

## **I. ABSOLUTE and COMPETITIVE PREFERENCE PRIORITIES**

### **A. Absolute Priority One: Partnership Grants for the Preparation of Teachers**

This Teacher Quality Partnership five year proposal, entitled **Using Research Based Actions to Network Cities Engaged in New Teacher Education Reform (the URBAN CENTER)**, is an eligible partnership, including a consortium of high-need schools within these high-need LEAs (Chicago Public Schools District 299 [CPS], Peoria Public Schools District 150 [PSD], Decatur Public Schools District 61 [DPS]); Illinois State University (ISU) a four year public university including its Colleges of Education and Arts & Sciences; and nine community partners. **The partnership eligibility is defined in detail in Appendices A and H.**

ISU will also extensively involve units across the university, including two additional colleges (Applied Sciences & Technology and Fine Arts) that together support 28 teacher education programs across disciplines, each approved by the Illinois State Board of Education (ISBE) and accredited by the Council for the Accreditation of Educator Preparation (CAEP). Other ISU units that will support this project are the Center for Math, Science and Technology, Mary and Jean Borg Center for Reading & Literacy, and Chicago Teacher Pipeline™.

The nine community partners are: LISC/Chicago, LISC/Peoria (private nonprofits); Enlace-Chicago (community-based nonprofit); Greater Auburn Gresham Development Corporation (community-based nonprofit); North River Commission (community-based nonprofit); The Resurrection Project (community-based nonprofit); Breakthrough Urban Ministries (community development corporation); Latino Policy Forum (private policy and advocacy organization); and State Farm Insurance Co. ® Foundation (business).

Together, the URBAN CENTER will create an integrated, comprehensive system of urban teacher recruitment, preparation, and induction/mentoring to strengthen a pipeline model that will recruit and prepare 500 high-quality teachers for the highest-need districts in Illinois where teacher attrition is endemic and student achievement remains persistently low.

## **B. Competitive Preference Priorities**

**1. Promoting STEM education:** Faculty in the College of Education will collaborate with Arts and Sciences faculty to ensure those intending to teach STEM courses in mathematics and sciences will build appropriate content knowledge. The STEM courses will align to Common Core State Standards (CCSS) and subsequent professional development (PD) with strategies that translate the standards into practice.

**a. Mathematics:** ISU's approach to mathematics education ensures that elementary and secondary school teacher education candidates are prepared to teach mathematics using methods that engage school students actively and cooperatively in problem solving, reasoning and proof, and make appropriate mathematical connections and representations. The URBAN CENTER candidates of mathematics will, during their course work, regularly engage not only in solving mathematical problems but also in posing mathematically rich tasks which are appropriate to the needs and contexts of their future students, consistent with Illinois Learning Standards for Mathematics (ISBE, 1997) with National Council of Teachers of Mathematics Principles and Standards for School Mathematics (2000) and the more recent CCSS. The teacher candidates will make use of inductive and deductive reasoning and be creative in employing modern technologies that will assist school students to learn key mathematical structures. In addition to important mathematics content, the mathematics teacher education candidates will acquire the kind of research based pedagogical content knowledge (Ball, Thames & Phelps, 2008; Hill, Ball, & Schilling, 2008) that will assist them to identify and correct common mathematical misconceptions. Finally, mathematics students in the URBAN CENTER will have multiple field-based experiences through their clinical work in the project's three urban school districts to provide exposure to a variety of teaching and learning environments, which are coordinated with the teachers' preparation program. Moreover, their study of how to teach mathematics will incorporating hands-on and inquiry-based experiences, including dedicated research experiences, mathematics specific pedagogical instruction, and explicit instruction in the interdisciplinary

connections between learning sciences and mathematics instruction.

**b. Sciences:** Through course readings, discussions and assignments at ISU, the URBAN CENTER science teacher candidates will explore issues relevant to elementary, middle, and secondary school science teaching, such as teaching science in ways that model scientific practice, linking science and other disciplines (e.g. literacy, social studies), teaching science as part of culturally responsive science teaching, and connective science learning to youth's lives (Barton, Ermer, Burkett, & Osborne, 2003). In this project, candidates will have real life experiences applied to the classroom where they are placed in their clinical experiences in a variety of high-need community settings across the project's school districts, and they will have ample opportunities to plan instruction and assessment opportunities, practice instructional and assessment techniques, and grapple with a host of challenges that elementary and middle school teachers' face in such multiple field-based instructional experiences. Finally, candidates will learn how to use fundamental hands-on inquiry-based STEM concepts in the subject matter of science, including physical, life, and earth and space science in dedicated research and laboratory experiences, as well as key concepts and methods used in scientific practice, such as designing experiments, testing hypotheses, collecting data, and analyzing results of experiments.

**2. Implementing internationally benchmarked standards:** At ISU, there are four primary ways in which we prepare teacher candidates and new teachers to teach using the newly implemented CCSS. First, through the College of Education's various programs, candidates participate in a variety of methods courses with clinical experiences. In these courses, candidates specifically work with CCSS when designing and teaching standards-based lesson plans. In their courses, teacher candidates are exposed to lesson plan templates and websites that clarify the difference between the old standards and the CCSS. Additionally, candidates are directed to e-resources that support their development of rubrics and content areas that incorporate the CCSS.

Second, teacher candidates and new teachers (through their PD activities) have access to the "shift kits" through the College of Education. Candidates can attain these Mathematics and

English Language Arts “shift kits”, which provide a compilation of materials and resources designed to increase the knowledge and understanding of the shifts in instruction according to the CCSS. The English Language Arts (ELA) “shift kits” were designed in partnership with the ISBE and the ELA Content Specialists. There are nine separate kits based on PARCC’s advances as well as one administrator’s kit. The contents for each topic list the specific components including videos and webinars for the shift. Each kit contains supplemental guides, critical direction from International Reading Association and CCSS, PowerPoints with facilitator's guides, and a scholarly journal article reference list.

Information included in the Mathematics Kits comes from many websites that reference additional materials, including some from other states, since sharing resources across state lines exemplifies the spirit of the CCSS. The intended use of this kit is to provide a compilation of materials and resources designed to increase the knowledge and understanding of the shifts in mathematics instruction according to the CCSS. Some suggested uses: share within professional learning communities, staff and grade level meetings, and informational parent sessions. The kit was designed to give teachers and administrators background information on what is expected for student achievement with the CCSS. Each kit includes purpose of kit, potential use of kit, critical direction - background of key shifts, PowerPoints, facilitators’ guide, notes handouts, primary documents, scholarly journal articles, example assessment tasks, and e-resources.

Third, ISU offers an essential two-day PD workshop for teacher candidates, teachers, and new teachers and other educators who want to develop a deeper and practical understanding of the CCSS. The event, organized and sponsored by the Mary and Jean Borg Center for Reading and Literacy has been led by veteran teachers, educational leaders, and national speakers on the implementation of the CCSS. Workshop participants examine the four essential documents that comprise the CCSS, generate instructional objectives and student-friendly targets using established CCSS grade-level standards, learn how reading for information strategies are connected to the CCSS strands in writing speaking and listening, and craft performance targets

that are aligned to grade-level standards using a four-step framework.

Finally, in the URBAN CENTER, The Borg Center will work with districts and schools through PD activities focused on teachers candidates and new teachers to conduct an audit of the literacy curriculum, which will serve five primary purposes: comprehensively review all aspects of the elementary literacy curriculum; identify existing strengths of the current curriculum as it is delivered in classrooms; cross-walk literacy curriculum with CCSS; identify areas and needs for curricular improvement in literacy instruction; and, suggest potential actions and resources to assist with curricular improvement. The audit is conducted with knowledge of the teaching staff, and is not an assessment of the quality of their instruction. Rather, it is an opportunity for a district to systematically examine strengths and areas for improvement within literacy curricula to make evidence based decisions that help all children succeed in the area of literacy.

## **II. SIGNIFICANCE**

### **Introduction and Overview of the URBAN CENTER TQP Project**

As the largest producer of teacher educators in the State, ISU is well-positioned to lead a project of this scope and magnitude, particularly as it is geographically situated in central Illinois and flanked by three urban schools districts: Chicago Public Schools (CPS), the third largest urban school district in the nation; Peoria School District (PSD), the third largest urban school district in Illinois; and Decatur Public Schools (DPS), which experienced greater than 100% growth in English Language Learners (ELL) from 2005 to 2012. This project further refines the model of how a university located at a distance can effectively work with an urban school system. Finally, the URBAN CENTER will create an integrated, comprehensive system of urban teacher recruitment, preparation, induction/mentoring, and retention to strengthen a pipeline model that will recruit and prepare 500 high-quality teachers for the schools in the highest-need districts in Illinois where teacher attrition is endemic and student achievement remains persistently low as compared to state and national averages.

#### **A. The Extent to which the Proposed Project is Likely to Build Local Capacity to Provide,**

**Improve, or Expand Services that Address the Needs of the Target Population**

The URBAN CENTER will build capacity to provide, improve or expand services that address the needs of the target population in teaching and student achievement in the following ways: First, ISU and its partners have indicated in their letters of partnership, that they are committed to institutionalization of the project and plan to use their own funds to continue the project. Second, the project will build capability and sustainability through organization into the following Work Teams, guided by the Governance Council and Management Team: Recruitment, Urban Teacher Preparation (UTP), Summer Teacher Education Partnership for Urban Preparation (STEP-UP) Fellowship, Pipeline Immersion Community Schools (PICS)/Professional Development Schools (PDS), Induction/Mentoring (I/M), and Assessment. ISU and its partners will develop detailed plans on how the partnership can be sustained through appropriated and reallocated funds. Third, the PICS and PDS through intensive clinical programming and assessment processes will provide increased local capacity in supporting teacher preparation and enhance student achievement. Fourth, the project is designed to change the way teachers instruct high-need students. It is anticipated that these new skills will be a part of their teaching repertoire.

**1. How needs were assessed:** A comprehensive needs assessment was undertaken including a compilation of teacher and student needs data from CPS, PSD, DPS, and Illinois State Board of Education (ISBE) as well as interviews with respective district officials, principals, and teachers.

**2. Impoverished, high-need cities:** The demographics of Illinois’ high-need communities with endemic teacher attrition and low student achievement present a challenging picture. It is in these high-needs districts where children are coming from families living in poverty that we must ensure that our teachers are highly qualified.

Table 1. Demographic and Other Student Information for Partnering Districts

|                       | <b>CPS<br/>299</b> | <b>PSD<br/>150</b> | <b>DPS 61</b> |             | <b>CPS<br/>299</b> | <b>PSD<br/>150</b> | <b>DPS 61</b> |
|-----------------------|--------------------|--------------------|---------------|-------------|--------------------|--------------------|---------------|
| <b>Total district</b> | 395,071            | 13,976             | 8,613         | <b>% of</b> | 84.9%              | 69.3%              | 74.8%         |

|                               |       |       |       |                                                                                    |     |      |      |
|-------------------------------|-------|-------|-------|------------------------------------------------------------------------------------|-----|------|------|
| <b>enrollment</b>             |       |       |       | <b>students from low income families</b>                                           |     |      |      |
| <b>Black</b>                  | 40.5% | 56.4% | 45.9% | <b>% of IL public school students attending</b>                                    | 19% | .6%  | .4%  |
| <b>Hispanic</b>               | 45%   | 9.1%  | 2.7%  | <b>Limited-English-Proficient</b>                                                  | 17% | 4.8% | 0.8% |
| <b>White</b>                  | 9.1%  | 24.3% | 40%   | <b>Graduation rate</b>                                                             | 70% | 71%  | 66%  |
| <b>Asian/Pacific Islander</b> | 3.5%  | 1.7%  | 0.8%  | Source: Illinois Report Card (IRC), 2013; Illinois State Board of Education, 2014. |     |      |      |
| <b>American Indian</b>        | 0.3%  | 0.4%  | 0.3%  |                                                                                    |     |      |      |
| <b>Multiracial</b>            | 1.5%  | 8%    | 10.3% |                                                                                    |     |      |      |

**3. Low student achievement:** CPS, PSD, and DPS students are faced with significant gaps in services and opportunities resulting in low-achievement, high enrollment of economically disadvantaged students, and low high school completion rates. Using benchmarks set by ACT to determine college readiness for high school juniors, underprivileged students in CPS, PSD, and DPS make up respectively 84.9%, 69.3% and 74.8% of enrollment. According to the IRC (2013), students in the same districts struggle to meet college readiness benchmarks on the ACT with 46% of students in Illinois scoring at least a 21, compared to 25% of students in CPS, 24% in PSD, and 21% in DPS.

Average scores in the math, reading, and science sections of the ACT further exemplify trends of low achievement in these districts. In 2013, students in CPS, PSD, and DPS met benchmarks in Math at an average of 22%, 21%, and 14% respectively, compared to the statewide average of 40%. For reading, students in CPS, PSD, and DPS met benchmarks at a rate of 21%, 25%, and 24% respectively, compared to the Illinois average of 39%. And, in Science, 34% percent of students statewide met benchmarks, whereas only 17% of CPS, 17% in PSD, and

16% in DPS met standards. Perhaps most troubling is the average number of students who met standards in all subject areas. In Illinois, 24% of students statewide met benchmarks in all subjects, compared to 10% of students in CPS, 12% in PSD, and 10% in DPS.

The inequity also exists when looking at the 2013 Prairie State Achievement Examination (PSAE) scores across LEAs. More than 70% of CPS and 68% of PSD 11<sup>th</sup> graders fail to meet the 62.5% standard in math, reading, and science; and a similar trend is also occurring in DPS with only 34% meeting in Reading and only 23% meeting in Mathematics and Science.

Achievement gaps on the 2013 Illinois State Achievement Test (ISAT) highlight the critical need for resilient and culturally competent teachers in CPS, PSD, and DPS as well. In CPS, black students scored an average of 33% lower than their white peers in reading, math, and science. In PSD and DPS, this gap was 35% and 21% respectively. Furthermore, in 2013 students with Individualized Education Plans (IEPs) in all three districts lagged far behind their peers on the ISAT, which speaks to the need for a pipeline of highly qualified special education teachers. In CPS, the achievement gap between IEP/non-IEP students was an average of 42% across reading, math, and science. In PSD and DPS, this gap was 29% and 33% respectively.

These data illustrate the needs within high-need cities this project will serve to bring high-quality teachers in the most pressing content areas of special, STEM, bilingual, and elementary education. The ability to effectively teach reading and literacy across the curriculum and meet the needs of all students will impact student learning and achievement.

***4. Needs assessment of the partnership with respect to the preparation, ongoing training, professional development, and retention of general and special education teachers:*** The Local Initiatives Support Corporation (LISC), a national private non-profit community development intermediary, through their New Communities Program, took the lead for the URBAN CENTER partnership to conduct a needs assessment of the partners with respect to preparation, ongoing training, professional development, and retention of general education and special education teachers. While focusing in on cities with the highest rates of poverty and blight, all partners

have realized that educational issues such as high teacher turnover, teaching outside of highly qualified teaching content areas, and low student achievement are challenges that the URBAN CENTER can address in CPS, PSD, and DPS. This assessment demonstrated that the shortage of highly qualified urban teachers in particular is a challenge for those who teach subjects in high demand (special, STEM, bilingual, and elementary education). Higher levels of teacher dissatisfaction, attrition and under qualified teachers are also concentrated in such schools, making them even more underserved and harder to staff. Accountability demands combined with an unbalanced distribution and retention of highly qualified teachers have put many already underserved schools at greater risk. The URBAN CENTER will address these partnership needs by creating a pipeline of highly qualified teachers who are specifically trained in situ and continue to receive professional development (PD) during their induction years. In line with these identified needs, recruitment efforts proposed will include onsite coursework and clinical experiences in partnership with CBOs. Such context-based exposures assist in the development of teacher skills, which can be best learned by observing, reflecting, interpreting, and implementing practices appropriate and sensitive to the needs of children from diverse and poverty-stricken backgrounds.

This assessment also showed that partnerships between universities and under resourced schools and cities need more rigorous development. A central premise of the URBAN CENTER is to expose pre-service teachers to these areas as early and substantially as possible. Placing pre-service teachers in classrooms at the onset and throughout their preparation allows multiple opportunities to observe, reflect, and prepare to teach in that setting. Positive initial urban field experiences correlate positively with teacher retention (Gallego, 2001).

**5. *The unique needs of urban teachers:*** The importance of community context and their relevance for learning is a challenge faced by many urban teachers. Separating learner from environment and knowing from doing can lead to detrimental effects to the beginning teachers' relevant development and subsequent retention in urban schools. When learning occurs outside

of real world settings, housed in the walls of the Ivory Tower, knowledge gained without the ability to reflect within contextual domains remains inert and ultimately vitiates the relevance of meaningful practice. An urban teacher's knowledge of how culture is formed and their attitudes regarding education are vital components to: interpreting cultural behavior; understanding multicultural literacies and LEP students; and addressing deficit based perspectives on students' ability and perceived lack of motivation and its effect on student retention and achievement.

**6. *How the project addresses these needs:*** There are numerous unique and exemplary ways that the URBAN CENTER has been designed to address the needs of the partnership and of urban teachers for CPS, PSD, and DPS. The project will build upon and enhance current effective practices, creating an integrated, comprehensive system of urban teacher recruitment, preparation, induction/mentoring, and retention to strengthen a pipeline model that will recruit and prepare 500 high-quality teachers for the schools in the highest-need districts in Illinois.

#### **B. The Likelihood that the Project will Result in System Change or Improvement**

This project has been designed to bring about comprehensive systemic improvement in the way that teacher candidates are prepared in their undergraduate years and supported during the first two years of teaching. The first objective of the URBAN CENTER is focused on developing a system of collaboration among three urban schools districts (CPS, PSD, and DPS), the community partners, and the various colleges and departments within ISU. As described, that collaboration will result in establishing systems for the partners to work effectively together, including Governance Council, Management Team, and various Work Teams focused on program design and implementation. Second, through this extensive collaboration, the partners will develop a system where pre-service teachers become deeply immersed in four years of intensive clinical work in schools aligned with Common Core State Standards (CCSS), including: high-quality, active clinical experiences in partner districts, a STEP-UP fellowship before a candidate's junior or senior year, a senior year option to choose between a traditional 16-week student teaching placement in a PICS or a year-long experience in the PDS model.

Third, ISU will also establish rigorous requirements for students to graduate from the URBAN CENTER, including: a written commitment to teach in a high-need school upon graduation; a minimum GPA of 3.0; successfully passing edTPA (measuring a candidate's knowledge and implementation of internationally benchmarked college readiness standards); and the State's academic content tests. Fourth, this project will undertake systemic changes and closely align its reforms with the needs of the LEAs, and in collaboration with its partners, redesign ISU's teacher education clinical and course offerings so that a more intensive and extensive program can be designed to prepare candidates for urban settings. Fifth, a system of collaboration will be established to enable ISU to work with graduates as they enter the profession, supporting new teachers, including the development of systems for induction/mentoring with experienced teachers within their schools, thereby building capacity from within each school and providing mentee/mentor pairs with extensive PD and support, including the CCSS.

### **C. Extent to which the Project will Prepare Personnel for Fields in which Shortages have been Demonstrated**

A substantial shortage of highly qualified teachers exists in Illinois urban public schools. As a district, Chicago's teacher attrition is 18%. Of those, about 40% transfer to another CPS school, but a growing number head for suburban districts (Forte, 2014). According to the Consortium on Chicago School Research, turnover is worst where poverty is highest— in 132 Chicago schools where more than 90% of students are low-income minorities, a third of those schools lost more than half their teachers from 2008-2012 (Forte, 2014).

In PSD and DPS, teacher need is demonstrated by a high percentage of its classes taught by teachers of core academic subjects who are not highly qualified to teach. In PSD, 0.9% of its classes across the district, and 1.5% of classes in high-poverty schools are represented in this way. Similarly, in DPS, 1.4% of classes across the district, and 2.6% of classes in high-poverty schools reflect the inequity when compared to the state average of 0.2% (IRC, 2013).

Without addressing teacher retention through comprehensive preparation and induction—any

recruitment will be structurally impaired if those same new recruits leave teaching after only a few years in the profession, exacerbating the attrition problem and compounding the shortages in urban classrooms, not to mention the high cost. “The academic cost of turnover is highest for poor students of color in distressed communities, who are most likely to see their teachers leave for easier jobs in other districts and other careers” (Karp, 2014) highlighting the need for better teacher preparation through partnerships. In the last ISBE report (2011), CPS had more than half of the unfilled positions with a reported 464 unfilled positions or 63% of the state total. In the remaining downstate counties where PSD and DPS are located, 215 unfilled positions representing 28% of the state total was reported in 2011, which is much higher than their historical average of 18%. As the largest preparer of teachers in the State of Illinois, ISU is successfully producing high-quality teachers on a large scale, and through the UTP redesigned sequences proposed in the URBAN CENTER, will be able to close the supply/demand gap in Chicago and downstate urban districts. ISU’s retention of teachers is far superior to other teacher education programs. More than 80% of ISU graduates are still teaching 5 years after graduation compared to 50% nationally (Navickas, 2014).

### **III. QUALITY OF THE PROJECT DESIGN**

#### **A. Extent to which the Project is Supported by Strong Research based Theory**

As defined by the RFP’s definition of a strong theory, the URBAN CENTER project provides a rationale for the proposed process, product, strategies, and practices, within its logic model. The logic model is supported by strong theories, supported by moderate to strong research evidence with “evidence of promise” and linkages between its inputs, intermediate outcomes, and final outcomes, aligned with the project’s objectives.

*1. Establishing a system of collaboration aligned with project objective one:* The URBAN CENTER has been designed collaboratively to function with governance by individuals representing its key partnerships including ISU, the partner LEAs, and community-based organizations. The design for this objective is based upon research that demonstrates that

collaborative systems of reform are effective in implementing school/university partnership programs. In their research on educational reform in Chicago, Bryk, Sebring, Allensworth, Luppescu, and Easton (2010) demonstrated that for student achievement to be improved, collaboration needs to occur among teachers, principals, and community partners. Accordingly this project's collaborative system will demonstrate how universities can effectively prepare high-quality teachers for high-need schools through a process of community immersion (Waddell, 2011; Lee, Showalter, & Eckrich, 2013).

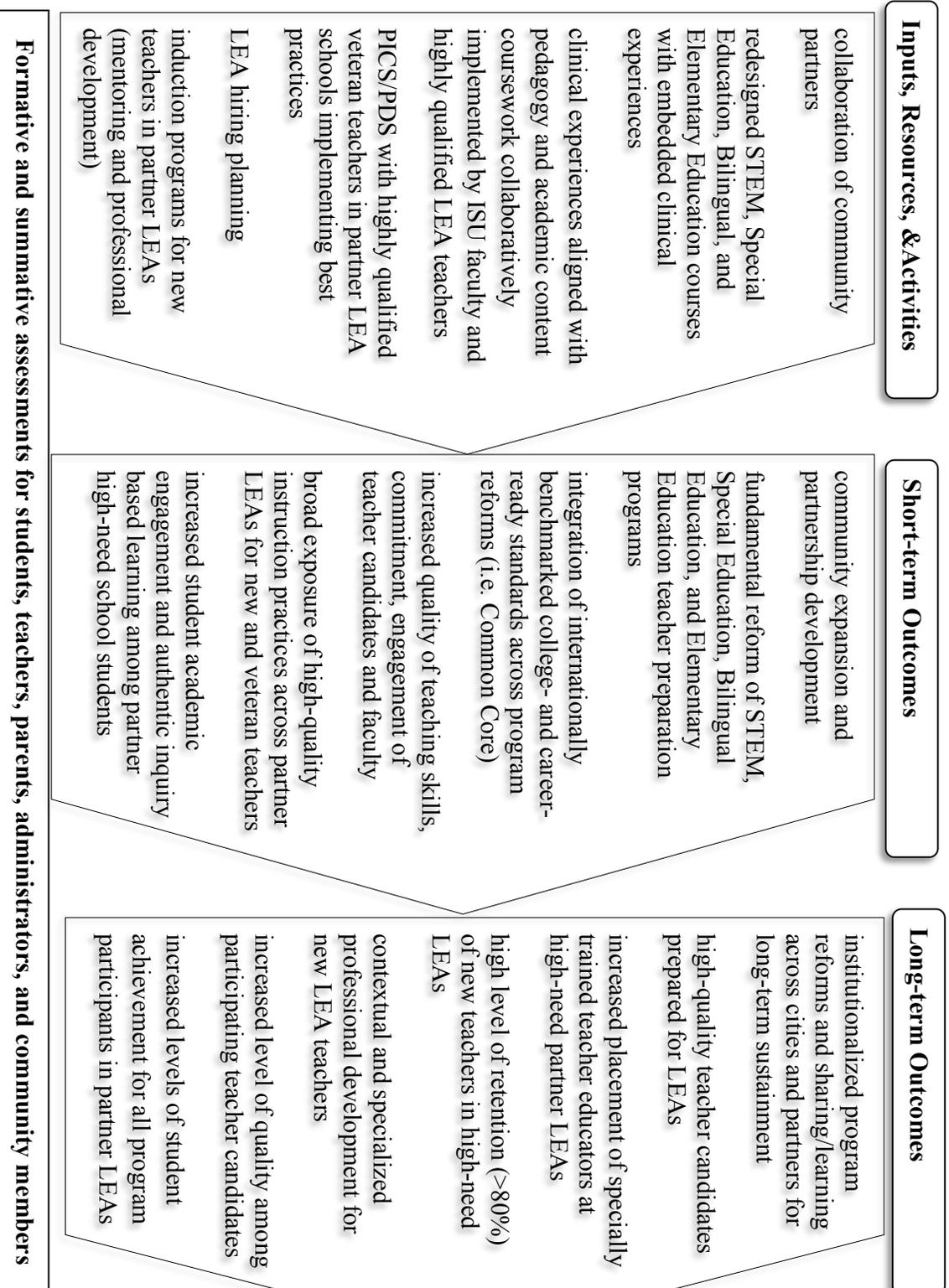
***2. Preparing teacher candidates for high-need schools aligned with project objective two:***

The URBAN CENTER, based on teacher education research (Darling-Hammond & Lieberman, 2012; Darling-Hammond, 2013; Hargreaves & Fullan, 2012) in its design, will effectively address how teachers can become highly qualified through their commitment to and immersion in the community culture of their schools, while at the same time focusing on the acquisition of high-quality professional skills in special, STEM, bilingual, and elementary education. The URBAN CENTER's teacher candidates will actually live in the communities where they will be eventually teaching so that they can acquire an in-depth and first-hand understanding of what challenges their students face on a day to day basis, and where they can acquire the psychological motivation and commitment to teach students from diverse socio-economic and ethnic backgrounds (Waddell, 2011; Zeichner, 2011). It is only through real-life experiences that teacher candidates, as participant-observers, can develop the ability to reflect on how other cultures function and how the histories of those cultures can have a deep impact on students' views of learning and attitudes towards their futures (Amatea, Cholewam, & Mixon, 2012).

***3. Placing, supporting, and retaining new teachers aligned with project objective three:***

The URBAN CENTER prepared teacher candidates will be given unique opportunities that give them a significant advantage when beginning their teaching in the partner LEAs. Providing opportunities for its graduates in the first years of their teaching with a wide array of both social and professional supports (induction/mentoring [I/M] and professional development [PD]) will

**Figure 1. Logic Model**



ensure that teachers will devote an entire career to working in high-need schools. Literature supports the importance of mentoring and PD, both in the enhanced quality of teaching (Ingersoll & Strong, 2011) and in the long-term retention in the profession (Ingersoll, 2012).

**4. Improving the academic achievement of public school students aligned with project objective four:** The URBAN CENTER model has been designed so that it views instruction from the perspective of the authentic construction of knowledge through disciplined inquiry (Spronken-Smith & Walker, 2010; Shore, Aulls, & Delcourt, 2008). The seminal research of Bryk et al. (2010), which has informed the theory behind the project's logic model, identifies 100 elementary schools in Chicago that had substantially improved in terms of student achievement employing inquiry-based approaches in reading and mathematics and 100 that had not. Their statistically significant findings (with at least .25SD effect size) provide valuable evidence explaining that an authentic system of teaching and learning, which emphasizes deliberation and relevancy beyond the school, is critical for schools to accelerate student learning.

**B. Extent to which the Training or PD Services are of Sufficient Quality, Intensity, and Duration to Lead to the Improvements in Practice**

**1. A project of sufficient quality:** There are a number of ways the PD services provided are of high-quality and lead to improvement in practice among pre-service and new teachers who teach multiple subjects, special education, and LEP students. *Alignment with recent research and Common Core State Standards (CCSS):* First, the PD provided at both the pre-service and in-service levels will be aligned with the latest research and CCSS (ISBE, 2014). Consistent with that research, all PD activities, whether focused on pedagogy or academic content, will provide follow-up support in the form of extensive mentoring and coaching, which will enable candidates and teachers to apply the new concepts and strategies they have learned. The mentoring will also be accompanied by reflection and dialogue sessions where candidates, new teachers, and the mentors can explore case material (sometimes in a video format) and specific examples of how instruction can be improved. Moreover, all of the mentors involved in the URBAN CENTER

will receive extensive training so that they can offer support that is geared to the needs of candidates and new teachers. *Extensive assessments:* Second, an extensive array of assessments will be employed to provide feedback to teacher candidates and new teachers. *Cohorts offering an integrated professional experience:* Third, organizing teacher candidates into cohorts by district will offer an integrated and supported PD experience where they will be able to provide mutual support and have greater continuity in the development of professional skills. *Support from a wide range of professionals:* Fourth, the candidate cohorts will also be supported by teams of professionals, including: education, faculty in all academic content areas, CBO representatives, experienced teachers, and school administrators. Together these groups will combine their expertise to provide candidates with a wealth of professional experience. *Program alignment to school needs:* Fifth, the PD program offered under the URBAN CENTER also benefits from the 11 years in which ISU and school districts statewide have collaborated on designing PD programs that are geared to the needs of under-resourced schools. *Technology to support PD:* Finally, a wide range of technologies enhance the quality of the PD, including: simulated-based learning, teacher and student-created media, on-line investigations, working with databases, and reflecting on and documenting teacher and student achievements.

**2. A project of sufficient intensity:** The URBAN CENTER also provides PD of sufficient intensity. *Four-Year, Day-Long and Summer Clinical Work:* First, the clinical experiences provided to pre-service teachers from their freshman to their senior year involves candidates in four years of day-long and multi-day clinical programs where they have extensive opportunities to learn about teaching firsthand, through: observations, shadowing, tutoring, small and whole group instruction in an immersive community experience. Because all cohort courses in Urban Teacher Preparation (UTP) tracks will have clinical work after redesign, candidates will be intensively engaged in meaningful inquiry with teacher mentors through the use of case material drawn from field-work, including videos, portfolios, journals, and lesson plans. ISU's minimum

requirement for diverse field experiences is 50 hours; however the benchmark for the URBAN CENTER will increase this requirement by 100%. The four-week Summer Teacher Education Partnership for Urban Preparation (STEP-UP) fellowship option for matriculating juniors and seniors offers intensive work in high-need schools in partner cities. As seniors, the URBAN CENTER participants will choose between a traditional 16-week student teaching Professional Immersion Community Schools (PICS), or a year-long Professional Development School (PDS) experience. Through both programs, participants will live in the partner community in which they are student teaching. In addition to student teaching, participants will simultaneously be enrolled in co-curricular immersive cultural programming in the evenings, engaged in contextual seminars regarding their city. *Intensive course work:* Second, teacher candidates in special, STEM, bilingual, and elementary education with multiple high-need endorsements are provided with intensive levels of course work that are coupled with over 100 hours of diverse clinical opportunities. The special education (82 hours), mathematics (66 hours), physics (52 hours), biology (74 hours), chemistry (61 hours), bilingual (92 hours), and elementary (65 hours) teacher education majors require the hours of course work provided in parentheses. These courses include extensive hours in academic disciplines (from 18-40 hours), curriculum and instruction, educational administration and foundations, psychology, and special education. In addition, academic course content will be provided for multiple subjects and grade levels, including the ability of pre-service teachers to teach Advanced Placement courses satisfactorily in partner LEAs. *Intensive PD I/M experiences:* Third, new teachers under the URBAN CENTER have a wide range of intensive PD induction experiences. These include: classroom coaching and mentoring by master/experienced teachers who are also teachers in their school building; all day Saturday PD institutes that include literacy, technology, CCSS, and classroom management workshops; research on how knowledge can most effectively be taught; within school and between district study groups; and follow-up work meetings with mentors and/or coaches on

pedagogy and the effective teaching of knowledge. Program mentors will receive at least 40 hours of mentor training and all participants (mentors and mentees) will participate in eight PD sessions per year. *Multiple levels of support:* Fourth, multiple levels of support are provided under the URBAN CENTER from ISU faculty, a range of ISU teacher education support centers, community representatives, school administrators, and master classroom teachers. *Technology to enhance communication and support:* Finally, technology increases the intensity of interactions for teacher candidates and new teachers in that they are able to use project listservs, websites, databases, and on-line support services.

**3. A program of sufficient duration:** The URBAN CENTER is also a project of sufficient duration. The proposed pre-service urban teacher preparation program will have four years of clinical experiences and course work of increasing intensity and complexity for teacher candidates, with ample opportunities to develop high-quality skills to teach in high-need urban settings. Likewise, the I/M program is of sufficient duration in that new teachers are inducted into the profession over two years, with extensive opportunities to develop professional skills.

### **C. Extent to Which the Proposed Activities Constitute a Coherent, Sustained Program of Training in the Field to Address Absolute Priority One**

The success of the URBAN CENTER relies on a collaborative and innovative program design that is geared toward recruiting quality teachers and impacting student achievement. Beginning in the fall of 2014, Work Teams across districts will begin meeting to focus on the plan, design, coordination, implementation, and evaluation of the URBAN CENTER activities. Work Teams will have representative involvement from each LEA's personnel, ISU faculty/staff across four colleges (including professors in the College of Arts & Sciences), community partners, and others as appropriate to ensure universal collaboration and accountability. This type of organizational structure promotes capacity and sustainability and will include the following six Work Teams: Recruitment, UTP Track, STEP-UP, PICS/PDS, I/M, and Assessment.

**1. Recruiting teacher candidates:** The URBAN CENTER will recruit ISU students to meet teacher shortages in Chicago Public Schools (CPS), Peoria School District (PSD), and Decatur Public School (DPS). *College recruitment into urban teaching:* As the URBAN CENTER evolves, Work Teams will collaborate to prepare freshman, sophomore, and junior year students to commit to teach in a high-need school by creating urban course sequences for special, STEM, bilingual, and elementary education. Work Teams will also align clinical experiences to district needs, and partner with community-based organizations to determine best practices in each LEA.

To attract the highest quality students to urban teacher preparation, the project will engage students with clinical experiences through course work that traditionally has no clinical component. Such recruitment efforts are novel given that through this project, entire course sequences will be redesigned allowing students to tailor their major to teaching in CPS, PSD, or DPS. Thus, partner districts will likely employ URBAN CENTER graduates.

**a. Teachers from under-represented populations to become highly qualified teachers:** The need for diversity in the teaching profession is increasing in Illinois as demographics of the State become increasingly dynamic, complex, and diverse. Currently, 48% of K-12 students in Illinois are Hispanic or African American. However, only an average of 14% of teachers in Illinois is either Hispanic or African American. College underrepresentation compounds the problem as only 7% of African Americans and 14% of Hispanics in Illinois earn college degrees. To meet this shortage, ISU's goals of attracting and retaining minority undergraduates into teaching through Chicago Teacher Pipeline's (CTP) programs have helped realize a 294% increase in Latino student enrollment over the past 10 years at ISU.

Recruiting more underrepresented individuals to attend college as teacher candidates is essential to increase diversity in the teaching profession. Through CTP, student chapters at public high schools provide underrepresented students with post-secondary awareness seminars, including campus visitations, college application, and financial aid workshops. Evaluation of the

program has demonstrated that students who participated were significantly more likely to state intention to become a teacher than those who had not participated (Lee, Roser, Curry & Klunder, 2008). ISU was also named one of the top 25 public institutions in the nation, and the *only* public university in Illinois for gains in Latino student graduation rates (Educational Trust, 2012).

***b. High-need teacher recruitment:*** ISU is home to the largest special education program in the nation with over 845 students currently enrolled, and currently has 393 students studying in STEM fields, 146 students studying bilingual education and 852 studying in elementary education. As a whole, ISU is the top producer of teachers in the State and top ten in the nation. Through cross-campus collaboration, the URBAN CENTER will create and expand UTP course and clinical offerings, and PICS/PDS student teaching programs within these shortage areas.

By design, the URBAN CENTER model of community immersion inherently recruits teachers to high-need areas in the State of Illinois. All programming, including early clinical experiences in freshman year through senior-level student teaching programs, will take place within low-resource communities of CPS, PSD, and DPS, thereby ensuring an early immersion into partner city communities that allow students to contextualize their teacher development.

***2. Designing an innovative pre-baccalaureate program's approach to urban teacher preparation and the continuum of teacher development, using empirically based practice and scientifically valid research on teaching and learning:*** During the first year of the grant, planning will take place to build a cohesive sequence for 500 ISU teacher education candidates who are enrolled in special, STEM, bilingual, and elementary education programs. The Urban Teacher Preparation (UTP) Work Team with four-years of *year-long clinical work in partner LEA schools, tightly aligned with courses*, will oversee the expansion of redesigned courses in these high-need subject areas; creating UTP sequences where they will develop extensive knowledge and teaching skills of the high-need partner LEA instructional and curricula initiatives, using empirically based practice and scientific research. In addition, faculty in the

College of Education will collaborate with the College of Arts & Sciences to ensure that pedagogy and academic content are integrated effectively and tightly aligned with ISU course work. These faculty will supervise and mentor teacher candidates in their clinical field work by observing ISU students and collaborating with experienced teachers at these schools to ensure access to high-quality clinical work, which includes: observations, shadowing, tutoring, small/whole group instruction in an immersive community experience. In addition, all experienced cooperating teachers will attend workshops to help ISU faculty plan how their mentoring can best be integrated with course work, high-quality pedagogy, and instructional strategies for across all content areas in general or special education.

***a. Development of a 4-Year Urban Teacher Preparation (UTP) track aligned with student academic achievement and content standards:*** The entire special, STEM, bilingual, and elementary education UTP course sequences will be redesigned to contain a full-range of offerings in urban education to constitute a sequence of courses to be taken by 500 pre-service teachers with interests in urban education, aligned with state academic and content standards.

***b. Supporting year long and rigorous student clinical experiences with supervised interactions-faculty working with highly qualified classroom teachers in high-need schools:*** UTP faculty will provide pre-service teachers with firsthand experience and supervision by collaborating with principals, highly qualified teachers, and students in high-need urban school classrooms as part of the teacher preparation course curriculum, which includes 100 diverse clinical hours. In most course sections, this generally entails becoming immersed in the schools and communities where students will be teaching. This strategy is research based (Lee, Eckrich, & Lackey, 2009) and documented that a teacher candidates' overall amount of urban experience is significantly correlated with intentions of becoming an urban teacher ( $r = .49, p < .0001$ ). This finding supports the URBAN CENTER plan to encourage clinical experiences across all redesigned classes (increasing the frequency of student experiences) with scalable models.

It is expected that teacher candidates who take UTP track courses within a sequence of study will display more positive knowledge/beliefs about urban education, more confidence about working in urban settings and a stronger intention to work in these contexts than do teacher candidates who take a parallel course that does not have such a specialized emphasis, all of which has shown to improve teacher quality and performance by cognitive and affective events that affect motivational and personal goals (Eisenberg, Fabes, & Spinrad, 2006)

**3. *The STEP-UP Program:*** an optional residential clinical experience, embedded within the redesigned urban course sequences, providing a learning rich environment for pre-service teachers' immersion in partner districts. Chosen through an application process, STEP-UP Fellows will come to CPS, PSD, and DPS for four weeks of training. Fellows spend four weeks co-teaching with the guidance of experienced mentors to learn about best practices and urban school teaching methodologies. Mentors will include veteran teachers, ISU alumni, partner district staff and ISU faculty. The program includes housing in host families within partner cities, transportation, a living subsidy, mentorship, and PD opportunities.

In this “community within a community”, pre-service teachers join the collaborative culture of the project—embracing the advancement of social justice in the local context when they work in community schools, which ensures an early immersion into teaching while inculcating community-ownership and renewal. While living in the partner communities, service learning and civic engagement activities also allow teacher candidates to intern for a partner CBO where they are teaching and living. Fellows will also participate in PD and reflective teaching seminars facilitated by district leadership, ISU faculty, CBO staff, and other urban education professionals. In addition to PD, Fellows will be provided with cultural experiences, excursions and seminars offered by the LEAs and CBOs. Pre-service teachers (as seniors), who have successfully completed their rigorous clinical experiences and/or STEP-UP, will then enter an intensive clinical experience as an intern in ISU’s PICS or PDS program for student teaching.

**4. PICS and PDS:** Seniors will be prepared to enter the traditional 16-week PICS or year-long PDS model in partner LEAs and experience enhanced clinical and professional studies. *PICS:* During their internship at each school the teacher candidates will meet either their teacher mentor or university supervisor daily. During their internship, the teacher candidate will increase teaching responsibilities daily while also participating in school-work groups to study, plan, and implement school-wide curricula, PD, and school policies and practices. Each cohort will be supervised by a team, which will include: K-12 mentor teachers, school administrators, and faculty from education and the arts and sciences. *PDSs:* The students' first-semester experience in this PDS model combines the students' last semester of required major courses with intensive and extensive clinical placements. The students serve as interns in multiple classroom placements that balance the idea that it is important to see more than one grade level with the desire to insure that a significant amount of time is spent in each classroom. Students will typically spend three days in the classroom and the other two days in their required major classes. Their time in the classroom is structured and carefully monitored to provide meaningful experiences that reflect instruction in their courses. In the second semester, PDS interns return to one classroom from the first semester for their student teaching experience.

Both PICS and PDS interns will provide an opportunity for teacher candidates to acquire the professional skills and supports to become teacher leaders by being engaged firsthand in the study and implementation of school-wide programs and practices. Through the URBAN CENTER, interns will be supported and mentored by effective teachers through a process of socialized induction—a “guided” acculturation process into urban education and gradually increasing the real world experiences in actual classrooms, which has been shown to increase teacher retention when such induction and support for beginning teachers is provided.

**a. Supervised assessments:** ISU faculty in the Colleges of Education and the Arts & Sciences and teacher mentors will also use a wide range of measures to assess and support candidate

clinical performance in developing high-quality instructional methods and a deep understanding of the teaching of academic content in classrooms. These include: e-portfolios of their clinical work, a content analysis of instruction by the ISU faculty and mentors according to the Council for the Accreditation of Educator Preparation (CAEP)/ISBE standards, edTPA (aligned to state and national standards), and observational protocols developed by Danielson's Framework for Teaching. The URBAN CENTER Project will form a learning community grounded in empirically based practices about teaching and learning through the PICS/PDS model. As this program expands to meet increasing needs, PICS/PDS provide pre-service clinical experiences and student teaching along with co-curricular and senior-year professional studies taught onsite. PICS/PDS sites will be identified by lead CBOs or LEAs and supported by Work Teams to provide comprehensive programming in the respective districts unique high-need subject areas.

***5. Special foci: Addressing the absolute priority and enhancing the competitive priorities***

***a. Preparation teacher candidates require to address the unique needs of urban students:***

Attrition of public school teachers is a serious problem. The U.S. Department of Education established the national turnover rate of public school teachers to be 16.8%. In urban schools, that rate rises to over 20%. Low performing, high-need schools are often hit worst as underprepared teachers are quickly overwhelmed and leave within their first years. Efforts to better prepare high-quality teachers through improved training programs can be a significant antidote for turnover. In both curriculum and induction programs, pre-service and in-service teachers can be prepped on content knowledge, assessment techniques for diagnosis, and skills to meet students at all areas of need in order to increase effectiveness. In fact, a report by the National Commission on Teaching and America's Future (2003) found that first year turnover was decreased by 50% when highly qualified teachers were hired. To prepare urban teachers with necessary knowledge and skills, the URBAN CENTER will: differentiate instruction to meet student needs, especially to face low student reading performance; provide training to

support the integration of evidence based behavioral supports that impact student access to high-quality core instruction; facilitate the academic and behavioral development of urban students with structures and resources developed for fidelity, monitoring and ongoing support.

***b. Cultural responsiveness to diversity:*** A teacher’s knowledge of their students’ culture is vital for effective student learning, particularly in classrooms where the teacher’s background and culture are often different from those of the students (Loadman, Freeman, & Brookhart, 1999). The development of the URBAN CENTER’s collaborative culture of university-school-city based teacher education programs will address this situation by engaging pre-service teachers in diverse field experiences combined with guided discourse about the beliefs, assumptions, dispositions, and concerns they bring with them so that they will be well-prepared to teach in such urban settings (Lee & Radner, 2006).

***c. Preparing teachers to understand empirically based practice and research for teaching and learning to improve instruction and to analyze student achievement data:*** URBAN CENTER teacher candidates will be prepared to understand empirically based research and its application to modify and improve classroom instruction, which include a basic understanding of experimental and quasi-experimental research, and concepts that will enable them to properly digest research, e.g. internal and external validity, the differences between analysis, regression, and correlations, coefficients, tests of significance, effect sizes, and standard deviation. All pedagogy and academic content courses candidates take will include a review of scientifically-based research in such areas as those that follow, and how that research can be applied to urban classrooms: bilingual and English Language Learners (ELL), special education, mathematics, science, literacy, inquiry-based learning, Positive Behavior Intervention Supports (PBIS), teaching of academic content, Multi-Tiered System of Supports (MTSS), standards-based instruction in areas of academic content, and school improvement strategies.

***d. Research supporting the use of technology and integrating technology into instruction:***

To support the project's use of technology, teacher candidates will research how technology can be applied to classroom practice. Research identifies technologies with a positive impact on student performance that teachers will integrate into their instruction (Lombardi, 2007; Siemens, 2004), which will include: e-inquiries and project-based learning (Brown & Harrington, 2003); hypermedia software (Bain, McNaught, & Lueckenhausen, 2000); simulations (Bertoline & Dorjgotov, 2007); e-communication (Jenkins, 2006); and the use of technology with children with disabilities using principles of Universal Design for Learning (UDL).

***e. Principles of UDL to improve student achievement:*** Individuals with Disabilities Education Act (IDEA) 2004 established UDL as a national educational priority for general education classrooms that include students from multiple grade levels, regardless of exceptionality or diversity (Rose, Meyer, & Hitchcock, 2005). As such, UDL will be used to train all pre-service teachers since it is designed to work with all students in mainstreamed classrooms where multiple abilities are present. Particularly with the URBAN CENTER, the concept of UDL applies within high-need urban schools since all areas of diversity are taken into consideration including learning disabilities, speech or language disabilities, emotional disturbance, autism, health impairments, traumatic brain injury, hearing impairment/deafness, visual impairment, deaf-blindness, orthopedic impairments, and those with multiple disabilities.

***f. Alignment with internationally benchmarked standards for K-12 teaching and learning:*** To ensure that ISU prepares high-quality educators who will help all students learn, pre-service teachers must demonstrate the competencies defined by State and CAEP standards. Teacher candidates acquire an in-depth knowledge of CCSS in their four years of clinical work, pedagogy, and academic content course work. ISU is a leader in piloting a pre-service teacher certification system called edTPA, which measures a candidate's knowledge and implementation of internationally benchmarked college readiness standards including CCSS. The edTPA has been accepted by 523 teacher education programs across 34 states (AACTE, 2014).

***g. Preparing highly competent teachers to create and implement Individualized Education***

***Plans (IEPs) and serve on IEP teams under IDEA:*** To serve students with special needs, URBAN CENTER candidates will learn how pedagogy infused with academic content knowledge and cultural competencies have an impact on the cognitive, emotional, social, and physical developmental growth of all students, particularly those from diverse backgrounds and those with IEPs. In this regard, teacher candidates (learning how to serve on IEP teams under the IDEA) will acquire the ability to use differentiated instructional strategies to encourage the development of critical thinking, problem-solving, performance skills, and create learning experiences that make content meaningful to all students based upon their developmental levels or disabilities (including the use of group and individualized modes of instruction employing IEPs). Candidates will also learn how to implement IEPs and how to use this knowledge to foster supportive interaction among professionals, parents, students, and community members.

***h. Positive Behavior Intervention Supports (PBIS):*** There is a one semester-long course dedicated to enabling teacher candidates to learn and implement Applied Behavior Analysis principles to the three tiered PBIS school- and class-wide, targeted, and individualized behavior support systems. URBAN CENTER graduates will learn how to apply the features of effective school-wide positive behavior support systems, classroom management systems, targeted interventions, and individualized supports; classroom management techniques; the effects of contextual, cultural, and other environmental factors on a child's behavior in the classroom setting; and systematically implement function-based positive interventions to increase socially appropriate and/or decrease inappropriate behaviors in the classroom setting and evaluate their effectiveness by using data to make instructional decisions.

***i. Bilingual, ELL, and general education teachers:*** During the project, the bilingual faculty will adapt the field-based bilingual program to meet the needs of the partner LEAs for pre-service teacher preparation, support of beginning teachers, and for training experienced teachers

as mentors. This approach will provide foundations, methods and materials, and assessment processes and strategies that will enable candidates to acquire the pedagogy and academic content skills necessary to teach all children. Collaborating with partner districts, ISU bilingual faculty, and the Latino Policy Forum will develop a sound theoretical and practical foundation in bilingual education. This approach is grounded in empirical research and designed to support the Illinois State Standards for Teaching ELLs and the World-Class Instructional Design and Assessments (WIDA) language proficiency standards, which focus on communicating and using information, ideas, and concepts for academic success. Research points to the effectiveness of additive bilingual instruction, including prolonged exposure to the native language, and an increase in the status of the home language and culture (Garcia, 2005).

***j. General and special education focused on all students, including Limited English Proficient (LEP) students and the gifted and talented:*** To serve students with diverse needs, the URBAN CENTER will prepare general and special education teacher candidates to understand how Limited English Proficiency and disabilities have an impact on the cognitive, physical, emotional, social and communication development of individuals, and learn how to support those with and without disabilities, students with LEP, and those that are gifted and talented. General and special education teachers will learn how to employ the WIDA standards described above to the LEP students. These teachers will also receive support in domain specific strategies (Brownwell, Bishop, & Gersten, 2009). Additionally, content specific instruction will be provided within the UTP general and special education sequences to improve content knowledge, thus better equipping pre-service teachers for co-teaching within partner LEAs.

***k. Assess students' literacy levels to implement literacy programs with essential components of reading instruction:*** The URBAN CENTER will employ screening, diagnostic, formative and summative assessments of students' literacy levels, difficulties, and growth so that classroom instruction and student reading and writing skills are improved. Teacher candidates

and new teachers will also provide individualized, intensive targeted literacy instruction for students with deficiencies in literary skills, and they will also integrate literacy skills in the classroom across subject areas. *Integrating literacy skills in the classroom across subject areas:* With the URBAN CENTER, pre-service and beginning teachers will be placed in situations in which they will improve their ability to use multiple literacies through an interdisciplinary approach. Such strategies will include implementing essential components of reading instruction, including: activating relevant prior knowledge, determining importance, visualizing or imaging, drawing inferences, predicting, and retelling or synthesizing as well as oral language, phonemic awareness, phonics, and word identification; fluency, vocabulary, and comprehension; assessing all aspects of literacy learning; and managing literacy instruction across grade levels. Under this approach, pre-service teachers will learn how to engage their students in becoming active readers who reflect on and process the multiple meanings implicit in any narrative.

**1. *Assessing and analyzing student academic achievement data:*** As part of their course and clinical work, students will develop action research projects requiring them to review the research literature in a particular area of teacher education and relate it to analyzing student achievement data, conducting an in-class needs assessment based on that data, and outlining a course of action in classrooms. Such projects will: acquaint students with issues in educational testing and measurement; identify areas for academic improvement drawing upon research based findings to improve teaching and learning; use best practice instructional designs across content areas; collect and analyze data; and interpret student academic achievement data to inform classroom practice. In this way, URBAN CENTER students will have ample opportunities to plan and practice instruction and assessment opportunities, and grapple with a host of challenges that urban school teachers' face as related to assessment and accountability.

**6. *Induction and Mentoring (I/M) and PD for new teachers:*** It is well documented that the quality of teachers plays a significant role in student achievement. Data show that there *is*

causality between effective teachers and student achievement (Darling-Hammond, 2000).

**a. *Joint planning with LEAs to supply teachers meeting district needs:*** In the year prior to hiring, to ensure that candidates are effectively placed and supervised, the Management Team will work with each respective LEA to develop articulated plans to supply teachers to meet current and future teacher demands. This joint planning will include developing admissions goals and priorities aligned with the hiring objectives of the high-need partnership LEAs. *Such collaborative articulation will also allow prospective and new teachers to learn to teach in the same LEA in which the teachers will be hired.* Intensive efforts will be made to ensure that URBAN CENTER graduates are hired by the partner LEAs. Project personnel will collaborate with LEA human resources to assist graduates as they navigate respective application and hiring processes, and work directly with building-level administrators to route eligible teacher candidates to fill their immediate needs. All partner LEAs have committed to promoting the hiring of URBAN CENTER graduates into their respective schools.

**b. *I/M supports for new teachers in collaboration with highly qualified teachers in LEA schools:*** The I/M Work Team will develop supportive approaches for new teachers, providing continuity of URBAN CENTER activities directed at quality teaching and increased student achievement. These measures are aimed at teacher retention and include efforts to provide a seamless transition for those entering the professional workforce. The URBAN CENTER is proposing a comprehensive I/M program that will provide 320 new teachers (80 new teachers per year starting in the second year of the project) support during the first two years of teaching, which includes: on-site mentors and PD sessions for new teachers; peer support; 60 hours of face-to-face-contact time between mentors and new teacher per year; and seminars to improve teachers' pedagogical and academic content knowledge. This program will coordinate with and supplement the induction programs that already exist in the LEAs. The URBAN CENTER will also provide expanded opportunities for mentor training and PD coursework.

The Work Team, which will lead the I/M programs at the high-need schools in the three project LEAs, will include high quality K-12 teachers, school administrators, and ISU faculty from the Colleges of Education and the Arts & Sciences (with specialties in high-quality empirically based pedagogy and the teaching of academic content knowledge) in partnership with CBOs. New teachers will also meet with mentors to develop a supportive network covering components included in the Danielson Framework for Teaching and CCSS. For this project, high-quality induction means leveraging resources to provide direct support to teachers through coaching, while also supporting school leadership and improving literacy instruction. High-quality mentoring, focused on empirically based pedagogy and the teaching of content knowledge is critical to growing and retaining effective new teachers in the high-need LEAs.

***i. A high quality PD program strengthening content knowledge and teaching skills of elementary and secondary school teachers, and compensation for mentors and ISU faculty:***

Teacher mentors for new teachers will be selected by the Work Team in the three high-need LEAs based on demonstrated teaching effectiveness and their ability to work successfully with colleagues. New teachers will be matched with in-building mentors that have similar content and grade-level experience. As colleagues, the mentor teachers along with content specific and pedagogical ISU faculty will take part in monthly, intensive PD trainings. Prior to becoming mentors and to develop strategies for providing the professional support necessary to become an effective mentor, teachers will participate in trainings that will include: developing listening and relationship skills; learning how to provide helpful feedback; formative assessment; the coaching cycle; analysis of student work; assisting new teachers in meeting state standards and CCSS; developing portfolios; case material for discussion; and developing professional growth plans.

Mentor compensation comes through stipends awarded for attending PD sessions including mentor trainings. Attending all sessions offered, mentors earn up to [REDACTED]. Nine hours of rigorous mentor training is provided in both years. ISU faculty on the I/M Work Team will

provide PD and receive compensation via reassigned load, workload credit, or stipends.

The Association of Teachers Educators' guide, Quality Mentoring for Novice Teachers and the Danielson will be used in designing the PD sessions, as well as the most recent pedagogy and academic content empirically based research in these areas. New teacher cohorts will also enable teachers to move through the State of Illinois licensure system. These new teacher cohorts will: explore the practical issues they are facing as new teachers; identify areas where they need assistance; present case material from their teaching as a way to reflect on their practice; develop a teaching style consistent with professional and student needs; develop a portfolio of their teaching practices as a way to determine whether they are meeting teaching standards; investigate new trends and research in teaching academic content areas such as mathematics and the sciences; and explore how to develop a collegial network of support.

**ii. New teacher assessment:** Throughout each school year, the Work Team will assess the teaching performance of new teachers in a variety of ways, consistent with collective bargaining agreements in the LEAs. First, all new teachers will maintain portfolios of their teaching, which includes: curricular units and lesson plans; staff reports; video footage of classrooms; content analysis of their teaching according to CAEP/ISBE, local, and/or state standards for the CCSS; and research based pedagogy and the teaching of academic content. Second, observational protocols, developed by Waxman and Wang (1997), and Newman, Bryk, and Nagaoka (2001), will be used quarterly during the school year to assess the quality of their teaching. Third, standardized student test results will be one of the measures used to assess teacher effectiveness.

**c. Special foci - addressing the absolute priority related to new teachers:** Effective PD must address how a culture of inquiry can be developed in the context of school work sites. It is within such a culture of inquiry that teachers and students ask critical questions about their work, non-judgmentally explore its meaning, and reflect with colleagues on how they can jointly solve problems. This proposal outlines a PD program that goes beyond offering workshops and in-

service sessions. Rather it offers a process of joint reflection and inquiry, new institutional roles created and modified as public districts, CBOs, and ISU collaborate to redesign curriculum and assessment in the field of urban teacher education (Nourie & Lee, 2006). In this way, participants are freed from isolated professional roles to become lifelong learners, facilitators, curriculum developers, assessment designers, teacher educators, and policymakers.

***i. Improved student achievement through knowledge of student learning methods:*** The URBAN CENTER will focus on the relationship of teacher quality to improve student learning to supplement existing teacher evaluation strategies. Information from the assessment of teachers and teacher candidates will be utilized in the redesign of candidate programs and teacher induction activities. By the fifth year of the project, 80% of the students in classrooms of ISU graduates will have improved their academic performance in the academic areas of reading, mathematics, and science. This impact on student achievement will be possible because of the high-quality of instructional services ISU teachers provide, all of which will be aligned with state teaching and learning standards. Moreover, ISU teacher graduates will involve their students in research based activities as: intellectual work in academic content areas that involve such improved student methods as: analysis, interpretation, synthesis, and evaluation rather than reproducing what others have found; disciplined inquiry that highlights defining problems, engaging in sustained investigations using multiple sources and perspectives to arrive at conclusions; collaborating with other students and reflecting on their own thinking (meta-cognition); drawing upon interdisciplinary perspectives; employing multiple interpretations to arrive at outcomes; becoming immersed in classroom activities that are deeply meaningful to students and have significance beyond the school; and using technology to support simulated-based learning, student created media, e-investigations, working with research data bases, and reflecting on and documenting student achievements.

***ii. A continuum of PD consistent with internationally benchmarked standards:*** One of the

obstacles for continued professional growth from pre-service to the beginning years of teaching is the lack of continuity in the language used to describe teaching and the assessment of teaching effectiveness. By bringing together the faculty and personnel in LEAs, the project will articulate the continuum of internationally benchmarked standards, resources, and assessments utilized in the process of learning to teach.

***iii. Program accountability: Preparing highly qualified teachers in shortage content areas:***

The URBAN CENTER project will be programmatically accountable by undertaking innovative teacher preparation and induction reforms, resulting in highly qualified teachers in high-need subject areas (special, STEM, bilingual, and elementary education) who will graduate and begin filling these shortages. As such, the project will have major impacts on the quality of in-service teachers within the LEAs. Such accountability of programmatic reforms will ultimately be evidenced through the project's impact in student achievement and teacher retention.

**D. Extent to which Services to be Provided by the URBAN CENTER involve Collaboration of Appropriate Partners for Maximizing the Effectiveness of Project Services**

The structure of the project is designed to enhance communication and collaboration among all partners. The Work Teams will address the specific program elements and clarify the instructional issues, refine current practice, and monitor the impact on candidates, new teachers, and K-12 students. The partners assembled to collaboratively design, implement, and ultimately institutionalize the URBAN CENTER objectives were selected because its collective goal was to change the way that teachers are recruited, prepared, inducted, and retained for high-need urban cities and schools. As a result, improved student achievement for all children will be realized.

***1. The roles and commitments that each partner will make and their responsibilities:***

***ISU:*** Provide coordination as lead fiscal agent for all the URBAN CENTER efforts; identify a course for sustainability; partner with CBOs; maintain assessment and reporting; and facilitate participation across the university to integrate and support the URBAN CENTER activities.

***CPS District 299:*** Provide placement assistance for clinical experiences; provide experienced teachers to serve as mentors; extend the URBAN CENTER into five high-need communities; provide staff to support the project; offer teaching positions for all participants; and provide student achievement and teacher evaluation data on program graduates.

***PSD 150:*** Provide placement assistance for clinical experiences; provide experienced teachers to serve as mentors; provide staff to support the project; offer teaching positions for all participants; and provide student achievement and teacher evaluation data on program graduates.

***DPS District 61:*** Provide placement assistance for clinical experiences; provide experienced teachers to serve as mentors; provide staff to support the project; offer teaching positions for all participants; and provide student achievement and teacher evaluation data on program graduates.

***LISC/Chicago and LISC/Peoria:*** Improve access to quality education by supporting existing and new community sites for the URBAN CENTER and facilitate partnerships in education, business, and CBOs to support neighborhood programming.

***Latino Policy Forum:*** Facilitate state-wide development of teacher preparation policy, specifically as related to efforts to inform bilingual education strategies and practices.

***State Farm Insurance Companies Foundation:*** Support high-quality teachers through service learning and community housing in the URBAN CENTER cities.

***CBOs:*** Lead partner agencies in each LEA city (***Chicago:*** Enlace Chicago, Greater Auburn Gresham Development Corporation, North River Commission, Breakthrough Urban Ministries, The Resurrection Project; ***Peoria:*** TBA; ***Decatur:*** TBA) will provide collaborative opportunities for community-based education; support local partnership development; identify and manage community-based housing; provide expertise in program areas including teacher development; and assist in identifying school partners.

**E: Extent to which the Applicant has the Resources to Operate the Project beyond the Length of the Grant and the Demonstrated Commitment of any Partners**

**1. Institutionalization commitments:** The project partners' key leaders have indicated in their letters of support that they are committed to institutionalization plans for teacher recruitment, teacher preparation, and support of additional cohorts of new teachers through the use of their own funds. The President, Provost, and Deans at ISU have indicated that institutionalization is a long-term top priority.

**2. New organizational units to support institutionalization:** As a first step in the institutionalization planning process, the project will establish the Governance Council and the Management Team to develop detailed plans on how the partnership's initiatives can be sustained through appropriated, reallocated, or leveraged funds including private and state grants.

**3. The planned reallocation of resources for institutionalization:** The institutionalization of this project is likely to be successfully undertaken because funds received from the U.S. Department of Education to launch the URBAN CENTER will be conceived of as seed monies. Staff hired with federal funds will no longer be needed once federal support ends, as new organizational structures will have been established to continue the project. After the project ends, ISU faculty and staff, along with LEA teachers and staff will continue their participation as part of their regular professional assignments. As the focus shifts towards creating new organizational units, curricula, and networks of collaboration, the monies necessary to continue the project will be substantially less than yearly grant awards. It is anticipated that once federal funding ends, \$1,797,849, per year, will be needed to institutionalize and enable program sustainability. It is also anticipated that some variation of the project's structures will become permanent parts of the way that ISU functions with its LEA partners, with additional cohorts of new teachers being recruited, prepared, and supported after federal funding has ended.

**4. Setting the stage for external funding:** ISU has an established record of receiving funds from local foundations and corporations that support public education. In 2013, ISU's College of Education received \$2,439,603 from such sources. As lead partner in the URBAN CENTER,

ISU will continue to apply to such foundations as well as others locally and nationally to continuously improve and replicate this project’s model to other high-need cities and schools, addressing urban teacher recruitment, preparation, induction, retention, and student achievement.

***5. An assessment of resources available to the eligible partnership***

***a. The integration of funds from other related sources:*** As identified in the budget, each partner organization will contribute resources to the development, management, and implementation of the URBAN CENTER. Overall, in-kind resources from each partner help accommodate the project’s growth as well as to begin sustaining efforts beyond the grant’s funding. In Year 1, 87% of TQP grant funds are matched with in-kind sources; Year 2, 92%; Year 3, 94%; Year 4, 100%; and by Year 5, 100% of grant funds are matched.

***b. The intended use of grant funds:*** Grant funds will be used to hire and compensate key project personnel; provide travel for project personnel, faculty, students and community partners traveling to/from ISU to/from Chicago, Peoria or Decatur; compensate ISU faculty members who will be fundamentally redesigning UTP courses; purchase necessary technology to help train pre-service and in-service teachers to enhance pedagogy and for in-class assessments that will help student achievement; classroom support for mentor and mentee teachers through stipends and release time; stipends for pre-service teachers participating in STEP-UP; I/M and PD for teachers; and for program development, expansion, assessment, and evaluation.

***c. The commitment of resources of the partnership:*** As detailed in each partner organization’s letter of support (see Appendix G) all the URBAN CENTER partners are fully committed to the design as outlined in this proposal. Each partner has further committed its own funds and in-kind resources (e.g., cash, personnel time, space, equipment) to ensure full participation and overall sustainability after grant funding.

**IV: QUALITY OF THE MANAGEMENT PLAN**

**A. Achieving the Objectives of the URBAN CENTER within Budget, including Clearly**

## **Defined Responsibilities, Timelines, and Milestones for Accomplishing Project Tasks**

*1. Organizational units developed to govern, manage, and implement:* The management plan is designed to ensure that the program objectives will be achieved in a timely manner and within budget. Table 2 outlines the interrelationship between activities, responsibilities, timelines, milestones, and persons responsible for accomplishing project tasks. Adequate budget support has been provided for each of the project's objectives.

An efficient organizational structure to support and guide the process of achieving project objectives will be provided by six Work Teams: Recruitment, Urban Teacher Preparation (UTP) Track, Summer Teacher Education Partnership for Urban Preparation (STEP-UP), Pipeline Immersion Community Schools (PICS)/Professional Development Schools (PDS), Induction/Mentoring (I/M), and Assessment monitored by the Governance Council and the Management Team. The overall management will be undertaken by the Management Team, composed of the Project Director, Assistant Director, ISU Colleges of Education and Arts & Sciences faculty members, teacher candidates, induction coordinators, representatives from each LEA, and each community partner. Accordingly, the Work Teams will have similar compositions. The Management Team and Work Teams will meet every other week to: review timelines and milestones; monitor the budget; define the responsibilities of staff; implement an ongoing review of project plans; and monitor and modify the activities of the project based on feedback received. To provide overall coordination, the Governance Council will be composed of a representative from the three LEA central offices; six teachers (two from each of the partner school LEAs); three school administrators; four ISU faculty; ISU college deans and center directors; two community partners; and representatives from the Illinois State Board of Education (ISBE). The Council will set overall policies for the program, monitor the implementation of this proposal, review evaluation reports and make recommendations to staff, discuss the project's effectiveness, and develop plans to sustain the project after funding ends.

**2. Ensuring programmatic accountability with adequate mechanisms in place so that high-quality products and services result from the project:** It is vital that the project establish a continuum of assessment and collaboration that cuts across the barriers of time and space to bring personnel together to work on the high-quality of teacher preparation and its relation to student achievement.

To enhance sharing across the project on evidence based teaching instruction for teacher candidates and new teachers, the URBAN CENTER program will hold “forums” twice per project year, which will bring together faculty, district teachers, and the community partners to share accomplishments across the project’s LEAs and to discuss how the project can effectively address K-12 student needs in these urban school districts. The objective quantitative performance assessments, which will be employed to provide ongoing performance feedback and continuous improvement as described in the Evaluation’s subsection V.B., including a wide range of qualitative and quantitative measures which will be used to provide ongoing formative assessments as part of the management system to ensure continuous program progress.

**3. How the partnership will coordinate strategies with other teacher preparation and PD programs:** As part of the project’s comprehensive management system, the URBAN CENTER strategies and activities will be coordinated with other projects in a number of significant ways. First, the project’s Governance Council will have members representing the ISBE, CPS, PSD, and DPS (including central office representatives, teachers, and school administrators), CBOs and educators, and representatives from educational policy and advocacy agencies. They will attend the quarterly meetings of the Council to ensure that coordination occurs. In addition, these same organizations will meet regularly with the Management Team and the appropriate Work Teams to implement the levels of coordination between the URBAN CENTER and these programs while ensuring consistency across other educational reforms occurring within the State. In this way the federal programs will be fully integrated into the work of the URBAN CENTER

by sharing ideas that also support one another's work in assisting the preparation of teacher candidates and new teachers. Additionally, twice per year, "forums" will be initiated to meet around key issues so that cross-district learning can be established. Each partner LEA will have opportunities to share successes, challenges, and solutions and dialogue around respective problems of practice to collectively discuss and reflect on the impact of the URBAN CENTER.

***4. How the project will be consistent with state, local, and other reform activities promoting teacher quality and student academic achievement:*** The URBAN CENTER will maintain consistency with state and local evaluation reform activities including: statewide efforts to implement PBIS; ISBE; Illinois Board of Higher Education; 21<sup>st</sup> Century Community Learning Centers; New Communities Program; Latino Policy Forum; Community Schools Initiative in Chicago; edTPA; Title I; Title II; Full Service School Community Center Initiatives; National Education Association; American Federation of Teachers; American Educational Research Association; American Association of Colleges for Teacher Education; Association of Teacher Educators; and statewide teacher evaluation efforts focusing on the Framework for Teaching. To ensure that ISU prepares high-quality educators who are ready to help all students learn, pre-service teachers must demonstrate the competencies defined by the State and the Council for the Accreditation of Educator Preparation (CAEP) standards. Teacher candidates acquire an in-depth knowledge of state standards in their four years of clinical work, their pedagogy, and academic content teacher preparation course work. Each Work Team will address how the URBAN CENTER can address program-specific state teaching, learning, and content standards. By including those standards as well as other reform activities into the tasks undertaken by the Work Teams, the URBAN CENTER will effectively ensure that there is a range of teacher education activities consistent with those reforms to support improved teaching.

**Table 2. Management Chart Organized by Objectives (See Key Below)**

| OBJECTIVES, ACTIVITIES, AND MILESTONES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | TIMELINES                                                         | RESPONSIBILITY                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|------------------------------------|
| <p><b>OBJECTIVE 1: Establishing a System of Collaboration Among Illinois State University, the Chicago, Peoria, and Decatur Public Schools LEAs, and Partner Community Agencies for the URBAN CENTER TQP Project</b></p> <ul style="list-style-type: none"> <li>Activity: Governance Council being established and meeting to conduct its business.</li> <li>Milestones: Quarterly meetings are held as scheduled. Governance Council members will rate the effectiveness of the collaborative functioning of the Governance Council and the partnership to support effective teaching in the LEAs: (Yr.1 : 70%; Yr.2: 75%; Yr.3: 80%; Yr.4: 85%; Yr. 5: 85%).</li> </ul>                                                                         | <p>Oct 2014 - Sept 2015 &amp; Oct - Sept. in years 2-5</p>        | <p>GC, PD, AD, MT, IE, PFD, AC</p> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>Oct 2014 - Sept 2015 &amp; Oct - Sept. in years 2 - 5</p>      | <p>WT, PD, AD, MT, AC</p>          |
| <ul style="list-style-type: none"> <li>Activities: (1) ISU/LEA Work Teams meet to collaboratively implement the project's objectives; (2) "Forums" across the school districts are conducted each project year.</li> <li>Milestones: (1) Work Team members will rate the effectiveness of their collaborative functioning: (Yr.1 : 70%; Yr.2: 75%; Yr.3: 80%; Yr.4: 85%; Yr. 5: 85%); and (2) two "forums" are conducted each project year.</li> </ul>                                                                                                                                                                                                                                                                                            | <p>Completed by the end of each project year (1 - 5)</p>          | <p>PD, AD, LEALS, LEAPMs</p>       |
| <ul style="list-style-type: none"> <li>Activity: Pipeline Immersion Community Schools (PICS)/Professional Development Schools (PDS), are established in the LEA schools in collaboration with university colleges and centers, and community-based partners.</li> <li>Milestone: Number of PICS/PDS established by year (Yr.1: 1; Yr.2: 2; Yr.3: 3; Yr.4: 4; Yr. 5: 4).</li> </ul>                                                                                                                                                                                                                                                                                                                                                                | <p>Oct - Nov 2014 &amp; March - May of each project year</p>      | <p>RC, AD, WT</p>                  |
| <p><b>OBJECTIVE 2: Preparing Teacher Candidates to be High-Quality Teachers for High-Need LEA Schools</b></p> <ul style="list-style-type: none"> <li>Activity: Recruitment and enrollment of teacher candidates.</li> <li>Milestone: The number of cumulative teacher candidates recruited and enrolled in the URBAN CENTER teacher preparation program by year: (Yr. 1: 100; Yr. 2: 200; Yr. 3: 300; Yr. 4: 400; Yr. 5: 500).</li> <li>Activity: URBAN CENTER teacher candidates participating in clinical programs aligned with pedagogy and academic content courses at partner LEA schools.</li> <li>Milestone: Students participating in clinical programs by year: (Yr. 1: 100; Yr. 2: 200; Yr. 3: 300; Yr. 4: 400; Yr. 5: 500).</li> </ul> | <p>Jan 2015 - July 2015 &amp; Oct - Sept of each project year</p> | <p>AD, WT, LEALS</p>               |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                     |                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|----------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Activity: Teacher education courses in special, STEM, bilingual, and elementary education are redesigned.</li> <li>• Milestone: Number of redesigned courses by year: (Yr. 1: 10; Yr. 2: 20; Yr. 3: 30; Yr. 4: 40; Yr. 5: 50).</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>April 2015 - Aug 2015 &amp; April - Aug of each project year</p> | <p>UTPAD, HSC, HBC, SEC, HMC, HEC, WT</p>                      |
| <p><b>OBJECTIVE 3: Effectively Placing, Supporting, and Retaining New Teachers in High-need Chicago, Peoria, and Decatur</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                     |                                                                |
| <ul style="list-style-type: none"> <li>• Activity: Placement of ISU graduates in the project’s high-need urban schools.</li> <li>• Milestone: (Yr. 1: 0; Yr. 2: 80; Yr. 3: 160; Yr. 4: 240; Yr. 5: 320).</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>August 2015 – August 2019</p>                                    | <p>PD, AD, WT, LEALs, LEAPMs</p>                               |
| <ul style="list-style-type: none"> <li>• Activity: Induction/Mentoring program is offered in collaboration with the high-need LEA project school districts.</li> <li>• Milestone: Teachers served by the Induction/Mentoring program: (Yr. 1: 0; Yr. 2: 80; Yr. 3: 160; Yr. 4: 240; Yr. 5: 320).</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                        | <p>August 2015 – August 2019</p>                                    | <p>LEALs, LEAPMs, IMC</p>                                      |
| <p><b>OBJECTIVE 4: Improving the Academic Achievement of Public School Students</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                     |                                                                |
| <ul style="list-style-type: none"> <li>• Activity: High-quality, evidence based teacher practices (special, STEM, bilingual, and elementary education) are conducted in classrooms of ISU graduates.</li> <li>• Milestones: The total number of students being taught by URBAN CENTER graduates teaching in Chicago, Peoria, and Decatur schools (Yr. 1: 0; Yr. 2: 2,400; Yr. 3: 4,800; Yr. 4: 7,200; Yr. 5: 9,600).</li> </ul>                                                                                                                                                                                                                                                                                    | <p>August 2015 – June 2019</p>                                      | <p>HSC, HBC, SEC, HMC, HEC, WT, LEALs, LEAPMs, IMC, AC, IE</p> |
| <ul style="list-style-type: none"> <li>• Activity: Authentic inquiry-based teaching is conducted in ISU graduate classrooms.</li> <li>• Milestones: The benchmark percentages of students taught by the URBAN CENTER graduates who have demonstrated an increase in their achievement with those students employing authentic forms of inquiry (Yr.1: 0%; Yr.2: 70%; Yr.3: 75%; Yr.4: 80%; Yr.5: 80%).</li> </ul>                                                                                                                                                                                                                                                                                                  | <p>August 2015 – June 2019</p>                                      | <p>WT, LEALs, LEAPMs, IMC, AC, IE</p>                          |
| <p><b>Key for Persons Responsible for Above Activities:</b> Project Director (PD); Project Fiscal Director (PFD); Assistant Director (AD); Urban Teacher Preparation Development Assistant Director (UTPAD); High-Need Special Education Coordinator (HSC); High-Need Bilingual Coordinator (HBC); High-Need Science Education Coordinator (SEC); High-Need Mathematics Education Coordinator (HMC); High-Need Elementary Education Coordinator (HEC); Recruitment Coordinator (RC); LEA Liaisons (LEALs); Management Team (MT); Governance Council (GC); Work Teams (WTs); Assessment Coordinator (AC); LEA Project Managers (LEAPMs); Induction/Mentoring Coordinator (IMC); and Independent Evaluator (EI).</p> |                                                                     |                                                                |

## **B. The Qualifications, including Relevant Experience, of Key Project Personnel**

**1. *Qualifications of project director:*** *Dr. Robert Lee, 100%*, Executive Director, Programs and Partnerships, College of Education Dean’s Office, ISU, serves as urban teacher education “point person” for all undergraduate teacher education across ISU’s colleges. Since earning his doctorate in Educational Leadership and Administration from DePaul University, he has coupled his public school teaching experience with over 15 years of higher education administration to develop and sustain nationally recognized, collaborative urban teacher preparation partnerships between IHEs, LEAs, and community-based organizations (CBO). Dr. Lee has extensive experience directing federal, state, city, and foundation grants. In the URBAN CENTER, Dr. Lee will be responsible for the overall direction and leadership of the project, ensuring that the Governance Council and the Management Team provide a coordinated approach to the project.

**2. *Qualifications of key project personnel:*** The following personnel possess qualifications and relevant experiences to provide supportive leadership and coordination.

Project Fiscal Director: ***Dr. Perry Schoon, 5%***, Dean, College of Education, ISU, currently provides fiscal oversight for federal and state grants housed in the College. As an alumnus of ISU (Ph.D. in Educational Administration and Foundations), Dr. Schoon has expertise in assessment and technology and has prioritized urban teacher education in the College’s five-year plan. For the URBAN CENTER, Dr. Schoon will be responsible for working closely with the Project Director ensuring that cost effective measures are employed with federal funds.

Assistant Director: ***Mr. Dakota Pawlicki, 100%***, Operations Manager, Chicago Teacher Pipeline, ISU, (BME from ISU) will serve as the Assistant Director of URBAN CENTER by providing support to the Project Director, including management of coordination efforts across three partner LEAs and CBOs. Mr. Pawlicki brings extensive experience as a former CPS teacher and serves on numerous boards that support public education. As Assistant Director, he will serve as an integral point of connection between key stakeholders working on community-

based projects, housing, and serve as the STEP-UP Work Team Chair.

UTP Development Assistant Director: **Dr. Gary Creasey, 50%**, Professor, College of Arts & Sciences, ISU, (Ph.D in Psychology from Virginia Commonwealth University) teaches courses with an emphasis on urban education that contain high concentrations of pre-service teachers to better prepare them for urban and underserved areas. Dr. Creasey developed the CONNECT program, which matches middle school students with ISU teacher candidates for an intensive mentoring program that includes school and community visits, Skype sessions, and a community enhancement project. In the URBAN CENTER he will be responsible for recruiting and facilitating the training of new faculty across colleges who will redesign their existing courses to be a part of the UTP tracks and provide mentorship to them as the UTP Work Team Chair.

High-Need Special Education Coordinator (UTP): **Dr. April Mustian, 25%**, Assistant Professor, ISU. Prior to her position as assistant professor of Special Education at ISU, Dr. Mustian spent five years teaching and three years conducting intervention research across three urban school systems in North Carolina. She provided pre-service training and PD as part of her doctoral degree requirements at the University of North Carolina at Charlotte. Dr. Mustian's research and teaching focus on culturally responsive behavioral practices that mitigate the issue of disproportionality of students of color in special education. Currently, she is working to redesign her special education courses and in the URBAN CENTER will facilitate the department's full redesign of an UTP strand.

High-Need Bilingual Education Coordinator (UTP): **Dr. Pauline Williams, 20%**, Associate Professor in Bilingual/Bicultural Programs at ISU has already redesigned several of her bilingual teacher education courses. Dr. Williams' interests include studies that focus on the education of linguistic and cultural minorities. Having completed her Ph.D. at University of Illinois Chicago, and as a former CPS bilingual teacher, Dr. Williams brings to the URBAN CENTER a unique perspective of preparing all pre-service teachers with bilingual/ELL needs.

High-Need Science Education Coordinator (UTP): **Dr. William J.F. Hunter, 20%**, Director, Center for Mathematics, Science & Technology, ISU, (Ph.D. in Chemistry from Purdue) is a campus leader in science teacher education. Since 2001 he has led PD for science teachers in high-needs urban settings, directing projects, and managing and evaluating funded NSF K-12 projects. Dr. Hunter holds rank in both Colleges of Education and Arts & Sciences. He has published well over 100 peer-reviewed publications and edited numerous volumes of STEM teacher education books. In the URBAN CENTER, Dr. Hunter will liaise for science departments as a specialized UTP strand in the sciences are developed.

High-Need Mathematics Education Coordinator (UTP): **Dr. Nerida Ellerton, 15%**, Professor, Department of Mathematics, College of Arts & Sciences, ISU, (Ph.D. in Mathematics from Victoria University, Australia) was Professor and Dean of Education at the University of Southern Queensland before her tenure at ISU. She has worked extensively with CPS to plan and map out high school Mathematics curricula. She is Associate Editor of the *Journal for Research in Mathematics Education* and in the URBAN CENTER will liaise for the Mathematics Department as a specialized UTP strand in mathematics is developed.

High-Need Elementary Education Coordinator (UTP): **Dr. Brian Horn, 35%**, Assistant Professor, School of Teaching & Learning (TCH), ISU, (Ph.D. in Education from Michigan State) develops year-long PDS internship programs in CPS and teaches courses in literacy, social justice, urban, and multicultural education. Dr. Horn draws upon eight years of urban teaching experience in Kansas and Michigan Title I schools. At ISU, he focuses his scholarship, teaching, and service toward UTP and has redesigned courses to have an urban focus aiming to prepare pre-service teachers to teach in Chicago. In the URBAN CENTER, Dr. Horn will contribute to ISU's UTP initiatives and serve as the PICS/PDS Work Team Co-Chair. He will also liaise for TCH as a specialized UTP strand in elementary education is developed.

Recruitment Coordinator: **Ms. Teneisha Huley, 100%**, TEACH Coordinator, Chicago

Teacher Pipeline, ISU, holds two B.S. degrees in Communication and Education from ISU and has six years of urban teaching experience in Peoria. In the URBAN CENTER, Ms. Huley will provide on-campus recruitment and coordinate opportunities for urban high school students to increase career readiness as related to the teaching profession and community engagement through service learning projects. She will also serve as the Recruitment Work Team Chair.

Project Manager–Chicago: Ms. Jennifer O’Malley, 100%, Program Associate, Chicago Teacher Pipeline, ISU, (M.Ed. from DePaul University) coordinates all university faculty/student clinical visits and student teaching placements with CPS. Prior to her position at ISU, Ms. O’Malley taught high school and middle school in CPS, supervised teacher candidates for DePaul and Northeastern Illinois universities, and taught undergraduate education courses as adjunct faculty at both IHEs. In the URBAN CENTER she will be responsible for coordinating project activities across Chicago partners (school and community), and will serve as the PICS/PDS Work Team Co-Chair. Using her experience at CPS and ISU, Ms. O’Malley will work extensively with pre-service teachers engaged in the URBAN CENTER pipeline.

Community Managers–Peoria & Decatur: To be Hired, 100%, Minimum Qualifications include: a M.Ed. and at least 5 years of exceptional urban teaching experience. The new hires (one for each city) will coordinate all faculty, student clinical visits, and service learning projects with the respective LEA. In the URBAN CENTER the new hire will be responsible for coordinating project activities across partners within the respective city.

Induction/Mentoring (I/M) Coordinator: Ms. Maria Owens, 80%, Coordinator, Chicago Teacher Pipeline, ISU, (M.Ed. from National Louis University) supervises the induction of new teachers into CPS and pairs each new teacher with an on-site mentor. She is responsible for their PD, which aligns to LEA initiatives and state and national reforms. With her 24 years of public school teaching experience, Ms. Owens will bring the URBAN CENTER a wealth of knowledge as she provides mentors across three LEAs with extensive training with a focus on the needs of

urban educators.

Assessment Coordinator: **Mr. Brent Showalter, 100%**, Research Associate, Chicago Teacher Pipeline, ISU, (M.S. in I/O Psychology from ISU), Mr. Showalter began coordinating research and program evaluation for all Chicago initiatives. He has expertise in varied quantitative research designs, methodologies, and statistical analyses. Within the URBAN CENTER, Mr. Showalter will serve as the Assessment Work Team Chair and supervise research efforts and oversee assessment implementation and data collection across all three cities.

LEA Liaisons: **Katherine Solimine Welsh, 25%**, Deputy Chief of Instructional Strategies and Supports, CPS; **Dr. Latoy Kennedy, 25%**, Chief Curriculum and Instruction Officer, PSD; **Kathy Massey, 25%**, Special Education Director, Macon-Piatt County, DPS. Representatives of each LEA will be the contact person for the district's office and liaise between the district, local schools, and ISU.

Independent Evaluator: See Evaluation section for description of the evaluator's qualifications and experience.

### **C. Extent to which Performance Feedback and Continuous Improvement are Integral to the Design of the URBAN CENTER**

The formative evaluation design handled by the Management Team ensures continuous improvement and feedback for the project. A key component of the project is to engage teachers in reflection on practice, mentoring, and documenting student learning on a continuous basis. Ongoing assessment of project participants is a central aspect of the project, and of its design. Information will be used in a variety of ways to manage progress towards the project's stated goals and objectives. First, the Management Team will assess during each year the degree to which milestones have been met for all of the project's objectives. The quantitative and qualitative results will be shared on a quarterly basis at the Governance Council meetings. Those results will include: equivalent pre-post surveys, feed-back questionnaires, teacher observation

protocols, K-12 student test scores, focus groups, and interviews. A detailed list of these assessment instruments appears in the Evaluation Section. Second, the Management Team will meet with the Work Teams to share the formative and summative evaluation findings and to determine what changes and modifications in program design and implementation should be undertaken. Third, after these modifications have been implemented, the Management Team will assess in collaboration with the External Evaluator the effectiveness of these changes and what impact the changes have brought, as an ongoing part of performance feedback and continuous improvement. In essence, the following on-going feedback loop will be employed: evaluation findings will be shared on a quarterly basis with the Management Team; based on assessment of findings, any needed recommendations for modifications in program implementation will be made; needed changes will be implemented; and the Management Team will evaluate how effective these changes have been to improve the implementation of program objectives.

## **V. QUALITY OF THE PROJECT EVALUATION**

### **A. Extent to which the Methods of Evaluation Provide Valid and Reliable Performance**

#### **Data on Relevant Outcomes**

The URBAN CENTER's project evaluation is both valid and reliable on a number of levels in producing performance data for its relevant outcomes. First, it is expected that all standardized instruments for relevant outcomes and those developed by the project listed below will possess face, content, construct, or predictive validity with (as appropriate). Internal consistency reliability coefficients for scores obtained from instruments administered during the study will be calculated, reported and are expected to be at least .80. Second, for each of the project's objectives in subsection V. B., the performance assessments and the data resulting from them measure what they are purported to measure; namely that the assessment instruments have been aligned with the project's four objectives to assess the degree to which partnership collaboration occurs, teacher candidates and new teachers perform effectively, and students' academic

achievement increases. Third, to provide reliable performance data to continually assess the project, as described in subsection V. B., the project provides yearly outputs and benchmarks, as well as final program outcomes.

**1. Partnership collaboration outcome measures:** To measure partnership collaboration outcomes, the valid and reliable performance instruments will be used in a pre-post survey assessing the effectiveness of the partnership's functioning on such dimensions as: quality discussion during team meetings; resolving conflicts; making decisions effectively; speaking openly about ideas; and team members learning from one another and having defined roles.

**2. Teacher candidate and new teacher outcome measures:** Valid and reliable teacher candidate and new teacher assessment measures will include: Illinois State Board of Education (ISBE) State Content Test, Assessment of Professional Teaching exam, edTPA, the URBAN CENTER interrupted time series pre-post assessment instruments of teaching performance; and pre-post observation protocols of teacher instruction.

**3. Student outcome measures:** Valid and reliable student achievement assessments will include: the Illinois standardized tests for elementary schools and the Prairie State Achievement Examination (PSAE) for high schools for reading and mathematics; periodic student surveys; assessments of student academic engagement; and the Newman assessment of authentic learning.

## **B. Extent to which the Methods of Evaluation are Thorough, Feasible, and Appropriate to the Goals, Objectives, and Outcomes of the URBAN CENTER**

**1. Overview of the thorough evaluation methods:** The purpose of this project's evaluation plan is to provide a thorough analysis of whether the project's objectives have been met through a summative assessment and how the project can be improved as it is being implemented through a formative assessment. Benchmarks and timelines will be set annually to gauge whether the project's activities are meeting the partnership's objectives. Throughout the program, teacher, school administrator, student, parent, and community representative performance will be

assessed using such quantitative measures as time-series pre-post questionnaires and surveys; state assessments of academic proficiency, academic content, and assessments of teacher candidates meeting state teaching and learning standards; standardized observation instruments; attendance data; enrollment records; and student standardized test scores. Qualitative assessments will include interviews, focus groups, portfolios, LiveText, written reports, journaling, minutes, course unit plans, lessons, and materials. Where appropriate, quantitative data will be analyzed with Multivariate Analysis of Variance (MANOVA) strategies. The alpha level for significance tests will be set at .05, and appropriate effect size indices (e.g. omega square) will be calculated to estimate the magnitude of program effects on the outcomes.

***2. Feasible management of project's evaluation:*** The project's Management Team will be responsible for managing the project's evaluation design. This group will work with the Independent Evaluator and the Project Director to refine the project evaluation design, implement it, and report quarterly to the Governance Council on formative and summative evaluation results. Assisting the Management Team with data collection and analysis will be ISU faculty who are experts in evaluation design. In addition, each school will have a contact person for statistical data collection and the returning of surveys. The Management Team, in conjunction with the Project Director, will be responsible for all federal accountability reports.

*Qualifications of the Independent Evaluation Consultant:* The Management Team will also have, as a consulting partner, an Independent Evaluation Consultant, Jerry B. Olson, a former Associate Dean for School Relations at Northeastern Illinois University with a Ph.D. from the University of Chicago in education. Dr. Olson has over 20 years of experience as an evaluator and a director of numerous federal, state, and privately funded grants, including Teacher Quality Enhancement grants, as well as other student, parent, and school improvement and professional development (PD) projects. As required by the TQP, Dr. Olson has taken an active role in the design and development of the URBAN CENTER project. He is also an independent evaluator

and not an employee of ISU, and as a result will be able to conduct an objective analysis and assessment of the project's implementation. Dr. Olson will prepare reports periodically each year to assist the project in making appropriate adjustments in its design based on formative evaluation data. He will also provide technical assistance on the design of evaluation instruments, their administration, and the analysis of data derived from such an evaluation.

**a. Feasible timelines and reporting to the U.S. Department of Education:** The Management Team and the Independent Evaluator will be responsible for conducting the project's evaluation activities in a timely manner. Baseline data for summative assessments will be collected at all partnership school sites when each school year begins: October of 2014 in the first year, and August of ensuing years. Post-assessments will be administered in August of each project year. Formative assessments will be administered quarterly throughout each project year. Finally, the project will report on this program's GPRA requirements.

**b. Thorough and feasible objective performance measures:** The objective quantitative performance assessments will include such measures as: time series surveys of ISU Colleges of Education and Arts & Sciences faculty, K-12 teachers in teacher preparation as related to their PD activities, and of their knowledge of professional practice and research; valid and reliable classroom observation protocols to assess teacher candidate and new teacher competencies against national and state teaching standards, and assessments documenting the intellectual quality of K-12 classroom tasks; observational assessments of teacher candidate cohort instructions; teacher candidate performance on standardized tests of academic content and teaching proficiency; records of course grades; classroom evaluations by students; videotapes of student practice; self-assessment feedback questionnaires; logs of online use; content analyses of teacher candidate student e-portfolios; meeting notes; supervisory evaluations; structured and unstructured interviews with team members; focus groups; standardized tests of K-12 student academic performance in the core subjects of reading, writing, mathematics, and science;

attendance records for meetings, classes, individual and groups sessions, PD sessions; and the numbers participating in all project activities. Finally, each LEA school and ISU will have a contact person for statistical data collection and the returning of surveys.

The above assessment instruments will be developed or prepared for administration (in the case of existing measures) during the project's first year by the Management Team with the assistance of the Independent Evaluator. Baseline assessments will be administered in the fall of 2014 and a time series of post assessments in June of years 2015-19. The data obtained from the above tools will be used to help team members set goals and monitor the effectiveness of interventions. All data will be entered into a database at ISU for analysis and comparison.

***c. Thorough and feasible qualitative data:*** This quantitative component will be reinforced with periodic measures of project processes and perceptions of participants. Consistent with an action research perspective, the qualitative aspect of the project will not only involve the evaluators, but the participants themselves through an in-depth study of how change within the context of the project occurs. The qualitative measures will include content analysis of documents such as instructional curricula, teacher candidate portfolios, agenda, meeting minutes and notes, journals, the partnership's web site, non-structured interviewing, self-assessment, and peer observations. Finally, throughout the program, questionnaires, observations, focus groups, and interviews will be used to assess modifications to accomplish the project's goals.

***3. Objective performance measures clearly related to the outcomes of the project: outcomes, benchmarks, performance measures and assessment instruments***

***Objective 1: Establishing a system of collaboration among ISU, the Chicago Public Schools (CPS), Peoria School District (PSD), and Decatur Public Schools (DPS) LEAs, and the partnership community agencies for the URBAN CENTER:*** By September 30, 2019, a system of collaboration will have been established among ISU, CPS, PSD, DPS, and their community-based organizations (CBO) to support the preparation of teacher candidates and the

effective induction of teachers and retention of teachers into the three high-need LEA districts.

**a. Output benchmarks for objective 1:** Each year of the project the Governance Council will have met quarterly to focus on establishing and maintaining the CPS, PSD, DPS, and nine agencies each year indicating that they have remained as partners in the project and have participated in project meetings; and on average over the five years of the grant at least six agencies will have attended the Governance Council and Management Team Meetings.

**b. Outcomes and performance measures for objective 1:** By September 30, 2019, plans will have been developed and implemented indicating that a system of collaboration has been developed by the URBAN CENTER; the 13 partners will continue in supporting the project and have made plans to continue to collaborate with ISU in institutionalizing the project after federal funding ends; and at least 85% of the Governance Council members will rate the partnership as functioning effectively to support effective teaching.

**c. Outcome benchmarks for objective 1:** In each year of the grant, the following percentages of Governance Council members will rate the partnership as functioning effectively to support effective teaching in CPS, PSD, and DPS, and that the partners will have been effectively collaborating on improving teacher candidate, graduate, and K-12 student achievement: (Yr. 1: 70%; Yr. 2: 75%; Yr. 3: 80%; Yr. 4: 85%; Yr. 5: 85%).

**d. Assessment instruments for outcomes for objective 1:** Interrupted time series pre-post survey assessing the effectiveness of the partnership's collaborative functioning; ISU and LEA documents describing policies and practices, and organizational units in the partnership; changes in ISU policies and procedures; changes in course and program descriptions; records and reports of dissemination assistance; attendance records, minutes; plans and reports documenting Governance Council and the Management Team work; and content analyses of documents.

**Objective 2: Preparing teacher candidates to be high-quality teachers for high-need CPS, PSD, and DPS:** By September 30, 2019, 500 pre-service teachers will have increased their

ability to provide high-quality instructional knowledge and skills focused on academic content for high-need schools by employing the State’s highest K-12 teaching and learning and Common Core State Standards (CCSS) upon graduation.

**a. Output benchmarks for objective 2:** With rolling cohorts in the URBAN CENTER tracks, students can join the program at any point as undergraduates. The number of cumulative teacher candidates enrolled in the URBAN CENTER training by year will be as follows: (Yr. 1: 100; Yr. 2: 200; Yr. 3: 300; Yr. 4: 400; Yr. 5: 500). At year 5, a total of 500 program-sponsored new high-quality teachers with specialized training in special, STEM, bilingual, and elementary education will have graduated from the URBAN CENTER.

**b. Outcomes and performance measures for objective 2:** By September 30, 2019, of the 500 pre-service teachers, 90% will have passed the State Program-Specific Content-Area Tests, the Assessment of Professional Teaching, and edTPA; and 90% will have acquired the knowledge and skills aligned with the CCSS to be effective teachers according to the URBAN CENTER assessment instruments.

**c. Outcome benchmarks for objective 2:** The benchmark percentages of teacher candidates passing the Assessment of Professional Teaching test for each of the 5 years of the project: (Yr. 1: 85%; Yr. 2: 88%; Yr. 3: 90%; Yr. 4: 92%; Yr. 5: 95%); and the benchmark percentages for the URBAN CENTER post assessment will be: (Yr. 1: 70%; Yr. 2: 75%; Yr. 3: 80%; Yr. 4: 85%; Yr. 5: 90%).

**d. Assessment instruments for outcomes for objective 2:** State examinations of academic proficiency; State Program-Specific Content-Area Tests; the Assessment of Professional Teaching; edTPA; the URBAN CENTER time series pre-post assessment instruments of teaching performance; enrollment records; student grades; teacher candidate teaching portfolios; cooperating and supervising teacher reports; observation protocols (with quantifiable scoring) and reports from teacher mentors; and sample lesson plans and curriculum units.

**Objective 3: Effectively supporting and retaining new teachers in high-need schools:** By September 30, 2019, 320 new teachers who are ISU graduates will have increased their ability to provide high-quality inquiry-based forms of instruction for high-need schools in CPS, PSD, and DPS by employing CCSS. At least 320 program graduates will be hired, retained and teaching in CPS, PSD, and DPS schools and in high-need academic subject areas at Year 5.

**a. Output benchmarks for objective 3:** The cumulative number of teacher graduates who will be teaching in CPS, PSD, and DPS: (Yr. 1: 0; Yr. 2: 80; Yr. 3: 160; Yr. 4: 240; Yr. 5: 320).

**b. Outcomes and performance measures for objective 3:** After the first two years of teaching, 80% of the program-trained graduates will have been retained in their positions.

**c. Outcome benchmarks for objective 3:** The benchmark percentages of teacher education graduates who will be retained per year: (Yr. 1: 95%; Yr. 2: 90%; Yr. 3: 85%; Yr. 4: 80%; Yr. 5: 80%) and the benchmark percentages for the URBAN CENTER induction post assessments will be: (Yr. 1: 70%; Yr. 2: 75%; Yr. 3: 80%; Yr. 4: 85%; Yr. 5: 90%).

**i. The collaborative collection of retention data from partner LEAs:** The Management Team in collaboration with human resources of the partner LEAs will be responsible for compiling retention data for new teachers. The project will keep on file all letters of retention for new teachers, documenting that in fact that they have been retained in the high-need districts.

**d. Assessment instruments for outcomes for objective 3:** LEA teacher retention records; pre-post assessments of induction; teacher portfolios; mentor reports; observation protocols and reports from mentors; sample lesson plans and curriculum units; and the Danielson framework.

**Objective 4: Improving the academic achievement of CPS, PSD, and DPS students:** By September 30, 2019, K-12 students in the classrooms of ISU teacher education graduates in the project high-need LEAs will have increased their academic achievement so that higher percentages of students are meeting state standards for academic performance.

**a. Output benchmarks for objective 4:** The total number of students who are being taught by

URBAN CENTER graduates teaching in CPS, PSD, and DPS: (Yr. 1: 0; Yr. 2: 2,400; Yr. 3: 4,800; Yr. 4: 7,200; Yr. 5: 9,600).

**b. Outcomes and performance measures for objective 4:** By September 30, 2019, of the students taught by URBAN CENTER graduates teaching in CPS, PSD, and DPS, 80% of the students will have increased their achievement after having been taught for two years by ISU graduates, or with an effect size increase between pre and post assessments of new teacher students of at least .25 SD.

**c. Outcome benchmarks for objective 4:** The benchmark percentages of students taught by project graduates who have demonstrated an increase in their achievement as follows (Yr. 1: 0%; Yr. 2: 70%; Yr. 3: 75%; Yr. 4: 80%; Yr. 5: 80%.) and those students employing authentic forms of inquiry (Yr. 1: 0%; Yr. 2: 70%; Yr. 3: 75%; Yr. 4: 80%; Yr. 5: 80%).

**d. Assessment instruments for outcomes for objective 4:** Standardized State of Illinois Tests of student achievement and analysis of the results from those tests indicating that achievement was increased, periodic student surveys assessing; assessments of student academic engagement; and the Newman assessment of authentic learning, as well as K-12 student portfolios and induction mentor observation reports documenting authentic forms of inquiry.

**4. The extent to which the evaluation addresses the GPRA requirements and data collection procedures for TQP:** The evaluation design has been constructed to address and report on every year the GPRA evaluation requirements of this TQP project, the URBAN CENTER. In that regard the project will address the GPRA performance measures listed below. Under each measure, how the project will assess that measure is provided. As required, this project will report to the U.S. Department of Education on a yearly basis the extent to which the project has met the GPRA performance measures. The Management Team, in collaboration with administrators and teachers from the partner LEAs, and the External Evaluator will be responsible for collecting the data listed below. In addition, many of these criteria overlap with

the project objectives and their assessments, which are listed above, and which describe in detail how data will be collected and processed for key project and GPRA Measures.

*a. GPRA performance measures:* **(1) Graduation:** The percentage of program completers who attain initial certification/licensure by passing all necessary licensure/certification assessments and attain a bachelor's degree according to the GRPA requirements. Measurement instrument: ISBE licensure/certification assessment records and ISU graduation records. **(2) Employment retention:** The percentage of beginning teachers who are retained to teaching in the high-need LEA two years after being hired. Measurement instrument: LEA personnel records. **(3) Improved scores:** The percentage of graduates reporting improved pass rates and scaled scores on assessments for initial state certification or licensure of teachers. Measurement instrument: ISBE and school records of student scores on Illinois standardized tests of achievement. **(4) Student learning:** The percentage of grantees that report improved aggregate learning outcomes of students taught by new teachers (using student growth and teacher evaluation measures). Measurement instrument: ISBE and school records of student scores on Illinois standardized tests of achievement, and teacher observation protocols. **(5) Efficiency GPRA objective – employment retention:** The cost of a successful outcome where success is defined as retention of the teacher in the partner high-need LEA after the teacher is hired by the LEA. Measurement instrument: LEA personnel records. **(6) Persistence:** The percentage of program participants who were not scheduled to graduate in the previous reporting period, and persisted in the postsecondary program in the current reporting period. Measurement instrument: ISU student records documenting progress towards fulfilling graduation requirements. **(7) Employment retention:** The percentage of beginning teachers who are retained in teaching in the partners high-need LEA after being hired by the LEA. Measurement instrument: LEA personnel records.

In addition to the above measures a variety of other areas will be assessed, in collaboration

with the Management Team and the External Evaluator, including those focused on achievement of new teachers, teacher retention, and improvement in pass rates or licensure for teachers: percentage of highly qualified teachers hired by the LEAs; percentage of highly qualified teachers from underrepresented groups hired by the CPS, PSD, and DPS; and percentage of highly qualified teachers hired by the LEAs who teach high-need academic subject areas.

***b. GPRAs addressing section 204(a) of the HEA***

***i. The percentage of highly qualified teachers hired by the LEAs who teach in high-need areas, such as reading, mathematics, science, special education, and bilingual/ELL.***

***ii. The percentage of highly qualified teachers hired by the LEAs who teach in high-need schools, disaggregated by elementary and secondary levels.***

***iii. The percentage of teachers trained to integrate technology effectively in curricula and instruction, including technology consistent with the principles of UDL.***

***iv. The percentage who collect, manage, and analyze data to improve teaching and learning for the purpose of improving student academic achievement.***

***v. Measurement instruments for the above assessments:*** LEA hiring records, pre-post assessments of teacher abilities to use technology and the UDL.

**C. Extent to which the Methods of Evaluation will Provide Feedback and Permit Periodic Assessment of Progress toward Achieving Intended Outcomes**

The formative elements of the evaluation design will provide ongoing feedback to project staff for timely and valid information on the management, implementation, and efficiency of the project. Systems for providing feedback and ongoing assessment will be established as well as measures of ongoing project progress. For example, the Project Director and the Governance Council will receive monthly feedback from the Management Team and the Independent Evaluator to ensure that timely and valid information is provided. Moreover, at the end of each program session the leaders of those programs will meet to both reflect upon and provide data (including feedback

questionnaires from students and parents) on how effective that program was implemented. The feedback surveys will include open-ended items on the way the student and parents sessions have been organized and how effectively the sessions have been led.

Not only have benchmarks and timelines been set to annually gauge the extent to which project's activities are meeting program objectives, but a range of formative evaluation measures will be employed to provide additional ongoing and continuous feedback on the project's progress. The following formative assessment strategies will be used to give performance feedback to the Management Team and project staff (e.g. mentors, ISU faculty, and CBO staff), school staff, and program administrators: focus groups will be convened quarterly to discuss how well students and learning are learning and what impact the project is having on students' educational and occupational performance and aspirations and parental support for them; structured and unstructured interviews will be administered bi-annually with representative students and parents, which will provide in-depth analysis of project development; staff will regularly review evaluation data, curricula, and sample lesson plans and units posted on the web to consider changes in project design; and mentors, CBO staff, and ISU faculty will convene monthly to review all of the above documentary data to determine how efficiently the project is being managed.

Information will be used in a variety of ways to manage progress towards the project's stated objectives. This process will be repeated each project year and an ongoing feedback loop will be created to ensure progress toward outcomes.