, Content Area, Assessment of Professional Teaching Assessments & certification status	- IL records, scale Scores - Control group
	- GPA, course credits, degree status	- College transcripts
	- Residency teacher & mentor reflections; professional portfolios LiveText	- Content analysis - Control group
	- Mentor observations based on research substantiated competencies	- At least 2 per semester
	- Leadership Team, mentor, faculty, residency teacher, beginning teacher & administrator interviews	- Yearly focus group interviews - Control group
	- Student benchmarks pacing charts of ISBE Standards	- Content analysis
	- LiveText/OER assessment system	- Content analyses, generated reports
	- Evaluation Team meeting minutes, agendas, attendance sheets LiveText	- Content analysis, ongoing
	- Program documents & artifacts, meeting minutes, agendas, dissemination artifacts LiveText	- Content analysis, ongoing
	- Staff performance reviews & job descriptions	- Content analysis
Goal 4: Recruitment & Retention Recruit and retain highly qualified individuals, including minorities and individuals from other occupations, into the teaching force	- Demographic, transcript & career data: residency teacher applicants and enrollees	- Program records - Control group
	- Program documents & artifacts, meeting minutes, agendas, marketing artifacts LiveText	- Content analysis, ongoing
	- Staff performance reviews & job descriptions	- Content analysis
	- Advisor & GSU records of guidance & support, Residency teacher portfolios Livetext	- Content analysis
	- # applications & # enrolled	- Yearly
	- # teachers retained, employment records including subject areas taught	- Longitudinal by year - Control group
	- Demographic data of receiving schools	- School & ISBE records
	- Leadership Development Scale	- Pre/post tests - Control group

<ul style="list-style-type: none"> - # papers presented - # institutions requesting information - Dissemination activities 	<ul style="list-style-type: none"> - Content analysis
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Table 12 shows how the methods of the evaluation are aligned with the intended outcomes of the project, and specifies performance measures and targets that utilize quantitative and qualitative data to assess progress and identify areas for program improvement. In addition, the table identifies how all relevant GPRA measures (“GPRA”), HEA Section 204a (“HEA”) evaluation requirements, and Recruitment Plan ("RP") measures are addressed by the evaluation.

Table 12 – GSU TQP Goals and Project Objectives	
Goal 1: Improve student achievement. (G1)	
Project Objective 1: Strengthen University focus on the urban school leadership programs for teachers and administrators. (O1)	
Performance Measure 1a: GSU designs and implements an additional program strand for turnaround leadership in high-needs schools.	
Measure:	<ul style="list-style-type: none"> Content analysis documenting inclusion of research-based, turnaround leadership components and strategies for high-needs schools in GSU EdD in Leadership; Certificate in Turnaround Urban School Leadership, MAT in Urban Teacher Leadership with certification strands in the areas of elementary education, middle/secondary school math or science, and bilingual/ESL; Ed.D interdisciplinary program GSU enrollment records
Target:	YR 1: Initial development YR 2: Certificate, MAT, and Ed.D program approved and participants are enrolled YR 3-5: Program strand continues to recruit, retain, and graduate participants; number of participants increases yearly
Performance Measure 1b: Reinforce acquisition of turnaround school leadership (TSL) skills for high-need schools in Southland area.	
Measures:	<ul style="list-style-type: none"> Content analysis of turnaround leadership components, skills, and strategies contained in professional development, support, and resources for MILE and GSU Mentoring and Induction Program Content analysis of development of Interdisciplinary Leadership Doctorate & TSL Initiative Attendance & enrollment records Participant Evaluation of Professional Development Surveys Number of administrators earning the MILE certificate in Turnaround Leadership Competency (TSL)-focused and level of support evaluations for participants and program designers Analysis of pre and post Gallup Strengths-Based Leadership survey Study and synthesis of collaboration between COE and CAS board members,

	program coordinators, and professors	
Target:	<p>YR 1-5: Evidence of support provided, service as leadership resource, collaboration between College of Education and College of Art and Science, and impact on student achievement in schools with turnaround leaders</p> <p>YR 2-5: 90% of participants demonstrate increase in leadership skills</p> <p>YR 2-5: 90% of participants rate professional development offerings as effective</p> <p>YR 2-5: Number of administrators earning the MILE certificate increase yearly</p>	
Project Objective 2: Track program impact on student learning.		
Performance Measure 2a: Collect and report (partner districts') local assessment data. (O2)		
Measures:	<ul style="list-style-type: none"> • District local assessment data from sources such as ITBS, ENI, Aimsweb, Dibels, SAT10, CAT/6, STAR Reading, STAR Math, Terra Nova, and Edvion and Reading Recovery running records data, pre and post READ 180 Lexile-level comparison, Curriculum-Based Measurements (http://progressmonitoring.org/CBM_handout.pdf), and district interim assessments • State assessment data from Illinois State Assessment Test and IL Prairie State Assessment Test and ACT's Explore Program of EXPLORE, PLAN, and ACT in math and science 	
Target:	<p>YR 1: Initial development & training, review of existing assessments by district</p> <p>YR 2: OER provides professional development for web-based system users</p> <p>YR: 2 – 5: Web-based system in place; 100% of districts participate in data collection and analysis.</p> <p>YR 3-5: System improved based on district & TQP program needs and requests</p> <p>YR 3-5: Integrate web system with IL Statewide Longitudinal Data System</p>	
Performance Measure 2b: Analyze and apply longitudinal student achievement data (by districts) to inform classroom instruction.		
Measure:	LiveText portfolio of achievement data analysis and instruction planning response	
Target 1:	YR 1: Initial development & training	YR 2-5: 100% mentor, residency teachers, & Turnaround Leaders involved
Target 2:	YR 1: Baseline set	YR 2-5: Baseline + 1% improved school performance of Turnaround Leaders
Performance Measure 2c: Student achievement increases in mentor & residency teacher classrooms.		
Measure:	• Longitudinal district local assessment data by student by classroom	
Target:	YR 1: Baseline set	YR 2-5: Baseline + 1%
Performance Measure 2d: HEA Measure Gii: Percentage of teachers trained to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of improving student academic achievement.		
Measure 1:	<ul style="list-style-type: none"> • Content analysis of training materials & agendas uploaded on LiveText & attendance records • Follow-up teacher surveys on extent of technology usage of instructional data collection, management, and analysis • Analysis of residents' and beginning teachers' impact on student learning from specified activities during residency and two years of induction support 	

Target 1:	YR 1: Initial development	YR 2-5: 10% teachers trained yearly
Measure 2:	• Content analysis of artifacts uploaded to LiveText & mentor observations	
Target 2:	YR 1: Initial development	YR 2-5: 80% of teachers trained receive ratings of meet or exceed
Goal 2: Improve the quality of new and prospective teachers by: improving the preparation of prospective teachers and enhancing professional development for new teachers (G2)		
Project Objective 3: Design and establish a dual college (COE and CAS) MAT residency program in Urban Teacher Leadership. (O3)		
Performance Measure 3a: Expand and build upon GSU’s nationally-recognized, elementary alternative elementary certification program; and form a resident-based (COE/CAS) MAT program with certification strands in the areas of elementary, middle/secondary math and science, and bilingual/ESL.		
Measure:	<ul style="list-style-type: none"> • Content analysis of MAT Urban Teacher Leadership documentation • GSU enrollment records 	
Target:	YR 1: Initial development YR 2: MAT programs for all certification strands approved and participants are enrolled YR 3-5: All program strands continue to recruit, retain, and graduate participants; number of participants increases yearly	
Performance Measure 3b: Launch a 16-month, residency-based teacher preparation program based on the developmental needs of the teacher.		
Measure:	• GSU enrollment records	
Target:	YR 1: 10 candidates	YR 2-5: 40 candidates each year
Performance Measure 3c: Design program coursework to align with grant guidelines, the University Professional Education Unit’s (PEU) conceptual framework, and best-practice instruction for teaching of high-need students, structuring course sequence to support developmental needs of program candidates.		
Measure:	• Content analysis of course syllabi uploaded to LiveText	
Target:	YR 1: Initial development YR 2: 100% of courses aligned YR 3-5: Courses revised as needed; 100% of courses aligned	
Project Objective 4: Assist partner districts with development and refinement of high-quality, comprehensive induction programming with intensive mentoring for teachers in residency and for all first and second-year teachers of record in their respective districts. (O4)		
Performance Measure 4a: GPRA Measure 1D: Efficiency Measure: Employment Retention. RP Measure. The cost of a successful outcome where success is defined as retention in the partner high-need LEA program three years after initial employment.		
Measure:	• Percentage of teachers retained	
Target:	YR 1-2: 90% baseline beginning teachers or GPRA established target	YR 3-5: 95% three years after initial employment or GPRA established target
Performance Measure 4b: HEA Measure 2. RP Measure. Teacher retention in the first three years of a teacher’s career.		
Measure:	• Percentage of teachers retained	
Target:	YR 1-2: 90% baseline beginning	YR 3-5: 95% three years after initial

	teachers or HEA established target	employment or HEA established target
Performance Measure 4c: Build on the effectiveness of the state-funded GSU Induction and Mentoring Partnership structure by incorporating additional specifications from the Teacher Quality Partnership grant.		
Measure:	<ul style="list-style-type: none"> • Content analysis of GSU Induction and Mentoring Partnership structure aligned to research-based, turnaround leadership components and strategies including UDL, RtI, research based reading instruction and technology integration. • Beginning teacher enrollment records and mentor match records • Resident Teacher Evaluation of Mentor Performance (adapted from OER Assessment of Literacy Coach Services) 	
Target:	YR 1: Initial development YR 2-5: Program design in place; 100% of beginning teachers assigned mentors YR 3: State approved induction programs for all partner districts	
Performance Measure 4d: Expand GSU MILE program to sustain interns & support principals in urban school leadership; and consolidate support services to administrators, teacher residents, resident mentors, teacher leaders in research based strategies for turnaround schools and closing the achievement gap		
Measure:	<ul style="list-style-type: none"> • Content analysis of MILE structure aligned to research-based turnaround leadership components and strategies • Administrator Self-Assessment 	
Target:	YR 1: Initial development with program development team working with Dr. Joseph Murphy YR 2-5: Continuous program improvement evidence of ongoing consultation and increasing participation from area schools to foster sustainability YR 2: Administrator baseline set; YR 3-5: Baseline +1% self-assessment increase	
Project Objective 5: Serve as a catalyst for reform for all programs in the PEU in the University and all high-need districts in the Southland Region. (O5)		
Performance Measure 5a: Provide professional development opportunities aligned with the outlined TQP goals and program course sequence to grant coalition districts, GSU partners, faculty and staff.		
Measures:	<ul style="list-style-type: none"> • Content analysis of activity materials & agendas uploaded on LiveText & attendance records • Number of university/district participants not directly related to grant 	
Target:	YR 1-5: 100% alignment YR 1: Baseline set	YR 2-5: Baseline +1% increase in participation
Performance Measure 5b: Support instructional transformation of high-need LEAs in the context of the broader educational community, offering access to professional development to grant coalition districts, GSU partners, faculty and staff.		
Measure:	<ul style="list-style-type: none"> • Content analysis of activity materials & agendas uploaded on LiveText & attendance 	
Target:	YR 1: Set baseline participation	YR 2-5: Baseline +1% participation increase
Performance Measure 5c: Support instructional transformation of high-need LEAs, offering access to the EdD program in Leadership & the Turnaround Leadership Initiative across three colleges.		

Measure:	• Content analysis of activity materials & agendas uploaded on LiveText & attendance	
Target:	YR 1: Set baseline participation	YR 2-5: Baseline +1% participation increase
Performance Measure 5d: Train resident mentors to take on role of district leaders in the areas of UDL, UbD, TPS, in specific implementation of protocols in their classroom and grade level or area.		
Measure 1:	• Content analysis of training materials & agendas uploaded on LiveText & attendance records	
Target 1:	YR 1: Initial development	YR 2-5: 100% mentors trained
Measure 2:	• Mentor Self-Assessment (adapted from GSU’s Self Assessment – The Role of the Principal in Supporting New Teachers)	
Target 2:	YR 1: Set baseline	YR 2-5: Baseline +1% increase
Performance Measure 5e: Provide annual administrative training and communication via ongoing newsletters about the grant based on the model used in our state Induction and Mentoring program.		
Measure 1:	• Content analysis of training materials & agendas uploaded on LiveText & attendance records	
Target 1:	YR 1: Initial development	YR 2-5: 95% administrators trained
Measure 2:	• Administrator Self-Assessment (adapted from GSU’s Self Assessment – The Role of the Administrator in Supporting New Teachers)	
Target 2:	YR 1: Set baseline	YR 2-5: Baseline +1% increase
Performance Measure 5f: HEA Measure Gi: Percentage of teachers trained to integrate technology effectively into curricula and instruction, including technology consistent with the principles of universal design for learning.		
Measure 1:	Content analysis of training materials & agendas uploaded on LiveText & attendance records	
Target 1:	YR 1: Initial development	YR 2-5: 10% teachers trained yearly
Measure 2:	Content analysis of artifacts uploaded to LiveText & mentor observations	
Target 2:	YR 1: Initial development	YR 2-5: 80% of teachers trained receive ratings of met or exceed
Goal 3: Hold teacher preparation programs at GSU accountable for preparing highly qualified teachers. (G3)		
Project Objective 6: Create a system of continuous improvement. (O6)		
Performance Measure 6a: GPRA Measure 1: Graduation. The percentage of program completers who attain initial certification/licensure by passing all necessary licensure/certification assessments and attain a master’s degree within two years.		
Measure:	• Percentage of completers who pass Illinois required Basic Skills, Content Area, and Assessment of Professional Teaching assessments and attain a master’s degree within two years.	
Target:	YR 1: 90% baseline beginning teachers or GPRA established target	YR 2-5 90% three years after initial employment or GPRA established target
Performance Measure 6b: GPRA Measure 3: Improved Scores. The percentage of grantees that report improved scaled scores for initial state certification or licensure of teachers.		

Measure:	• Illinois required Basic Skills, Content Area, and Assessment of Professional Teaching assessment scale scores	
Target:	YR 1: Establish baseline or GPRA established target	YR 2-5: Baseline + 1% or GPRA established target
Performance Measure 6c: HEA Measure 3: Improvement in the pass rates and scaled scores for initial State certification or licensure of teachers.		
Measure:	• Illinois required Basic Skills, Content Area, and Assessment of Professional Teaching assessment scale scores	
Target:	YR 1: Establish baseline or HEA established target	YR 2-5: Baseline + 1% or HEA established target
Performance Measure 6d: HEA Measure 1: Increase achievement for all prospective and new teachers, as measured by the eligible partnership.		
Measure:	<ul style="list-style-type: none"> • COE w/resident mentors and/or teacher mentors observations based on research substantiated competencies (Danielson, Haberman, Public Impact), using a variety of observational tools for dimensions to demonstrate competencies (Stronge, Tucker, and Hindman; Bellon and Bellon; Acheson and Gall) • Content analysis of student benchmarks pacing charts of ISBE standards • Content analysis of professional portfolios (Martin-Kniep; Campbell, Cigneti, Melenzyer, Nettles, and Wyman) uploaded into LiveText 	
Target:	YR 1: Establish baseline or HEA established target	YR 2-5: Baseline + 1% or HEA established target
Performance Measure 6e: Develop & utilize a system of assessment to monitor program goals and outcomes for the purpose of a discrepancy analysis.		
Measure:	• LiveText/OER assessment system	
Target:	YR 1: Initial development	YR 2-5: Ongoing refinement; formative evaluation reports reviewing goals and outcomes status
Performance Measure 6f: Form a collaborative Evaluation Team consisting of representatives from the IHE with consortium LEA/local school to support a focus on continuous improvement.		
Measure:	• Meeting minutes, agendas, attendance sheets	
Target:	YR 1: Initial development	YR 2-5: 6 meetings per year
Performance Measure 6g: Provide structures for systemic change that are aligned to a program design and philosophy of residency-based teacher preparation throughout all Professional Education Unit programs, i.e. professional development at faculty meetings, etc.		
Measure:	<ul style="list-style-type: none"> • Content analysis of meeting minutes & agendas; attendance sheets • Yearly OER formative evaluation reports 	
Target:	YR 1: Initial development YR 2: Identifiable structures in place and functioning YR 3-5: Structures adapted as needs are developed from formative evaluations	
Performance Measure 6h: Parallel other GSU teacher preparation programs with the proposed residency-based by using program strategies as enhancements, sharing the instructional scope and sequence, collaborating with other school districts, providing cross-unit forums on teacher preparation, team-teaching UDL/Differentiated/practices, and writing across the curriculum for the purpose of developing critical thinking.		

Measure:	<ul style="list-style-type: none"> • Content analysis of program documentation
Target:	<p>YR 1: Initial development YR 2: 50% GSU teacher preparation programs parallel residency-based program YR 3-4: Yearly increase of percentage of parallel programs YR 5: 100% GSU teacher preparation programs parallel residency-based program</p>
Performance Measure 6i. Incorporate University resources into GSU teacher residency program design and instruction.	
Measure:	<ul style="list-style-type: none"> • Evidence of University resources integrated into GSU teacher residency program design
Target:	<p>YR 1: Initial integration of potential resources YR 2: 80% integration of available resources YR 3-5: 100% integration of available resources</p>
Performance Measure 6j. Embed discussion of implementation of program standards and best practices in teacher preparation with other departments in the GSU Professional Education Unit.	
Measure:	<ul style="list-style-type: none"> • Content analysis of meeting minutes & agendas; attendance sheets
Target:	<p>YR 1: Initial development YR 2: 50% of other departments embed discussion of TQP implementation YR 3-5: 100% of other departments embed discussion of TQP implementation</p>
Performance Measure 6k. Create and maintain a culture of sustainability.	
Measure:	<ul style="list-style-type: none"> • Documentation of job descriptions aligned to project goals and objectives of GSU development, marketing, and recruitment directors • Analysis of summary of job activities for GSU development, marketing, and recruitment directors • Analysis of performance reviews aligned with project goals and objectives for GSU development, marketing, and recruitment directors • Content analysis of Turnaround Leadership participants' efforts to foster sustainability.
Target:	<p>YR 1: Initial development YR 2-5: 100% of job descriptions, activities, and performance reviews reflect project goals and objectives YR 3-4: 90% of TL participants effectively foster sustainability YR 5: 100% of TL participants effectively foster sustainability</p>
Project Objective 7: Interface project staff with other GSU departments and regional agencies for the purpose of program collaboration and alignment (O7)	
Performance Measure 7a: Involve PEU faculty in the development and delivery of residency program design.	
Measure:	<ul style="list-style-type: none"> • Content analysis of program documentation. • Documentation of meetings and analysis of its corresponding minutes with inter-PEU departments/faculty related to development and delivery of residency program design
Target:	<p>YR 1: Initial development YR 2-5: 100% PEU department involvement in residency program design/delivery</p>
Performance Measure 7b: Incorporate elements of residency program design to other PEU programs.	

Measure:	<ul style="list-style-type: none"> • Content analysis of program documentation. • Documentation of meetings and analysis of its corresponding minutes with inter-PEU departments/faculty related to incorporation of elements of residency program design to other PEU programs 	
Target:	YR 1: Initial development YR 2: 50% PEU programs incorporate elements of residency program design YR 3-5: 100% PEU programs incorporate elements of residency program design	
Performance Measure 7c: Design a system for ongoing analyses and utilization of existing University and regional resources to serve the goals of this initiative.		
Measure:	<ul style="list-style-type: none"> • Documentation of a design system • Usage records of internal and external partners 	
Target:	YR 1: Initial development YR 2-5: 100% of partners utilize design system YR 3-5: Annual revision of partnership initiatives and personnel as needed	
Performance Measure 7d: Build relationships with additional eligible districts in the region, working in concert with resources and district needs for teachers in the various subject areas.		
Measure:	<ul style="list-style-type: none"> • Content analysis of program documentation • Documentation of meetings & attendance 	
Target:	YR 1: Initial development YR 2-5: Number of eligible districts in region participating increases yearly	
Performance Measure 7e: Disseminate program impact on student achievement and teacher preparation via e-newsletters, conference presentations, and academic journal subscriptions.		
Measure:	<ul style="list-style-type: none"> • Content analysis of dissemination artifacts 	
Target:	YR 2: Initial dissemination YR 3-5: Number of venues and dissemination activities increases yearly	
Goal 4: Recruit and retain highly qualified individuals, including minorities and individuals from other occupations, into the teaching force. (G4)		
Project Objective 8: Recruit high-quality teachers from diverse backgrounds to improve student achievement in the high-need schools of the Southland Region of Chicago. (O8)		
Performance Measure 8a: RP Measure. Recruit a diverse pool of candidates who are mid-career changers and hold a BA or BS degree.		
Measure:	<ul style="list-style-type: none"> • Demographic, transcript, and career participant data 	
Target:	YR 1: 10 candidates	YR 2-5: 45 candidates each year
Performance Measure 8b: RP Measure. Implement an intensive and dynamic recruitment process and rigorous selection criteria, targeting candidates who demonstrate the potential to be successful turnaround resident teachers, resident mentors, and principals.		
Measure:	<ul style="list-style-type: none"> • Analysis of data from components in teacher selection tiers compared against retention figures and program completers meeting desired teacher competencies in accordance with Performance Measure 6d: HEA Measure 1 • Breakdown of recruitment figures and comparison in meeting recruitment targets • Analysis of effective in recruitment events and strategies in meeting recruitment targets 	
Target:	YR 1-5: 100% of recruited resident teachers will meet an inclusive cut score for elements in teacher selection gateway 3 (that is raised incrementally at determined	

	intervals during the five-year period)	
Performance Measure 8c: RP Measure. Hire and retain a director of recruitment to coordinate high-quality recruitment, selection, and placement processes.		
Measure:	• Employment record and job description document	
Target:	YR 1-5: Director employed and completing tasks in job description	
Performance Measure 8d: RP Measure. Candidates receive advisor guidance and assistance for obtaining financial aid to candidates from a network of external partners and possible in-kind contributions, loans, grants, and etc.		
Measure:	• GSU records, LiveText portfolio documentation	
Target:	YR 1-5: 100% candidates receive guidance and assistance	
Performance Measure 8e: RP Measure. Candidates receive multiple avenues of support in admissions process, strengthening content areas, GRE prep., etc.		
Measure:	• GSU records, LiveText portfolio documentation	
Target:	YR 1-5: 100% candidates receive appropriate support	
Performance Measure 8f: GPRA Measure 2: Employment Retention. RP Measure. The percentage of beginning teachers who are retained in teaching in the partner high-need LEA program three years after employment.		
Measure:	• Percentage of beginning teachers retained in partner high-need LEAs three years after employment.	
Target:	YR 1-3: Not applicable	YR 4-5 80% retained three years after initial employment or GPRA established target
Performance Measure 8g: GPRA Measure 1E1: Persistence: Employment Retention. RP Measure. The percentage of program participants who did not graduate in the previous reporting period, and who persisted in the postsecondary program in the current reporting period.		
Measure:	• Percentage of program participants persisting.	
Target:	YR 1-5: 90% persisting or GPRA established target	
Performance Measure 8h: GPRA Measure 1E2: Employment Retention. RP Measure. The percentage of beginning teachers who are retained in teaching in the partner high-need LEA program one year after initial employment.		
Measure:	• Percentage of program participants persisting as reflected by personnel records	
Target:	YR 1: Not applicable	YR 2-5: 90% retained or GPRA established target
Performance Measure 8i: HEA Measure 4A: RP Measure. The percentage of highly qualified teachers hired by the high-need local educational agency participating in the eligible partnership.		
Measure:	• Percentage of program participants hired as reflected by personnel records	
Target:	YR 1: Not applicable	YR 2-5: 90% hired or HEA established target
Performance Measure 8i: HEA Measure 4B: RP Measure. The percentage of highly qualified teachers hired by the high-need local educational agency who are members of underrepresented groups.		
Measure:	• Participant demographic data	
Target:	YR 1: Establish baseline	YR 2-5: Baseline +5% or HEA established target
Performance Measure 8j: HEA Measure 4C: RP Measure. The percentage of highly qualified teachers hired by the high-need local educational agency who teach high-need academic subject areas.		

Measure:	• Percentage as reflected by personnel records	
Target:	YR 1: Establish baseline	YR 2-5: Baseline +5% or HEA established target
Performance Measure 8k: HEA Measure 4D: RP Measure. The percentage of highly qualified teachers hired by the high-need local educational agency who teach high-need areas.		
Measure:	• Percentage as reflected by personnel records	
Target:	YR 1: Establish baseline	YR 2-5: Baseline +5% or HEA established target
Performance Measure 8l: HEA Measure 4E: RP Measure. The percentage of highly qualified teachers hired by the high-need local educational agency who teach in high-need schools, disaggregated by the elementary and secondary school levels.		
Measure:	• Percentage as reflected by personnel records	
Target:	YR 1: Not applicable	YR 2-5: 90% hired or HEA established target

C. Significance

The significance of this project is described in the needs assessment and a chart describing issues to be addressed to improve teaching and student achievement, our current status in addressing each issue, and outcomes to achieve impact in meeting grant goals and local objectives. The needs assessment results (Tables 13 & 14), combined with the AYP status of many of our schools (Appendix D) indicate **tremendous need with great potential for impact.**

The commitment to a process of continuous improvement with a focus on teacher quality and student achievement **strengthens the likelihood that the proposed project will result in system change and improvement.** Building on both our successful experiences and challenges in our extensive work with career changers, high-need schools, and induction and mentoring can lead to **greater understanding of educational problems and issues.** Because our project is working with multiple districts with diverse needs strengthens the possibilities for **replicability** and the ability to **yield findings that may be utilized by other appropriate agencies.** Our focus on noted sustainability measures strengthens our ability to **build local capacity to provide, improve, and expand services addressing the needs of the target population.** Another important consideration is the collaboration with our digital partner, LiveText. In

coordination with our external evaluator, OERAssociates, we have the potential to **disseminate findings and best practice** to more than 1000 institutions that currently partner with LiveText. Our partnership with Dr. Joseph Murphy, a national leader in the field of turnaround school leadership, as well as our work with LiveText, heightens the **national significance of the project** (Table 15). Continuing ongoing research (Table 15, Rationale 9) in areas central to this grant, such as analysis of teacher dispositions and design of teacher preparation to improve teacher conceptual development, will also provide opportunities for **national impact** through publications and national presentations.

Needs Assessment

Table 13 *Survey Results: Attracting, Training, and Retaining Needs by Percentage (n=8)*

Area of need		Respondents
Attracting and Training a Diverse Teaching Force		
Male teachers		100%
Bilingual teachers		87.5% (6/7)
Additional minority teachers		66.7% (4/6)
Practices that Retain Teachers		
Assistance in developing an induction program		75% (6/8)
Assistance in assessing their induction program		71.4% (5/7)
Assistance with mentor training		75% (6/8)
School Leadership		
Need for Mentoring Center for Turnaround Support		85.7% (7/8)
Need for certificate in Turnaround Urban School Leadership (TUSL)		71.4% (5/7)
Need for EdD in Leadership w/superintendent’s endorsement		71.4% (5/7)

Table 14 *Survey Results: Curriculum and Professional Development (n=8)*

Areas of Need/Respondents									
Urban Teaching (%)		Curriculum Adaptation (%)		Data to Inform Assessment and Planning (%)		Instructional Technology as It Relates to: (%)		Literacy (%)	
Effective teaching strategies	86	ELL/LEP	100	Analysis of Student Work	100	UDL	71	Reading in Content Areas	86

Motivation	86	DI	100	Data-driven decisions	100	PBIS	71	Emergent literacy	67
Arts across Curriculum	80	RtI	86	Perform-Based Assessment	86	Literacy	71	Phonemic awareness	67
Framework for Understanding Poverty	50	UDL	57	UBD	67	ISAT/PSAE	71	Parental Involvement	86
Project CRISS	40					Smart Boards	83		

The final survey question asked the respondents to predict the number of retirees in their district, in the next five years. Answers ranged from 6 to 75 with a total of **194 expected to retire in the seven of the nine school districts responding**, nearly this project’s participant goal.

The focus of the TQP grant, national needs, and our partner schools closely parallel each other. Redesign of coursework and professional development offerings will focus on identified needs aligned with grant goals, such as focus on Turnaround Schools, RtI, STEM initiatives, DI, ELL and research-based reading instruction, specifically aligned with IDEA and NCLB guidelines and expectations.

We are committed to the goals as established by the Carnegie Commission report (2007). Students at all levels will study in schools with an ethos of high expectations, engagement and effort; and taught by teachers using teaching practices designed to enable students with diverse assets and needs to achieve high levels of competency.

Project Impact/Significance

Table 15 *Project Significance*

Rationale, Current Status, Projected Outcome	
Rationale 1: High number of eligible LEAs in Southland region requiring teachers trained in teaching high-need students	
<p>Current Status:</p> <ul style="list-style-type: none"> • There are 20 eligible LEA’s in the immediate region surrounding the University • The number of eligible LEA’s in the region increased 65% since 2000 • 40% of the eligible LEA’s have a higher percentage of low income students than Chicago Public Schools 	<p>Projected Outcome:</p> <p>Expand beyond the 9 initial districts (21,000 students) for greater long-term influence on student achievement.</p>
Rationale 2: Significant number of LEAs committed to TQP partnership didn’t meet AYP.	
<p>Current Status:</p> <ul style="list-style-type: none"> • 8 of 9 participating LEAs are on Early Warning or Academic Watch according to the 2008-09 AYP figures. <p>State improvement status breakdown:</p> <ul style="list-style-type: none"> ○ Academic Early Warning Year 1: 1 LEA-- 2 of 3 schools ○ Academic Early Warning Year 2: 2 LEAs-- 5 of 9 schools ○ Academic Watch Status Year 1: 1 LEA--2 of 5 schools ○ Academic Watch Status Year 2: 3 LEAs—6 of 12 <ul style="list-style-type: none"> • 3 LEAs did not meet AYP in math 	<p>Projected Outcomes:</p> <ul style="list-style-type: none"> • Provide additional quality teachers to the region in high-need areas of math, science and bilingual, as well as minority and male teachers in elementary. • Strengthen current and develop supplementary support systems around TQP initiatives. • Assist districts in focusing on the cycle of continuous improvement with data analysis by preparing quality teachers as agents of change for improved student performance.
Rationale 3: There is an increasing need for Bilingual/ESL teachers.	
<p>Current Status:</p> <ul style="list-style-type: none"> • Currently, GSU only offers ESL/Bilingual certification in Chicago 	<p>Projected Outcomes:</p> <ul style="list-style-type: none"> • Provide quality ELL teachers to participating LEA elementary schools and expand beyond that to potentially qualifying schools of need. • Prepare current teachers in working in teaching students categorized as ELL.
Rationale 4: Small districts benefit from collaborative partnerships.	
<p>Current Status:</p> <ul style="list-style-type: none"> • GSU has strong partnerships with high-need LEAs that range in size from 1 school to 10 schools. (IL has 880 of the 13,000 LEA’s nationwide.) 	<p>Projected Outcomes:</p> <ul style="list-style-type: none"> • Provide opportunity for high quality PD in areas such as UDL and Turnaround Schools, which would be difficult for small, financially-challenged districts to provide. • Increase the number of partner districts

	benefitting from TQP initiative.
Rationale 5: Increase the number of National Board Certified Teachers (NBCT) in region	
<p>Current Status:</p> <ul style="list-style-type: none"> • Only 18 NBCTs in the Southland Region (compared to well over 1100 in Chicago) 	<p>Projected Outcomes:</p> <ul style="list-style-type: none"> • Incorporate NBCT in the MAT coursework to emphasize conceptual development of teachers. • Enhance awareness of NBCT status and increase the number of NBC teachers in the region.
Rationale 6: College of Education and College of Arts and Sciences (secondary education) have strong partnerships with regional schools.	
<p>Current Status:</p> <ul style="list-style-type: none"> • Field-based teacher preparation programs for 20 years • Induction and Mentoring partnerships for 16 years (multiple initiatives) • Alternative Certification Program for 10 years (Nationally recognized) • Metropolitan Institute for Leadership in Education (MILE) partners with approximately 80 districts 	<p>Projected Outcomes:</p> <ul style="list-style-type: none"> • Align TQP initiatives with University’s Strategic Commitment. • Strengthen focus on research-based initiatives and instructional techniques to have greater impact on student achievement across the University and region. • Use this project a model for utilizing University resources to serve high-need schools in the region, i.e. Nathan Manilow Sculpture Park and the Center for Performing Arts. • Provide framework for curriculum articulation of high schools with their feeder districts.
Rationale 7: Longstanding experience and strong leadership in key TQP components	
<p>Current Status:</p> <ul style="list-style-type: none"> • Nationally recognized (Christa McAuliffe Award for Excellence in Teacher Preparation finalist) alternative certification program with a strong teacher retention rate • Successful completion (evidenced in an independent evaluation) of Transition-to-Teaching (TTT) grant initiative with career changers with excellent track record of minority and male recruitment. • Leader in Illinois in induction and mentoring; awarded state funding to support this initiative • Established leadership team with extensive experience working with high-need schools, including one member a former administrator and field coach with the Academy for Urban School Leadership in Chicago (AUSL) 	<p>Projected Outcomes:</p> <ul style="list-style-type: none"> • Build on experience and success as we work with the leaders toward school improvement with a national leader in the field. • Impact leadership, induction, and mentoring for the urban teacher and school leaders. • Strengthen research-based teacher and administrator preparation programs.

<ul style="list-style-type: none"> Professional Education Unit is NCATE accredited and one of few in nation that met all standards with no areas of weakness 	
<p>Rationale 8: Create systemic change for teacher preparation.</p>	
<p>Current Status:</p> <ul style="list-style-type: none"> University uses a traditional model of teacher preparation and an alternative certification program with an internship in elementary education only 	<p>Projected Outcomes:</p> <ul style="list-style-type: none"> Design integrating creative certificate program with a common core and subject specific courses. Require all candidates to take coursework that includes reading instruction, UDL, RtI, technology, differentiation, ELL, social justice, and integration of fine arts. Collaborate across colleges for ongoing impact. Impact larger educational community with a model of developmentally-appropriate course design with pedagogical scaffolding. Provide PD for all partnership educators and University faculty. Impact GSU initiative for UDL resources with LiveText partnership. (LiveText has 1,000 institutional partners nationwide.) Have high-end data collection capabilities with IL being funded to establish a system for monitoring student impact. Impact student achievement and sustainability through Turnaround Leadership initiative
<p>Rationale 9: Sustainability is embedded in project design</p>	
<p>Current Status:</p> <ul style="list-style-type: none"> Current state funding for induction and mentoring for six partner districts 	<p>Projected Outcomes:</p> <ul style="list-style-type: none"> Ensure ongoing support for new teachers in partner districts as part of the GSU induction and mentoring state initiative. Ensure sustainability through monitoring by inclusion of a Sustainability Coordinator who is responsible for procuring ongoing funding. Prepare teacher leaders in all aspects of grant initiatives through a high-quality resident mentor learning community. Provide quality induction and mentoring to teacher residents and all first and second year teachers in all partner districts. Support participating districts in developing programs for all new teachers.

Rationale 10: Deepen and broaden our ongoing research in various areas related to the TQP initiatives	
<p>Current Status:</p> <ul style="list-style-type: none"> • Study of selection criteria (Freeman, Keller, 2003) • Study on dispositions of career changers (Peterson, Freeman, 2004) • Evaluation study on teacher attrition data (Learning Point, 2008) • Data collection on minority candidates (70% in alt cert program) • Study on teachers’ conceptual development in the GSU Alt. Cert program (OER, 2008). 	<p>Projected Outcomes:</p> <ul style="list-style-type: none"> • Build on experience with Learning Point in our Transition to Teaching (TTT) grant to analyze impact on student achievement. • Develop better candidate-selection design through in-depth research. • Utilize the data garnered from the StrengthFinder (Gallup) for further exploration of teacher dispositions. • Improve upon attrition data reporting from lessons learned from Learning Point’s final TTT report. • Adjust the program based on monitoring minority recruitment data. • Continue research on the impact of high-quality teacher preparation on teacher conceptual development.

D. Management Plan

The management structure includes the two Co-directors of the grant, Dr. Pam Guimond, College of Arts and Sciences and Dr. Karen Peterson, College of Education. In addition, Dr. Jan Paron of the College of Arts and Sciences will serve with Drs. Peterson and Guimond on the TQP Leadership team. Dr. Guimond will be the administrator in charge of the grant initiatives and coordination with the Department of Education. She will work in partnership with Dr. Peterson on all grant reports. **Both Dr. Guimond and Dr. Peterson have previously been directors of Department of Education grants (TQE and TTT).** Dr. Paron will join with the two co-directors in administration of all grant initiatives including development and monitoring of programs and initiatives, including internal and external partners (Table 9). Each member of the leadership team has taken primary responsibility for the various initiatives. One member of our leadership team worked with AUSL (one of the programs upon which this RFP was modeled) in the areas of recruitment and coaching. Another leadership team member is a leader

in our state in the area of induction and mentoring. Our strong leadership team brings forth experience and expertise in many areas central to this grant, including the fact that **all three leadership team members have extensive experience working in and with high-need schools.**

The Leadership team will report to the Deans of the Colleges of Education and the Arts and Sciences. It will also work closely with a monitoring and recommendation body, the TQP Coordinating Council which will be comprised of representatives of the University and all partner LEAs as well as representatives from all internal and external partners initiatives. The leadership team will meet on a weekly basis, the Coordinating Council on a monthly basis. Quarterly reports will provide information on progress aligned with TQP goals and project objectives, as well as various evaluation data which will be a part of the ongoing process of continuous improvement.

All administrative services of the leadership team will be in-kind with 25% reduction in university work load, except for Dr. Peterson's, additional responsibility of coordinating the resident mentor and first and second year teacher induction and mentoring initiatives. Dr. Peterson, a retiree with a current half time position, will receive a [REDACTED] stipend for this role. Other 20% part time coordinators who will receive the same amount, will be hired in the areas of recruitment and selection and sustainability. The **Sustainability Coordinator** will work with our office of advancement to procure ongoing funding for the initiative. A half-time project coordinator and a full time secretary will coordinate all operations and will report to the leadership team. All coordinators hired will be high-quality retired educators in order to save the cost of benefits.

The partner districts will have tremendous benefit from this initiative as they will have residents working in their mentors' classrooms, providing two individuals trained in research-based initiatives to have the greatest impact on student achievement. **The majority of the funding of this project, more than [REDACTED] dollars, will directly benefit the LEAs,** providing stipends for the teaching residents at an amount of [REDACTED] per year to cover living expenses and tuition costs. The University has agreed to a 25% reduction in tuition fees to support the residents and the schools in our region. It is necessary to include this higher end stipend for our residents as we will be competing with multiple programs in the nearby Chicago Public Schools, which has a significantly higher teaching salary scale than our partner districts.

Other important budget items include professional development costs for our turnaround leader initiative and research-based strategies including UDL, RtI, STEM, and others noted throughout this proposal. Our particular focus on UDL will be strengthened by our inclusion of funds for various technology tools such as the "Classroom Performance System" which will assist in the instruction on differentiation to meet diverse students' needs.

The management structure is designed to monitor the various initiatives' progress in meeting outlined goals. **A high-quality external evaluator** will assist with this process. An **evaluation team** will be established in addition to the coordinating council of the overall initiative. We are committed to a process of **continuous program improvement with a focus on improving teacher performance and student achievement.** We will work closely with the state of IL as it establishes its data system to assure that we are utilizing all resources optimally to work toward our goals. The strong management structure we have in place with ongoing assessment of project goals is a strength of this initiative. **Sustainability** is addressed in this project, first and foremost, through the **turnaround leadership initiative.** For true reform to

become a part of the culture, the leadership must be involved and committed. As this is a quite costly endeavor, we have written in a Sustainability Coordinator who will work with the GSU Office of Institutional Advancement to secure ongoing funding. Sustainability will be provided in the induction and mentoring initiatives through moving all partner districts to our **state funded Induction and Mentoring Partnership**. The focus on selection and **ongoing training of our resident mentors** will provide teacher leaders to strengthen and sustain the district PD initiatives related to the various grant foci.

What follows (Table 16) is the **leadership and accountability structure** and a management plan chart (Table 17) that outlines **grant initiatives and person(s) responsible, the timelines and milestones**. **The evaluation plan, aligned with this management plan, outlines our process of feedback and continuous improvement to foster program success and assure project accountability**. A **leadership structure chart** is included in Appendix D.

Table 16 *Organizational Structure: Leadership and Program*

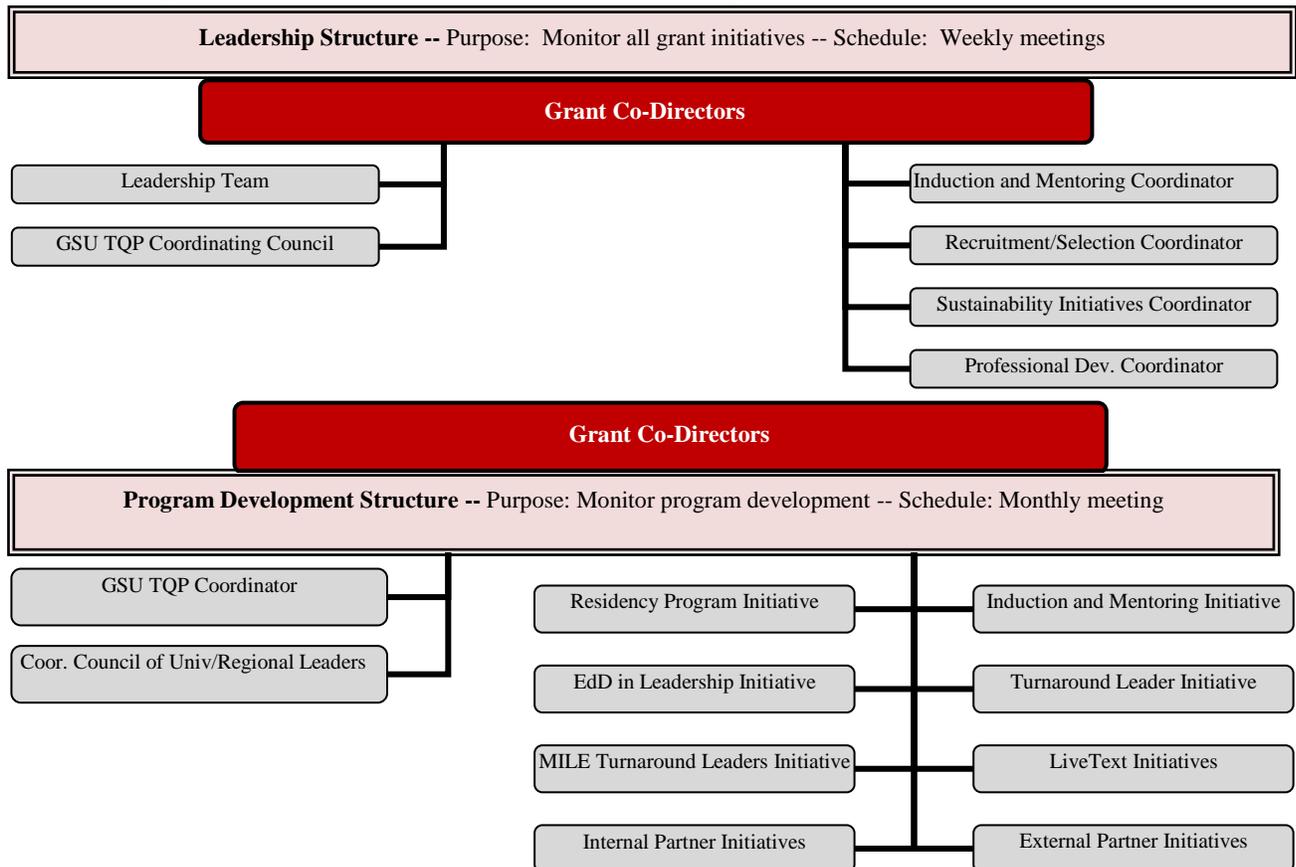


Table 17 Management Plan

RESPONSIBLE PERSON/S	TIMELINE	MILESTONES
TQP Goal 1: Improve student achievement (G1).		
Project Objective 1. Strengthen University focus on the urban school leadership programs for teachers and administrators		
Activity 1.1 Create an interdisciplinary doctorate program (Ed.D.)		
<ul style="list-style-type: none"> • Dr. Deb Bordelon, Dean of College of Ed. • Dr. Pam Guimond, Project Co-Director 	Fall 2011	State Certification Board approval
Activity 1.2 Develop a Turnaround Leadership Initiative in partnership with Metropolitan Institute for Leadership in Education (MILE) and Dr. Joseph Murphy from Vanderbilt University		
<ul style="list-style-type: none"> • Dr. Alicia McCray, Director, MILE • Dr. Dor Fitzgerald, Education Administration faculty • Dr. Karen Peterson, Project Co-Director 	Summer 2010 Fall 2011, 2012, 2013, 2014	<ul style="list-style-type: none"> • Develop plan for initiative • Begin initiative • Ongoing learning community
Activity 1.3 Coordinate services of the MILE induction program with the TQP initiative		
<ul style="list-style-type: none"> • All of the above and • Dr. Ron Patton, Coordinator, MILE Induction Program for Administrators 	Fall 2010 2011, 2012, 2013, 2014	Program aligned with TQP Leadership Initiatives Ongoing
Project Objective 2. Track program impact on student learning		
Activity 2.1 Develop system with LiveText using local assessments		
<ul style="list-style-type: none"> • Sue Rasher, OERAssociates • Chuck Maher, LiveText • Dr. Karen Peterson, Co-Directors 	Summer 2010, 2011, 2012, 2013, 2014	System in place for 2010-2011 data input
Activity 2.2 Integrate our data system with the Illinois Statewide Longitudinal Data System		
<ul style="list-style-type: none"> • Sue Rasher, OERAssociates • Chuck Maher, LiveText • Dr. Karen Peterson, Co-Director 	When state system is in operation	TQP data collection system aligned with state system
Goal 2: Improve the quality of new and prospective teachers by improving the preparation of prospective teachers and enhancing professional development for new teachers (G2).		
Project Objective 3. Design and establish a dual college (COE and CAS) MAT residency program in Urban Teacher Leadership.		

RESPONSIBLE PERSON/S	TIMELINE	MILESTONES
Activity 3.1. Transition the current GSU Alternative Certification Partnership internship program into a residency program with an MA in Education. The modifications to current program design have been approved by the Illinois State Board of Education.		
<ul style="list-style-type: none"> • Karen Peterson, Project Co-Director • Mr. Rudy Puente, Coordinator of GSU Alternative Certification Partnership 	Fall 2010	Completed GSU residency program with an MA in Education as adaptation of current Alt Cert Program
Activity 3.2. Develop the MAT Residency in Urban Teacher Leadership program with certification.		
<ul style="list-style-type: none"> • Dr. Karen Peterson, Project Co-Director • Dr. Pam Guimond, Project Co-Director • Dr. Larry Cross, MA Coordinator • Dr. Dianna Galante, Coordinator, Sec. Math • Mr. Rudy Puente, Coordinator Alt Cert 	Spring 2011	Completed GSU residency program as newly designed MA in Urban Teacher Leadership
Activity 3.3. In elementary education, middle school/secondary science and math and bilingual and ESL certification: Focus on new coursework design with course sequence with pedagogical scaffolding throughout based on new teacher developmental needs. Specific focus will be on integration of Universal Design for Learning, technology, diversity and leadership development throughout all courses.		
<ul style="list-style-type: none"> • Dr. Karen Peterson, Project Co-Director • Dr. Pam Guimond, Project Co-Director • Superintendent of Instruction for high performing schools 	Spring 2011	Candidates begin coursework
Activity 3.4. Submit for program approval to the Illinois State Board of Education		
Program Co-Directors and Coordinators as noted above	Submission, Fall 2010	Program approval By IL State Board of Education
Activity 3.5. Strengthen candidate recruitment and selection procedures		
<ul style="list-style-type: none"> • Dr. Jan Paron, TQP Leadership Team, • Recruitment Coordinator, TBD • Mrs. Eileen Lally, Program advisor 	Summer 2010	Finalized program materials and procedures
Activity 3.6. Select and train faculty in the various program foci		
• Dr. Karen Peterson, Project Co-Director	Summer 2010	Scheduled training sessions

RESPONSIBLE PERSON/S	TIMELINE	MILESTONES
<ul style="list-style-type: none"> • Dr. Pam Guimond, Project-Co-Directors • Dr. Jan Paron, Leadership Team, faculty with specific areas of expertise and external consultants in such areas as UDL, RtI, etc. 		
Activity 3.7 Establish residency induction and mentoring program		
<ul style="list-style-type: none"> • Dr. Karen Peterson, Project Co-Director, • With Dr. Vita Meyer and Dr. Dor Fitzgerald, Leadership team of state funded GSU Induction and Mentoring Partnership • Induction liaisons from each partner district 	Summer 2010	Program in place
Project Objective 4: Assist partner districts with development and refinement of high-quality, comprehensive induction programming with intensive mentoring for teachers in residency and for all first and second-year teachers of record in their respective districts.		
Activity 4.1 Establish residency induction and mentoring program		
<ul style="list-style-type: none"> • Dr. Karen Peterson, Project Co-Director, • With Dr. Vita Meyer and Dr. Dor Fitzgerald, Leadership team of state funded GSU Induction and Mentoring Partnership • Induction liaisons from each partner district 	Summer 2010	Program design in place
Activity 4.2 Work with partner districts to establish/strengthen their induction program for all new teachers		
Same as above	Summer 2011	State approved induction programs for all partner districts and all districts as part of the GSU Induction and Mentoring Partnership
Project Objective 5. Serve as a catalyst for reform for all programs in the PEU in the University and all high-need districts in the Southland Region		
Activity 5.1 Provide professional development for all Professional Education Unit (PEU) faculty and staff aligned with TQP goals		

RESPONSIBLE PERSON/S	TIMELINE	MILESTONES
<ul style="list-style-type: none"> • Dr. Karen Peterson, Project Co-Director • Dr. Pam Guimond, Project Co-Director • Jan Paron, Leadership Team • TQP PD Coordinator (TBD) • Deb Bordelon, Dean, College of Education • Division Chairs, Dr. Karen D’Arcy and Dr. Colleen Sexton 	<p>Summer 2010, 2011, 2012, 2013, 2014</p>	<p>Establish a PD Professional Learning Community with a minimum of two sessions per year with ongoing focus on UDL, RtI, CRISS, differentiation, induction and mentoring, STEM initiatives, and others to be determined</p>
<p>Activity 5.2 Provide professional development offerings on topics aligned with TQP goals for all educators in partner districts and available for fee to other high need districts in our region</p>		
<p>Activity 5.3 Train resident mentors to take on district leaders in the areas of UDL, TPS, UBD and as certified cooperating teachers</p>		
<ul style="list-style-type: none"> • Drs. Karen Peterson and Pam Guimond, Co-Directors, • Dr. Jan Paron, Leadership Team • Dr. Vita Meyer, Leadership Team, GSU Induction and Mentoring Partnership 	<ul style="list-style-type: none"> • Design, summer 2010 • Annually, 2011, 2012, 2013, 2014, bi-weekly PD and mentor learning community sessions 	<ul style="list-style-type: none"> • Establishment of design • Completion of various training sequences • Presentations at home district • Receiving designation as Certified Cooperating Teacher
<p>Activity 5.4 Establishment of TQP Administrator Learning Community</p>		
<ul style="list-style-type: none"> • Drs. Karen Peterson, Pam Guimond, Jan Paron, TQP Leadership Team, and • Mrs. Alicia McCray and Dr. Dor Fitzgerald, MILE 	<p>Summer 2011 then biannually, 2011, 2012, 2013, 2014</p>	<ul style="list-style-type: none"> • Bi-annual administrator newsletter • Annual administrator training sessions at each individual district
<p>Activity 5.5. Integration of technology utilizing UDL principles in partnership districts</p>		
<ul style="list-style-type: none"> • Dr. Jan Paron, Leadership Team and Dr. Sandi Estep, Coordinator of Teaching with Primary Resources, and Dr. Colleen Sexton, Division Chair, COE • Mr. Chuck Mahar, LiveText 	<p>Summer 2011 – Preparation for 2011-2012; then annually 2011, 2012, 2013, 2014</p>	<p>There will be summer planning for continuous program improvement for each following year’s PD sequence</p>

RESPONSIBLE PERSON/S	TIMELINE	MILESTONES
TQP Goal 3: Hold teacher preparation programs at institutions of higher education accountable for preparing highly qualified teachers. (G3)		
Project Objective 6. Create a system of continuous improvement		
6.1 Monitor and report on all GPRA and HEA measures, including state pass rates, graduation rates, state licensure, teacher retention and use data for purpose of discrepancy analysis		
<ul style="list-style-type: none"> Sue Rasher, OERAssociates, Drs. Karen Peterson and Pam Guimond, Co-Directors 	<ul style="list-style-type: none"> Fall 2011 then annually 2012, 2013, 2014 	Evaluation reports and GPRA reports for DOE with goals for program improvement based on date
Activity 6.2 Establish schedule for weekly leadership team and monthly partner meetings for ongoing analysis of progress on program goals and objectives, including data analysis of external evaluator’s reports.		
<ul style="list-style-type: none"> Drs. Karen Peterson, Pam Guimond, Jan Paron, Sue Rasher, OERAssociates, all project coordinators and all district liaisons and various initiative liaisons 	<ul style="list-style-type: none"> Spring 2010 Fall 2010, followed by quarter reports in 2011, 2012, 2013, 2014 	<ul style="list-style-type: none"> Design of accountability protocols Quarterly reports on status of all goals and objectives with goal setting based on status
Activity 6.3 Form a collaborative evaluation team with representatives from GSU and LEAs with focus on continuous program improvement		
<ul style="list-style-type: none"> All above plus at least one representative from each LEA 	<ul style="list-style-type: none"> Spring 2011 Six meetings per year – beginning 2011, 2012, 2013, 2014 	<ul style="list-style-type: none"> Design in place, with evaluation team identified Schedule established for 6 meetings each year
Activity 6.4 Analysis of ongoing impact beyond TQP; across PEU, in partner districts and region. Data collection will include content analysis of program documentation, evaluations of trainings and surveys of faculty districts regarding level of implementation.		
Drs. Karen Peterson, Pam Guimond, Jan Paron, Sue Rasher, OERAssociates, and all project coordinators, district liaisons, initiative liaisons	<ul style="list-style-type: none"> Fall 2011, 2012, 2013, 2014 	Evaluation reports & goals for greater program impact based on data
Project Objective 7. Interface project staff with other GSU departments and regional agencies for the purpose of program collaboration and alignment		
Activity 7.1 Design a system for ongoing analysis of the impact of existing internal and external partners and resources serving the goals of this initiative		

RESPONSIBLE PERSON/S	TIMELINE	MILESTONES
Drs. Karen Peterson, Pam Guimond, Jan Paron, Sue Rasher, OERAssociates, all project coordinators and coordination with all internal and external partners (See Appendix D for listing of initial internal and external partners)	<ul style="list-style-type: none"> • Winter 2011 • Each subsequent fall – 2011, 2012, 2013, 2014 	<ul style="list-style-type: none"> • Documentation of a design system with all current internal and external partners, adaptable for future modifications and analysis of impact • Annual revision of partnership initiatives and personnel
Objective 7.2 Disseminate program impact on student achievement and teacher preparation		
Drs. Karen Peterson, Pam Guimond, and Jan Paron, Leadership Team	Fall 2011 and each subsequent year, and newsletters twice annually	Newsletters, conference presentations and journal publications
Goal 4: Recruit highly qualified individuals, including minorities and individuals from other occupations, into the teaching force. (G4)		
Project Objective 8. Recruit high quality teachers from diverse backgrounds to improve student achievement in the high-need schools of the Southland Region of Chicago		
8.1 Implement an intensive and dynamic recruitment process and rigorous selection criteria, targeting candidates who demonstrate the potential successful resident turnaround teachers, mentors and principals		
<ul style="list-style-type: none"> • Dr. Jan Paron, Leadership Team • Recruitment Coordinator (TBD) • Mrs. Eileen Lally, advisor 	<ul style="list-style-type: none"> • Winter 2010 • Ongoing • Annually 2011, 2012, 2013, 2014 	<ul style="list-style-type: none"> • Hire Recruitment Coordinator & finalize recruitment materials and selection processes • Academic advising • Collection of data for continuous program improvement

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