

**U.S. Department of Education
Office of Innovation and Improvement**



**Teacher Quality Partnership
Program**

Project Directors' Meeting

Train, Teach, Inspire: Preparing Great Teachers



**WASHINGTON, D.C.
OCTOBER 1 - 2**

2015

Teacher Quality Partnership Project Directors' Meeting

U.S. Department of Education

Potomac Center Plaza Bldg.

October 1-2, 2015

Washington, D.C.

Train, Teach, Inspire: Preparing Great Teachers

Table of Contents

Welcome Letter	5
Meeting Agenda	7
2014 TQP Project Abstracts	17
Presenter BIOS	41
TQP Resources	55
TQP Project Websites.....	59
Meeting Participant List	61



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF INNOVATION AND IMPROVEMENT

Dear Attendees:

Welcome to the Teacher Quality Partnership Project Directors' Meeting. We hope you will enjoy the sharing, learning, and networking opportunities that the next two days will provide you. This year's theme is "Train, Teach, Inspire: Preparing Great Teachers." Through our meeting sessions, we want to spark the flames of partnership, collaboration, sustainability, and impact. We are convinced that the panels and breakout sessions will help us all expand, improve, and refine our work to ensure that every child in every classroom has a highly effective teacher.

TQP grantees across the country are engaged in a host of innovative and exciting efforts to elevate the quality of teacher preparation programs. For example, one of our grantees is focused on transforming teaching through technology to all 23 teacher preparation programs at the university. Undergraduate instruction will be revised to integrate mixed reality simulations, virtual world e-coaching, and video models, and seven makerspaces will be established in the partner schools where pre-service teachers will have the opportunity to engage in hands-on projects with students. Another grantee is partnering with a large urban school system to prepare approximately 150 secondary teachers through an 18-month intensive residency program. They are transforming 10 public high schools over the next five years into Professional Practice Centers (PPCs) that will prepare new teachers for high-need secondary schools and support other schools in becoming teacher residency sites. As learning partner host schools, each PPC would support two partner schools in becoming teacher residency sites, thereby advancing system-wide change and increasing program sustainability. We at the Department are truly inspired by your work, and we look forward to working with you over the next four years to implement these grants.

I have the great occasion of working and leading an extraordinary team of dedicated staff. Mia Howerton, Christine Miller, Adam Bookman, and Beatriz York have done an amazing job planning and coordinating this two-day meeting. I am confident that you will be pleased with all of the content, and we hope that this content will have an immediate impact on the work you are doing in your projects.

I thank you all for joining us for this year's Project Directors' Meeting, and I hope that you will leave this meeting better prepared and more encouraged to lead this very challenging task ahead of you, as together we train, teach, and inspire great teachers to serve our neediest students.

Sincerely,

Venitia Richardson, Director
Teacher Quality Programs

Teacher Quality Partnership Project Directors' Meeting

U.S. Department of Education

Potomac Center Plaza Bldg.

October 1-2, 2015

Washington, D.C.

Train, Teach, Inspire: Preparing Great Teachers

AGENDA

Meeting Objectives:

Grantees will be able to

- Identify strategies for successful TQP project implementation
- Identify strategies for TQP project sustainability
- Learn about the U.S. Department of Education's (ED) key policy priorities
- Learn from other ED programs and research that impact teacher preparation

Thursday, October 1, 2015

8:30 a.m. – 8:45 a.m.

Welcome & Opening Remarks

Venitia Richardson, Director, Teacher Quality Programs,
Office of Innovation and Improvement, U.S. Department of
Education

8:45 a.m. – 9:45 a.m.

Opening Plenary

Telling the TQP Story: What Have We Learned?

TQP Team:

Mia Howerton, TQP Team Lead, U.S. Department of Education

Adam Bookman, Program Officer, U.S. Department of Education

Christine Miller, Program Officer, U.S. Department of Education

Beatriz York, Program Officer, U.S. Department of Education

Session Description

The TQP grant portfolio includes 64 grantees from 2009, 2010, and 2014 working on a range of issues related to educator preparation and support (e.g., rural education, STEM, recruitment of traditionally underrepresented groups). The TQP team will present qualitative and quantitative data on what we have learned from the first two grantee cohorts and early evaluation findings, as well as introduce the 24 grantees from 2014.

9:45 a.m. – 10:45 a.m. The Imperative Case for Quality Teacher Preparation: Lessons from Singapore

A. Lin Goodwin, Vice Dean and Evenden Professor of Education, Teachers College, Columbia University

Session Description

Preparing quality teachers is an area of global interest given education’s role in creating a path for upward social mobility, and teachers as key to quality schooling. Thus, there is growing desire to learn from international peers, especially those that have demonstrated strong performance on international assessments such as the Program of International Student Assessment (PISA). A. Lin Goodwin presents Singapore as one example of a high-achieving system that has earned accolades for educational excellence and quality teachers. Based on her research on teacher education in Singapore, she will discuss the policies, structures, programs, and practices that support teacher learning and development across the professional continuum from student to novice to veteran. She will also offer insights and lessons that emerge from her research and conclude with recommendations how to re-imagine teacher education programs in the U.S.

10:45 a.m. – 11:00 a.m. Break

11:00 a.m. – 12:00 p.m. Teaching and Learning Non-Cognitive Skills
Maxwell Lubin, Strategic Advisor, U.S. Department of Education

Panelists: **Deidre Farmbry**, Senior District Consultant, CASEL
Jennifer Robinson, TQP Project Director, Montclair State University
Joaquin Tamayo, Special Assistant, U.S. Department of Education

Session Description

Although there is no clear consensus on how to categorize and describe so-called “non-cognitive” skills such as resilience, persistence, and a growth mindset, there is a growing body of research that shows that these skills play a vital role in students’ success inside and outside of the classroom. This session will highlight broad themes in the research in this area, share effective tools and strategies that educators can use to help students boost their non-cognitive skills, and identify potential roles for teacher preparation programs in this area.

12:00 p.m. – 1:15 p.m. Lunch

1:15 p.m.-2:00 p.m. BREAKOUT SESSION 1

1:15 p.m. – 2:00 p.m.

Preparing Mentor Teachers and Coaches

PCP Auditorium

Rachelle Verdier, Senior Program Officer, Teacher Certification, New Visions for Public Schools

Brett Cluff, Director, Learning Partners Program, NYC Department of Education

Gwen Benson, Associate Dean, School, Community, and International Partnerships, College of Education and Human Development, Georgia State University

Session Description

Mentor teachers and coaches are an integral part of the teacher preparation process, and TQP grantees have been innovative in exploring what makes an effective mentor teacher. This interactive presentation will define the role of a mentor teacher, discuss how TQP grantees are selecting impactful mentor teachers, and explore how to structure meaningful training and development for mentor teachers.

1:15 p.m. – 2:00 p.m.

Lessons Learned from Personalized Learning

Room 11083

Andrea Browning, Program Officer, U.S. Department of Education

Adam Roberts, Director of Innovation and Instructional Technology, KIPP-DC

Session Description

The classroom of today looks very different than in years past. Schools are increasingly using technology and innovative tools and strategies to enhance instruction and personalize learning based on individual student needs and interests. In many schools, the days of teachers as the “sage on the stage” have been replaced by the “guide on the side”. How are colleges of education adapting to prepare their teachers for this new type of instruction? In this interactive session, attendees will hear about different models of personalized learning that are being implemented through ED’s Race to the Top – District grants. The presentation will discuss how to best prepare teachers for this changing K–12 landscape.

1:15 p.m. – 2:00 p.m. **Co-Teaching: Teamwork Makes the Dream Work**
Room 10-036

Maggie Payne, Project Director, CSU-Chico

Session Description

Co-teaching is becoming more common as teachers and administrators understand the value of having two professionals share responsibility for instruction. While co-teaching started as an approach to integrate students with special needs into the general education classroom, in recent years LEAs have extended this collaborative model across a range of students and subjects. This session will examine co-teaching models, the associated pros and cons, and how TQP grantees are preparing teachers to co-teach.

2:05 p.m. – 2:50 p.m. **BREAKOUT SESSION 2**

2:05 p.m. – 2:50 p.m. **Evaluating TQP Program Success**
Room 10-036

Robert Hendrick, Research Associate, NET-Q Evaluation Staff

Session Description

Evaluating the impact of ED-funded programs has been a key area of focus in the last few years. Nonetheless, evaluating the impact of teacher preparation programs is inevitably complicated. TQP grantees are using exciting quantitative and qualitative research methods to assess their impact and improve their programs. During this roundtable discussion, grantees will examine ways that demonstrate how they are measuring their impact on the teachers they prepare and the students their educators serve. This session will also examine how TQP grantees are generating and using data to improve their implementation efforts.

2:05 p.m. – 2:50 p.m. **Recruiting Underrepresented Populations to Teach in the STEM Fields**
PCP Auditorium

Melissa Mortiz, Deputy Director for STEM, U.S. Department of Education

Macharia Edmonds, National Deputy Recruitment Director, TEACH.org

Emily Harris, Recruiter, Boston Plan for Excellence

Traci Taylor, Project Director, Fresno Unified School District

Session Description

TEACH is a public–private partnership led by Microsoft, State Farm and the U.S. Department of Education and supported by the nation’s top education organizations and teacher associations. This effort is designed to recruit the next generation of teachers with a particular focus on recruiting candidates who are traditionally underrepresented in teaching. Nationally, students of color make up 41% of the public school population, yet teachers of color comprise only 15% of the teacher workforce. Recent research indicates that the mismatch between student demographics and teacher demographics may contribute to lower expectations for African-American students, which in turn can impact their academic achievement. During this roundtable discussion, attendees will learn about exciting efforts to increase underrepresented populations, particularly in the STEM fields, including sharing TQP grantees’ approaches. TQP grantees will also have an opportunity to collaborate with other TQP projects that are tackling this issue.

2:05 p.m. – 2:50 p.m. **Developing Cultural Competencies among Teachers**
Room 11083

Annamarie Francois, TQP Project Director, UCLA

Session Description

Many of the TQP partner LEAs serve underrepresented populations, and many of these LEAs are located in rural and impoverished areas. These demographics, however, do not parallel those of participants in teacher preparation programs. As TQP projects strive to produce effective teachers, how can they ensure that teachers are ready to serve the students they will teach? In this roundtable discussion, participants will explore strategies to work with students from different socioeconomic backgrounds and cultures and hear from other TQP grantees that are building teachers’ cultural competence.

2:55 p.m. – 4:25 p.m. **BREAKOUT SESSION 3 Lean On Me** (*Problem of Practice*)

2:55 p.m. – 4:25 p.m. (Facilitator)	Group 1 (Room 10-036)	A. Bookman
2:55 p.m. – 4:25 p.m. (Facilitator)	Group 2 (Room 10-038)	A. Browning
2:55 p.m. – 4:25 p.m. (Facilitator)	Group 3 (PCP Auditorium)	M. Howerton
2:55 p.m. – 4:25 p.m. (Facilitator)	Group 4 (PCP Auditorium)	C. Miller
2:55 p.m. – 4:25 p.m. (Facilitator)	Group 5 (PCP Auditorium)	S. Nicholas

2:55 p.m. – 4:25 p.m.
(Facilitator)

Group 6 (Room 11056)

T. Stewart

2:55 p.m. – 4:25 p.m.
(Facilitator)

Group 7 (Room 11056)

M. Melendez

2:55 p.m. – 4:25 p.m.
(Facilitator)

Group 8 (PCP Auditorium)

B. York

Session Description

This session will use the Problem of Practice model to allow grantees to tackle key issues that impact their TQP projects, which in turn may hinder them in their preparation of effective educators or operating efficient TQP programs. Session leaders will follow a protocol that allows grantees to present their problem, think through possible causes of that problem, and gain feedback and identify possible solutions from other TQP grantees.

4:30 p.m. – 4:45 p.m.

Day 1 Wrap Up

Mia D. Howerton, TQP Team Lead
PCP Auditorium

Teacher Quality Partnership Project Directors' Meeting

U.S. Department of Education

Potomac Center Plaza Bldg.

October 1-2, 2015

Washington, D.C.

Train, Teach, Inspire: Preparing Great Teachers

AGENDA

Friday, October 2, 2015

9:00 a.m. – 9:10 a.m.

Welcome

Mia D. Howerton, TQP Team Lead, U.S. Department of Education

9:10 a.m. – 10:30 a.m.

Panel: A Look at the Future of Teacher Preparation

Ahna Smith, Chief of Staff, Office of Innovation and Improvement,
U.S. Department of Education (facilitator)

Panelists:

Linda Patriarca, Member, Deans for Impact

Jane E. West, Education Policy Consultant, American Association of
Colleges for Teacher Education (AACTE)

Jill Pitner, Chief Program Officer, National Center for Teacher
Residencies

Session Description

TQP grantees are using a range of strategies to deliver high-impact teacher preparation and support, including residency programs and innovative partnerships to align teacher preparation to meet specific schools' needs. Yet these types of strategies are not widespread in the teacher preparation landscape. This panel will discuss ED's bold vision for teacher preparation over the next decade, universities' role in adapting their teacher preparation and support programs to accommodate an evolving K–12 environment, and financial implications of new models for teacher preparation and accountability.

10:30 a.m. – 10:45 a.m.

Break

10:45 a.m. – 12:00 p.m. Matching for Sustainability

New TQP Match Guidelines:

Mia Howerton, TQP Team Lead, U.S. Department of Education

Making the TQP Match Work:

Traci Taylor, TQP Project Director, Fresno Unified School District

Kamal Hamdan, Annenberg Endowed Professor and Director,
Center for Innovation in STEM Education (CISE)

Jesse Solomon, Executive Director, Boston Plan for Excellence

Session Summary

The TQP non-Federal match requirement is a key component of the TQP program, designed to help grantees sustain their programs after Federal funding ends. Obtaining matching funds, however, is often a struggle—and so is sustainability. This session will provide clarification on ED’s expectations for the match requirement moving forward and give attendees an opportunity to hear from current grantees implementing different approaches to secure matching funds to sustain their efforts.

12:00 p.m. – 1:15 p.m. Lunch

1:15 p.m. – 2:10 p.m. AUDIENCE-SPECIFIC SESSIONS

1:15 p.m. – 2:10 p.m. Get Connected: Program Officer Forum

Mia Howerton, TQP Team Lead, U.S. Department of Education Room 11083

Adam Bookman, Program Officer, U.S. Department of Education Room 11056

Christine Miller, Program Officer, U.S. Department of Education Room 10-036

Beatriz York, Program Officer, U.S. Department of Education Room 10-038

Session Summary

Grantees will meet collectively with their ED program officer to discuss their progress towards project goals and objectives, as well as to identify any challenges so that ED can identify the support and resources that would best enable grantee success. This session will also provide an opportunity for grantees to connect with each other and learn about different approaches to shared priorities.

1:15 p.m. – 2:10 p.m. **Get Connected: Evaluators' Forum**
Richard Wilson- Facilitator
PCP Auditorium

Session Summary

As the U.S. Department of Education continues to fund TQP grants and TQP evaluation extension grants, we are continuously exploring the best ways to evaluate this program and learn ways to improve program outcomes. Program evaluators are a vital part of this process. In this session, evaluators from current TQP grants and evaluation extension grants will have an opportunity to network and discuss evaluation issues that are specific to the TQP program.

2:15 p.m. – 3:15 p.m. **AUDIENCE-SPECIFIC SESSIONS**

2:15 p.m. – 3:15 p.m. **FY 2009 & 2010 TQP Evaluation Extension Cohorts' Roundtable**
Adam Bookman, Program Officer, U.S. Department of Education
Room 10-036

Session Summary

Some 2009 and 2010 TQP grantees received evaluation extensions to extend their data collection and analysis to answer important questions about their programs' impact that will be relevant to a wider range of programs. These grantees will meet to discuss their proposed projects, including sharing their research questions and designs, discussing challenges they face, and exploring how their findings may be used to advance the larger field of teacher preparation. The group will set goals for future working groups amongst the evaluation cohort.

2:15 p.m. – 3:15 p.m. **TQP Grantee Mentoring Program**
Mia Howerton, Team Lead, U.S. Department of Education
Room 11083

Session Summary

Just as successful teacher preparation programs assign experienced mentors to new teachers, we are assigning experienced grantees to new grantees. Come meet your mentor grantees, and learn about this new program designed for the 2014 new grantees. This is will be the kickoff of future mentor/mentee interactions where the experience and knowledge of veteran grantees will serve to assist new grantees as they tackle their first TQP grant cycle.

2:15 p.m. – 3:15 p.m.

RTT–D Meets TQP

PCP Auditorium

Rebecca Maltzman, Managing Director of CTR and Professional Development, KIPP DC

Adam Roberts, Director of Innovation & Instructional Technology, KIPP DC

Session Summary

KIPP DC, a recipient of a Race to the Top – District grant, prepares its own teachers through a residency model with a specific focus towards preparing teachers to teach in blended learning classrooms. Attendees will learn about KIPP DC’s model and some of the struggles they have encountered.

3:25 p.m. – 3:55 p.m.

Closing Remarks

PCP Auditorium

Venitia Richardson, Director, Teacher Quality Programs

ContraVerse- Spoken Word Team

Cesar Chavez Public Charter School-Capitol Hill

FY 14 TQP GRANTEE ABSTRACTS

A Museum and School-Based Teacher Residency Partnership for Preparing and Supporting New Earth Science Teachers

PR#: U336S140026

Organization: American Museum of Natural History

Address: Central Park West at 79th Street New York City, NY 10024

Project Director: Rosamond Kinzler

Phone: (212) 496-3637

Email: rkinzler@amnh.org

Priorities: AP2, CP1

Abstract: The project entitled “A Museum and School-Based Teacher Residency Partnership for Preparing and Supporting New Earth Science Teachers” is designed to meet Absolute Priority 2: Teacher Residency programs as well as Competitive Preference Priority 1: STEM. The American Museum of Natural History (AMNH) in New York City (NYC), in partnership with New York State (NYS) and NYC high-needs LEA middle and high schools, and the Center for Education Policy, Applied Research, and Evaluation from the University of Southern Maine, proposes to refine, expand, and institutionalize its pilot residency program, supported through 2016 with New York State Education Department and National Science Foundation Robert Noyce Teacher Scholarship Program funding, as a residency program for a Master of Arts in Teaching degree with a Specialization in Earth Science for grades 7–12 (the proposed TQP funded AMNH MAT-R).

The rigorous 36-credit, 15-month program combines coursework in pedagogy, science content, and content specific pedagogy, all including applications to the clinical components. Focused on a subject area that the USDOE has, with few exceptions, steadily identified as a Teacher Shortage Area for NYC and NYS since 1999 and in which AMNH has significant depth and breadth of expertise, collections, and resources, AMNH MAT-R is an innovative program that integrates theory with practice and is specifically focused on high-needs, urban schools with diverse student populations, including English Language Learners and students with special needs. AMNH MAT-R builds on AMNH’s successful track record as a chartered educational institution with its fully accredited Richard Gilder Graduate School and pioneering programs for diverse populations of children and teachers that partner with schools, develop programs collaboratively with working scientists and master educators, and integrate data, assessment, and technology. It builds as well on the success of the pilot, which has launched nearly 70 new teachers, who passed the certification exam at an average rate of 95.2% and are teaching in high-needs schools.

Project activities include but are not limited to: Mentored Residency in high-needs schools, including rotations with teachers of ELL and students with disabilities; Summer 1 Museum Teaching Residency at AMNH, in which candidates co-teach in an AMNH pipeline program, work with diverse populations of urban youth, and learn the approaches and resources used in informal science education; Summer 2 Museum Science Practicum Residency, in which candidates engage in hands-on, inquiry based laboratory and field work experiences under the supervision of AMNH scientists; pedagogy courses, that focus on linking theory with practice; science content courses, co-developed and co-taught by AMNH scientists and science educators that require clinical assignments for classroom delivery; extensive mentoring, assessment, and support from AMNH faculty, school mentors, and through online communities; a two-year, post-graduation Induction Program that supports residents as they transition into their careers and reflects AMNH’s understanding of the complexities of teaching science in high-needs schools. The goal of this proposal is to develop and implement a highly effective residency program to meet the critical shortage of certified Earth Science teachers prepared to increase student achievement in high-needs schools throughout NYS. While piloted in NYS, the program is proposed for TQP funding as a replicable model.

The AMNH MAT-R will prepare a total of 45 teachers at its high-needs partner schools: (1) Archimedes Academy for Math, Science and Technology Applications (Bronx); (2) Bronx Early College Academy (Bronx); (3) Gorton High School (Yonkers); and (4) Midwood High School (Brooklyn).

**Integrating STEM, Literacy, and Language to Prepare All Teachers to Teach English
Language Learners: iTeach ELLs**

PR#: U336S140080

Organization: Arizona State University Board of Regents

Address: PO Box 876011, Tempe, AZ 85287

Project Director: Wendy Farr

Phone: (602)369-3353

Email: Wendy.Farr@asu.edu

Priorities: AP1, CP2

Abstract: iTeach ELLs addresses the need for improved educational outcomes for ELLs in Arizona. We propose activities focused on four goals: (1) reform PreK-8th grade teacher preparation to address the need for highly qualified general and special education teachers for ELLs; (2) redesign math and science methods courses to include instructional strategies that promote language and literacy development; (3) redesign course signature assignments to use problem-based learning (PBL) pedagogy and design principles supporting teacher candidates' application of knowledge and skills in "real world" classrooms; and (4) integrating and understanding evidence-based practices and scientifically-validated research for teaching and learning of ELLs, including data-driven decision to improve differentiated instruction. We begin with professional development for faculty to integrate practices for ELL into science and math methods courses. Then, we propose to deeply engage early childhood and elementary teacher candidates through PBL increasing their students' access to STEM content and achievement in language and literacy skills. Teacher candidates learn to respond to each student individually by examining multiple data sources further breaking down the barriers for ELLs who are often seen as a uniform group. Teachers will use knowledge and skills in the language and literacy development through math and science content and literacy and assessment practices to improve the educational outcomes for all students, and particularly ELLs.

Project objectives and expected outcomes: Objectives and outcomes are designed to meet proposed goals. Courses are taught with fidelity using an integrated content approach and PBL in math, science, literacy and assessment by the end of the project. Teacher candidates will report higher levels of efficacy in achieving improved educational outcomes for ELLs. PreK-12 students make greater gains on standardized assessments in math and science.

Target number of teachers served: 2,000 graduates and 600 partner district teachers.

Special features: Reform traditional discipline-specific learning into applied cross-discipline projects. Integrate evidence-based practices for ELLs across STEM, assessment, and literacy courses. Induction programs for graduates alongside mentors in their teaching sites. Induction is sustained and ongoing with intensive iTeach ELLs camp and activities with ELL and PBL coaches during the school year. Leverage technologies for learning (a) *Quest to Teach*, virtual learning modules, and (b) the Professional Learning Library, an online community of resources, lessons, collaboration opportunities and more.

Partners: Total: 20. Avondale Elementary School District, Balsz Elementary School District, Chandler Unified School District, Deer Valley Unified School District, Dysart Unified School District, Gadsden Elementary School District, Gilbert Public Schools, Glendale Elementary School District, Isaac School District, Littleton Elementary School District, Madison Elementary School District, Mesa Public Schools, Osborne School District #8, Paradise Valley Unified

School District, Pendergast Elementary School District, Phoenix Elementary School District, Roosevelt School District, Scottsdale Unified School District, Tempe Elementary School District, Washington Elementary School District.

Boston Teacher Quality Network

PR#: U336S140088

Organization: Boston Plan for Excellence in the Public Schools Foundation

Address: 27-43 Wormwood St., Suite 110, Boston, MA 02210

Project Director: Jesse Solomon

Phone: (617)227-8055

Email: jsolomon@bpe.org

Priorities: AP2, CP1, CP2

Abstract: The Boston Public Schools has made the strategic decision to use school autonomy as a primary approach to school improvement. To implement that strategy successfully, the growing number of autonomous schools have a need for high quality, diverse educators who are prepared to drive student learning for underserved students in schools that are organized differently than the traditional school. BPE's Boston Teacher Residency, one of the oldest teaching residency programs in the country, and Teach Next Year, a residency program at the University of Massachusetts Boston, are partnering with four expanding autonomous school districts in Boston, all of which have demonstrated rapid success in dramatically improving student achievement. As these schools, each of which constitutes its own LEA, expand to serve more children, they will need the right human capital to lead the work. Working together over the next five years, the Boston Teacher Quality Network will recruit, prepare, and support 260 teachers, significantly improve student learning in the partner LEAs, and use the autonomies afforded to the LEAs to further advance and refine the teacher residency design. The network residencies are best positioned to fill these positions with highly qualified, long-term, diverse teachers who are trained to maximize the autonomies within schools to improve student achievement.

Project Objectives and Expected Outcomes:

- Fulfill the human capital needs of partner LEAs by preparing and supporting highly effective new teachers in the high-need areas of math, science, literacy, early childhood, special education, and ESL.
- Diversify the teacher pipeline by ensuring 50% of each cohort of residents are people of color.
- Increase teacher retention by ensuring that 80% of graduates teach in high-need LEAs for three or more years.
- Improve teacher preparation for high-need students by ensuring all graduates are trained to implement standards-aligned curricula, use collaborative, data-driven practices to drive improvement, collaborate and innovate, and integrate theory and practice.
- Improve student achievement by ensuring that at least 70% of students in residents and graduates' classrooms achieve ambitious student learning targets.

Number of teachers to be served in the project: 260

List of Partners: BPE, formerly the Boston Plan for Excellence, is the lead partner. Others are:

1. Institution of Higher Education: University of Massachusetts, Boston
 - a. Teacher Preparation Program at IHE: Teach Next Year
 - b. School of Arts and Sciences at IHE: College of Science and Mathematics
2. Local Educational Agencies: Boston Green Academy Horace Mann Charter School (District), Dudley Street Neighborhood Charter School (District), UP Academy Charter School of Boston (District), and UP Academy Charter School of Dorchester (District)

**LOS ANGELES URBAN TEACHER RESIDENCY PROGRAM TRANSFORMATION
INITIATIVE**

PR#: U336S140060

Organization: Cal State L.A. University Auxiliary Services, Inc.

Address: 5151 State University Drive, GE 314 Los Angeles, CA 90032

Project Director: A. Dee Williams

Phone: (323) 343-6168

Email: awillia6@exchange.calstatela.edu

Priorities: AP2, CP1, CP2

Abstract: This five-year project, the Los Angeles Urban Teacher Residency Transformation Initiative (LAUTR TI), is a collaborative partnership of California State University-Los Angeles; the Center for Collaborative Education; Families In Schools; WestEd; and three urban public school districts – Los Angeles Unified School District, Montebello Unified School District, and Alhambra Unified School District.

LAUTR TI will substantially expand the scope and reach of the Los Angeles Urban Teacher Residency (LAUTR), a field-based teacher preparation and credentialing program designed to equip future teachers to close the achievement gap through excellence, equity and innovation. LAUTR TI will become the primary teacher preparation model within our Charter College of Education. The initiative will include three strands of teacher residency preparation – secondary math and science, secondary special education, and a dual program of elementary education and special education. Each strand will have a specialization in Science, Technology, Engineering and Mathematics (STEM), leading to state preliminary teacher certification and a Master’s degree in Integrated STEM Education.

The residency will integrate theory and practice in a blend of graduate-level coursework, a 10-month placement in a high-need school, and collaborative professional learning through highly supported cohorts. Courses and field work will emphasize curriculum design and instruction based on the Common Core and Next Generation Learning Standards.

The goals of the project are: (1) To expand and deepen a master’s level teacher credentialing residency program to include three strands, each with a specialization in STEM integration, that prepares outstanding teachers for three high need districts; (2) To establish and sustain a robust two-year teacher induction program; (3) To ensure parent and community engagement in all phases of the program; and (4) To assure performance feedback and periodic assessment of progress toward achieving intended outcomes for all Residents, mentors, schools, and districts. This proposal is submitted under the competitive preference priorities of (1) Promoting Science, Technology, Engineering, and Mathematics, and (2) Implementing internationally benchmarked, college- and career-read elementary and secondary academic standards.

LAUTR TI’s total annual enrollment will increase more than three-fold from cohorts of 20 Residents to 75; over the life of the grant, LAUTR TI will graduate and place 275 new teachers trained in STEM disciplines.

**Growing Rural Opportunities (GRÖ STEM) Residency Program:
Reducing the achievement gap of students in high-need rural schools**

PR#: U336S140047

Organization: CSUB Auxiliary for Sponsored Programs Administration

Address: 9001 Stockdale Hwy Bakersfield, CA 93311

Project Director: Kristina Lague

Phone: (661) 654-2478

Email: klague@csub.edu

Priorities: AP2, CP1, CP2

Abstract: The GRÖ STEM Residency Partnership will address Absolute Priority 2: Partnership Grants for the Establishment of Effective Teaching Residency Programs by creating a rural teacher residency program that will prepare 120 post-baccalaureate multiple subject credential completers and master's degrees in curriculum and instruction over five-years. The GRÖ STEM addresses the need for qualified educators with high teacher turnover rates in high-need rural schools of minority and English learner populations through a partnership between California State University, Bakersfield (CSUB) and three Central Valley California districts, Buttonwillow Union School District (BUSD), Lamont Elementary School District (LESB), and Semitropic Elementary School District (SESB).

This will be achieved by establishing a 15-month credential/master's residency program and specialized professional development tailored toward the needs of rural teachers of the 21st century. The residency's exceptional design is based on a strong theoretical foundation in the areas of distributed cognition (cohort models), intensive and extended clinical experience (co-teaching), and cultural synchronicity in order to recruit and retain a teacher population whose demographics mirror the student population of our partner districts. It supports and prepares Residents through the credential, masters, and induction process to work with minority students of low socioeconomic status with a focus on interdisciplinary integration of STEM curriculum and academic literacy. Residents will gain content knowledge, pedagogy, and experience inquiry based science, technology, engineering, and mathematics (STEM) preparation upon completion of their multiple subject credential (Competitive Preference Priority 1: Promoting Science, Technology, Engineering, and Mathematics). The partnership will also address Competitive Preference Priority 2— Implementing Internationally Benchmarked, College- and Career- Ready Elementary and Secondary Academic Standards. Residents, district teachers and administrators will participate in intensive Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS) professional development.

GRÖ STEM residency program goals: 1) Establish a 15 month residency program that prepares Residents, in cooperation with the partner districts, to develop, teach and assess high quality STEM curriculum in rural, high-need schools through a co-teaching experience beginning with a summer STEM academy, completion of a multiple subjects credential and culminating in a masters research project. 2) Develop teachers who promote the critical factors for success in the 21st Century of grit, tenacity, and perseverance through effective teaching that closes the achievement gap of high needs rural students through the use of Common Core State Standards and the Next Generation Science Standards. 3) Build and sustain a pipeline of credentialed teachers, through recruitment, mentoring and induction support, who are committed to teaching in high need rural school districts. 4) Enhance the administrative and teacher leadership skills of LEA administrators, teacher leaders and Residents in rural, high-need partner schools through the co-development and co-implementation of professional development that support teacher leaders, site administrators, superintendents, university faculty and doctoral candidates with research-based best practices that support partners' school improvement and educational leadership efforts.

PRISMS Project: Promoting Rural Improvement in Secondary Mathematics and Science

PR#: U336S140023

Organization: California State University, Chico Research Foundation

Address: Building 25, CSU-Chico, Chico, CA 95929

Project Director: Maggie Payne

Phone: (530) 898-6518

Email: mpayne@csuchico.edu

Priorities: AP1, AP2, CP1, CP2

Abstract: The PRISMS Project: Promoting Rural Improvement in Secondary Mathematics and Science represents a major partnership of California State University, Chico, including the colleges of Arts and Sciences and the School of Education; Corning Union High School District; Los Molinos Unified School District; Orland Unified School District, the Tehama and Glenn County Offices of Education and Butte-Glenn Community College District. The PRISMS Project is a comprehensive reform initiative to:

- *Improve and promote equity in K-12 student academic achievement through the reform of teacher preparation;*
- *Recruit and retain diverse and highly-qualified individuals to the teaching profession in high-need rural areas;*
- *Strengthen the education of future teachers for rural schools, especially in STEM and special education; and*
- *Develop and sustain the project's partnerships and institutionalize its reforms.*

To address these goals, this project will develop and implement two innovative teacher preparation programs. Absolute Priority 1: Next Generation Math Teachers (NGMT) a blended pre-baccalaureate program with a strong clinical component leading to a Bachelor of Arts degree in mathematics and a secondary teaching credential in Foundational Level Math, qualifying teachers to teach 7th through 9th grade level math courses. Absolute Priority 2: Residency in Secondary Education (RISE) a post-baccalaureate teaching residency program leading to a secondary credential in math, science, English language arts, or special education and a master's degree. This program will include classroom-based action research and full-time, intensive clinical experience working with carefully selected mentor teachers trained to use a co-planning/co-teaching model. Each of these programs will promote STEM education (Competitive Preference #1) through their emphases on mathematics, sciences and use of technology. In addition, each will emphasize implementing internationally benchmarked, college- and career-ready secondary academic standards (Competitive Preference #2) through their emphases on preparing new and in-service teachers to teach to the Common Core State Standards and Next Generation Science Standards, including broad-ranging professional development opportunities to improve the academic content knowledge of teachers and to promote use of evidence-based practices for developing content-specific literacy skills and for supporting English learners and students with special needs.

Over the course of the five-year term of the grant, the PRISMS Project will graduate 100 teacher residents, thus bringing improved teaching and support for learning to 12,500 or more rural students in the residency classrooms and professional development benefits to mentor teachers and other partner school faculty. In addition, 80 pre-baccalaureate program students will leave our program highly qualified to provide all students with the strong grounding in foundational math courses needed to prepare them to pursue STEM majors or careers should they so choose. The PRISMS Project will be fully institutionalized in the university and the schools upon conclusion of the grant.

STEM Teachers in Advanced Residency (STAR)

PR#: U336S140042

Organization: California State University, Dominguez Hills

Address: 1000 East Victoria Street Carson, CA 90746

Project Director: Kamal Hamdan

Phone: (310) 243-3981

Email: khamdan@csudh.edu

Priorities: AP2, CP1, CP2

Abstract: STAR will prepare highly qualified secondary science and math teachers for the Los Angeles Unified School District (LAUSD), a high-need LEA with documented need for STEM teachers. Residents will earn a master's and preliminary credential in 15 months and be hired by LAUSD in high-need schools that enrolls large percentages of low-income, minority students with low achievement in math and science. STAR will significantly enhance CSUDH's residency pathway, developed via TQP 2009 grant, with higher stipends, industry internships, exposure to varied teaching styles, and more extensive clinical experiences.

STAR activities include recruiting strategies that will attract many participants from groups traditionally underrepresented in STEM. CSUDH will redesign curriculum to emphasize 21st Century skills, technology, content literacy, new generation science standards and common core state standards, and deliver rigorous, blended credential and master's coursework that integrates theory and practice. Participants will complete a yearlong residency with trained master teachers in one of 10 high-need partner secondary schools. STAR includes additional clinical experiences in CSUDH's innovative Lab School. One semester, residents will spend two afternoons a week in internships with researchers or industry to gain applied knowledge. They will attend monthly professional learning community meetings in cohorts with their mentor teachers. CSUDH will specially design a new two-year induction program that participants will pursue with support from a master teacher to earn a full credential. As 1st- and 2nd-year teachers, they will attend the monthly Professional Development Academy, which will be optional for residents and teachers in partner schools, for in-depth exploration of key issues.

Graduates will be prepared to teach students of varying achievement levels the Common Core math standards and Next Generation Science Standards. CSUDH and LAUSD will institutionalize and sustain the successful aspects of STAR so that the project's benefit extends beyond the grant period.

Project objectives and expected outcomes: CSUDH's STAR project will produce 105 highly qualified math or science teachers with skills matched to the needs of students in the high-need LAUSD. Residents who complete STAR will be hired and remain as teachers in high-need schools for 3 or more years. Students of participants in STAR will outperform students of nonparticipating math and science teachers—matched by experience—in comparison secondary schools in LAUSD without recent graduates of the CSUDH credential programs.

CSUDH and LAUSD will develop and sustain the project's partnerships and institutionalize its reforms. The residency program and the Lab School will train math and science teachers specifically for the challenges of high-need urban schools. These qualified math and science teachers will improve achievement in math and science.

Special project features: One-semester internships and 3 years of clinical experiences in Lab School. Lab School will meet 80 hours over 4 weeks in the summer and every other Saturday during the school year on a partner middle and high school campus. Residents will join instructional teams with veteran and novice (STAR 1st- and 2nd-year) teachers. Teams will conduct intensive cycles of plan-teach-assess-reflect with students who vary from low to high levels of achievement.

Partners: California State University, Dominguez Hills; Los Angeles Unified School District; Troops to Teachers; and ENCORPS.

Fresno Teacher Residency Program

PR#: U336S140087

Organization: Fresno Unified School District

Address: 1833 E Street Fresno, CA 93706

Project Director: Traci Taylor

Phone: (559) 457-3186

Email: traci.taylor@fresnounified.org

Priorities: AP2, CP1, CP2

Abstract: Fresno Unified School District (Fresno Unified) in partnership with California State University, Fresno (Fresno State), desire to establish the **Fresno Teacher Residency Program (FTRP)** with an emphasis on STEM (Science, Technology, Engineering & Math) education.

FTRP will provide highly effective teachers who will be recruited, selected, and trained to address the specific needs of the school district. Fresno Unified faces a variety of challenges in recruitment and hiring of highly effective teachers, especially in STEM subject areas.

Additionally, the district has difficulty in attracting teachers from underrepresented groups and other diverse backgrounds. This is relevant as the district is ethnically diverse and predominantly minority (84% non-white) student population. Therefore, the overarching goal of this project is to improve student academic achievement by improving the effectiveness of new teachers in high demand STEM subject areas in advanced content knowledge and effective instructional strategies using the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). The partnership proposes to implement Absolute Priority 2 – the *establishment of Teacher Residency Programs*.

Central to the needs of Fresno Unified are two Competitive Preference Priorities (CPPs) which includes: 1) Promoting STEM education; and 2) Implementing College and Career Ready (CCR) elementary and secondary common core academic standards through rigorous teacher preparation course design and training activities in the proposed TRP. The FTRP is five years of teacher residencies that prepare 300 teachers (K-12) to provide exemplary pedagogy. Residencies will be developed to include initial certification and a MA degree which will be obtainable in 18 months. The grade span for the three residencies are Grades 4-8; Grades K-3; and Grades 9-12. All residencies will have a STEM focus and will be designed to support the implementation of K-12 College and Career CCSS and NGSS

The FTRP has three key objectives that will deliver measurable performance outcomes: 1) Recruitment and selection of diverse talent; 2) Fresno Unified and Fresno State faculty collaboratively reform the K-12 curriculum to train highly effective teacher residents; and 3) Induction and retention of highly trained new teachers at Fresno Unified. The total number of teachers to be served in the project is 300 residents; and 65% from underrepresented populations. Co-teaching and curriculum reform will dramatically change teacher preparation. Exceptional mentors will be assigned to every teacher resident before the school year begins and through the 18 months program. Integration of technology applications in the curriculum and class instruction will align to the delivery of College and Career Ready CCSS and NGSS. To increase residency success, induction support begins during the residency and is facilitated for three years after degree completion to increase retention and sustain highly effective teachers in the classroom.

The leading partners include Fresno Unified located in Fresno, California and the Fresno State – Kremen School of Education and Human Development. Supporting partners include WestEd, MSTI – Math Science Teacher Initiative, Community-based Learning, CSU, Fresno - College of Math and Science, CSU, Fresno - Lyles College of Engineering, California State University Chancellors Office, CORE, Teaching Channel, Science and Math Education Center, Teaching Fellows Foundation, the community, and large foundational partners who support the FTRP success committing time, resources, and guidance for the five-year TRP establishment.

**Collaboration and Resources for Encouraging and Supporting Transformations in Education
(CREST-Ed)**

PR#: U336S140036

Organization: Georgia State University

Address: 30 Courtland St, Atlanta, GA 30303

Project Director: Gwendolyn Benson

Phone: (404)413-8105

Email: gbenson@gsu.edu

Priorities: AP1, AP2, CP1, CP2

Abstract: Based on the success of the past decade's work in partnership with urban and rural school systems, other colleges in Georgia, and various nonprofit agencies, Georgia State University requests funding for CREST-Ed, a program focused on Absolute Priority 1, Absolute Priority 2, Competitive Preference Priority 1, and Competitive Preference Priority 2 under the Teacher Quality Partnership Program.

CREST-Ed's primary goal is to increase the number of highly qualified teachers who are committed to high-need schools, particularly in urban and rural settings. Project activities present an exceptional approach to the priorities for this competition: (a) enhancing pre baccalaureate teacher preparation programs through extended field experiences, co-teaching, and STEM initiatives; (b) enhancing post baccalaureate teacher preparation programs through residencies that include strong mentor training, participation in Cross Career Learning Communities, and extensive induction support; (c) promoting STEM through professional development, faculty liaisons, and access to advanced credentialing support; and (d) supporting the implementation of internationally benchmarked, college- and career-ready academic standards through Academy for Future Teachers and Early College High School Program. A quasi-experimental design will be used to evaluate the impact on student achievement and teacher retention.

The CREST-Ed partnership consists of 3 public universities in Georgia (Georgia State University, Albany State University, Columbus State University), 9 LEAs (Atlanta Public Schools, Calhoun County Schools, Clayton County Schools, DeKalb County Schools, Dougherty County Schools, Fulton County Schools, Gwinnett County Schools, Mitchell County Schools, Terrell County Schools), and 1 nonprofit agency, the National Commission on Teaching and America's Future. The expected number of preservice teachers to be served through the varied initiatives is 250-300.

Annual program objectives include the following: (a) 85% of teacher residents (17/20) will complete licensure requirements within 2 years of acceptance; (b) 80% of teacher residents who complete university and licensure requirements will obtain a position within the STEM content area in a high-need school district; (c) 80% of teacher residents and baccalaureate graduates will remain in full-time teaching positions within the STEM content area in a partner high-need school system for 3 years; (d) 50% of baccalaureate graduates will obtain teaching positions in their content areas of study in a partner high-need school system; and (e) 85% of AFT participants will enroll in higher education following high school graduation. Special features of the project include (a) use of the TIP/AAR model in which students, mentor teachers, and university faculty team up to design and conduct action research projects in classrooms; (b) development of a menu of services available to participating schools and systems so they can tailor their partnership experience to the specific needs of their students, staff, and community; and (c) establishment of school networking meetings at participating schools so that members of the school community meet to share concerns and plan for action to improve school experiences.

CREST-Ed is a data-driven initiative that offers resources to address the needs of our partners and learners by preparing high-quality teachers and bolstering the existing workforce through targeted professional development so that new teachers will enter school environments designed to help them perform to the best benefit of their students.

The Newark-Montclair State University Teaching Residency Program (NMUTR)

PR#: U336S140078

Organization: Montclair State University

Address: 1 Normal Avenue, University Hall 1180, Montclair NJ 07043

Project Director: Jennifer Robinson

Phone: (973)655-5387

Email: robinsonj@mail.montclair.edu

Priorities: AP2, CP1, CP2

Abstract: Montclair State University (MSU), in partnership with the Newark Public Schools (NPS) in Newark, New Jersey, is submitting this proposal to implement the NMUTR program, which seeks to improve student achievement by applying rigorous research-based teacher preparation to the concrete needs of the NPS. This proposal addresses Absolute Priority #2: Teaching Residency Programs; Competitive Preference Priority 1: Promoting Science, Technology, Engineering and Mathematics (STEM) Education; and Competitive Preference Priority 2: Implementing Internationally Benchmarked, College, and Career-Ready Elementary and Secondary Academic Standards.

NMUTR is designed to recruit effective individuals, including minorities and individuals from other occupations, into the teaching force; improve the quality of both new and prospective teachers; increase teacher retention rates; and ultimately improve student achievement.

Specifically, NMUTR's goals are:

- To prepare high quality prospective teachers for NPS through a model teaching residency program for individuals without teaching experience but with strong academic backgrounds in Math or Science, or with strong academic backgrounds and interest in Early Childhood and Special Education;
- To improve the quality and retention of new teachers in NPS by involving them in an induction program, professional development, and networking;
- To improve the quality and retention of mentor teachers in the NPS by involving them in professional development and in becoming part of a network of mentor teachers, coaches, and teacher researchers who use data to improve instruction;
- To incorporate key elements of the residency model into the larger teacher education program.

Critical aspects of NMUTR include a residency that provides classroom immersion, instructional rounds and group seminars, and mentorship that benefits both teacher residents and experienced educators. Additional key features of the NMUTR are: the use of a cohort structure; strong induction support; inquiry, action research, and professional learning communities; required collaboration across the University and the schools; focus on the teacher development continuum; and emphasis on a strong connection between theory and practice.

As a result of NMUTR, 60 early childhood educators dually certified in special education, and 20 secondary math/science educators, will be fully prepared to teach in the NPS schools. Each will receive a Master of Arts in Teaching degree and teaching certification, and will be Highly Qualified in their area of licensure. The program will continue, expand, and refine the previous 5-year teacher residency that was funded by a Teacher Quality Partnership grant from 2009 to 2014. That program produced 60 Highly Qualified Teachers who are now offering instruction in shortage areas in NPS schools.

Science Excellence through Residency (SER)

PR#: U336S140051

Organization: National Louis University

Address: 122 S. Michigan Ave., Chicago, IL 60603

Project Director: Shaunti Knauth

Phone: (224)233-2328

Email: shaunti.knauth@nl.edu

Priorities: AP1, CP1

Abstract: *Science Excellence through Residency (SER)* is an innovative, research-based pathway to highly effective science teaching in Chicago's highest-need public schools. *SER* builds on the foundation of one of the country's longest-standing and largest teacher residency programs. The project will be carried out in partnership between National Louis University (NLU), the Academy for Urban Leadership (AUSL), Chicago Public Schools (CPS) and the Illinois Institute of Technology (IIT). The project will serve teachers and students in Chicago's highest-need school settings.

The core of the project is an innovative practice-based curriculum and technology platform that supports teacher candidates to continuously improve their enactment of high leverage science teaching practices and implements the Next Generation Science Standards (NGSS). Teaching will further be supported by strengthening K-12 science curriculum through integrating connections to science in the community and science careers.

The project is guided by five goals:

Goal #1: Integrate pedagogy, classroom practice with teacher and faculty mentoring in the Chicago Teacher Residency through Active Cycles of Teaching (ACT) curriculum and design based research teams for continuous improvement of candidate performance.

Goal #2: Build teacher capacity and increase training site capacity to 100% for effective implementation of Next Generation Science Standards.

Goal #3: Maintain 40% diversity in residency cohorts and increase diversity of candidates for science teaching to 35%.

Goal #4: Build science curriculum that enacts NGSS and connects to community and college and career readiness.

Goal #5: Positively impact science achievement of K-12 students.

The project intends to serve a total of 215 pre-service teachers plus 30 mentors.

SER will contribute the field of teacher preparation and the enactment of NGSS by building strong models of integrating theory and practice teacher preparation, and supporting teachers in becoming adaptive experts in enacting NGSS.

New York City Urban Teacher Residency

PR#: U336S140066

Organization: New Visions for Public Schools

Address: 320 West 13th St., 6th Floor, New York NY 10014

Project Director: Rachelle Verdier

Phone: (212)645-5110

Email: rverdier@newvisions.org

Priorities: AP2, CP1, CP2

Abstract: New Visions for Public Schools, in partnership with Hunter College and the New York City Department of Education, seeks a Teacher Quality Partnership grant for the New York City Urban Teacher Residency (UTR), which addresses Absolute Priority 2 (and Competitive Preference Priorities 1 and 2). Through this grant, the partners propose to transform 10 public high schools over the next five years into Professional Practice Centers (PPCs) that will prepare new teachers for high need secondary schools and support other schools in becoming teacher residency sites. The PPCs will provide clinical learning environments where aspiring teachers build their skills alongside master practitioners during an intensive residency year and novice teachers continue to develop during a carefully designed and well supported induction phase.

The program will prepare approximately 150 secondary school teachers with the capacity to educate students to college and career ready standards and to use data driven inquiry to improve instruction.

The initiative includes two key features:

- Implementation of a teacher residency model based on the UTR model, which has evolved and incorporated new elements over the past five years. Launched by the partners in 2009, UTR has demonstrated strong results on external evaluations. Specifically, students taught by teachers trained in the program outperform the students of non UTR prepared peers on key standardized exams and course grades, and retention rates among UTR graduates are significantly higher than citywide averages. Aspiring teachers would complete an 18-month program, including a year-long clinical residency with a strong mentor in a high need urban secondary school and rigorous coursework for the completion of a master's degree in education. Candidates would be recruited in English language arts, math, science, special education and Teaching English to Speakers of Other Languages; an additional content area would be added based on shortage needs identified by the NYCDOE.
- The development of a critical mass of Professional Practice Centers (PPCs) across NYC, each with a designated site director who is accountable for the learning of resident mentor pairs. The PPCs would operate as an ancillary of a new initiative by the New York City Department of Education, the Learning Partners Program, which puts formal structures in place for cross-school learning. As Learning Partners "host" schools, each PPC would support to two "partner" schools in becoming teacher residency sites, thereby advancing system wide change and increasing program sustainability.
- Through this initiative, the partners aim to: 1) Increase the number of well prepared, certified teachers entering our city's classrooms through the implementation of an intensive 18-month residency based preparation program; 2) Improve the retention of teachers in high need subject areas; 3) Accelerate the effectiveness of beginning teachers; 4) Improve student achievement in novice teachers' and mentor teachers' classrooms; 5) Strengthen the bridge between pre-service training and in-service support so all stakeholders are accountable for new teacher effectiveness and create a continuous feedback loop for improvement; 6) Develop teachers into peer leaders who share what they learn, fostering a collaborative school wide instructional culture; 7) Promote cross-school collaborative learning of successful strategies and innovative practices, promoting system wide change across NYC; and 8) Build a foundation for program sustainability and expansion.

Colorado Boettcher Teacher Residency – Rural Expansion

PR#: U336S140022

Organization: Public Education & Business Coalition **Address:** 600 Grant Street Suite 525 Denver, CO 80203 **Project Director:** Belle Faust

Phone: (303) 861-8661

Email: bfaust@pebc.org

Priorities: AP2, CP1

Abstract: PEBC – Public Education & Business Coalition, which operates the Colorado Boettcher Teacher Residency (CBTR) program, in partnership with Adams State University (Adams State or ASU) and fifteen rural Colorado school districts, respectfully requests \$3,016,948 over five years through the Teacher Quality Partnership (TQP) Grant Program to expand and enhance their proven teacher residency program. This investment will boost student achievement in some of the most challenging rural schools in Colorado, and will provide a model for how teacher residency programs, universities and school districts work together to improve outcomes for rural public school students through teacher preparation.

Absolute Priority & Competitive Preference Priority – Funding would support Absolute Priority 2 which is expanding and enhancing the Colorado Boettcher Teacher Residency program, and would also support Competitive Preference Priority 1 promoting Science, Technology, Engineering and Mathematics (STEM) education by training new STEM teachers (elementary and secondary).

Description, Activities, Objectives & Outcomes – CBTR integrates rigorous graduate-level coursework with hands-on classroom practice for the Resident under the guidance of a skilled Mentor Teacher. Residents are placed into collaborative cohorts to facilitate shared learning, and receive up to four years of induction support. Primary objective is to create highly-effective Residents for high-needs rural schools, creating a collaborative instructional culture that builds local capacity and leads to improvements in student achievement.

CBTR/ASU has identified the following five goals to produce the most impactful results in student achievement: 1) expand number of CBTR/ASU graduates to serve in high-needs rural Colorado schools, 2) expand recruiting to attract more highly-qualified and diverse residency candidates, 3) expand recruiting to attract more STEM-oriented residency candidates for high-need subject areas such as math and science, 4) create coursework around STEM content knowledge and best-practice pedagogy for training Residents and Mentors, especially those teaching in elementary grades, and 5) use student growth and achievement data, and train Residents in assessment literacy, to build teacher effectiveness and enhance teacher preparation.

Total Target Number of Teachers & Special Features – Over the five year grant period, approximately 195 rural teachers will be trained, and potential Mentor Teachers will receive rigorous professional development in preparation for the Residency Year.

Partners: PEBC, CBTR, Adams State, and school districts of Alamosa, North Conejos, Center, Monte Vista, Moffat 2, Sierra Grande, Centennial, Del Norte, Sangre de Cristo, Montezuma- Cortez, Dolores RE-2, Rocky Ford, East Otero, Crowley, and Huerfano. The evaluator will be American Institutes for Research.

UCLA IMPACT

PR#: U336S140049

Organization: Regents of the University of California, Los Angeles

Address: 11000 Kinross Avenue, Suite 211 Los Angeles, CA 90095

Project Director: Annamarie Francois

Phone: (310) 825-6812

Email: francois@gseis.ucla.edu

Priorities: AP2, CP1, CP2

Abstract: The UCLA IMPACT Teacher Quality Partnership has successfully prepared 155 math, science, and early childhood teachers over the last five years for high-need schools in the Los Angeles Unified School District (LAUSD). IMPACT teachers have higher than average retention rates, value-added scores, and have demonstrated their professional competency on several other measures. The partnership is now poised to build on its initial success with a second phase of work that will prepare 96 new STEM teachers in an innovative residency program that situates learning in 18 STEM-focused elementary and secondary schools within high-need LAUSD communities. This second phase is a multi-level reform that will:

- Improve college and career readiness of traditionally underserved students;
- Respond to the local need and national 100Kin10 call for highly-effective STEM teachers;
- Advance school and district-level Linked Learning/STEM reforms with a particular focus on mentor teacher support;
- Deepen STEM and STEAM partnerships to support teacher and student learning;
- Promote continuing innovation in teacher preparation and program sustainability.

The UCLA IMPACT Program was developed by a trio of partners with a strong track-record of working within the public education system to effect change, including: UCLA Center X, which houses UCLA's teacher education program and several other professional learning projects—all focused on transforming public schooling to create a more just, equitable, and humane society; Los Angeles Unified School District, the second largest school district in the nation; and the Center for Powerful Public Schools, an educational non-profit organization that builds upon the capacity of educators to create and sustain powerful schools that prepare students for college, career and life. Together, these organizations are committed to leading a second phase of the IMPACT program with STEM/Linked Learning schools and mentors, as well as partners such as NASA and Inner City Arts that will substantially deepen and extend teacher and student learning of science, technology, engineering, and mathematics.

The proposed project represents an exceptional approach to the Teacher Quality Partnership Grants Program under Absolute Priority #2: Partnership Grants for the Establishment of Effective Teaching Residency Programs. The UCLA IMPACT Program also addresses both competitive priorities with structures for: 1) Promoting Science, Technology, Engineering, and Mathematics (STEM) Education; and 2) Implementing Internationally Benchmarked, College and Career-Ready Elementary and Secondary Academic Standards.

Excite and Ignite: Building the Next Generation of Teachers (NextGen)

PR#: U336S140009

Organization: Rutgers University-Newark

Address: 249 University Avenue Suite 206, Newark, NJ 07102

Project Director: Joelle Tutela

Phone: (973)353-3521

Email: jtutela@rutgers.edu

Priorities: AP1, CP1, CP2

Abstract: Excite and Ignite: Building the Next Generation of Teachers (NextGen) is a proposed project of the Urban Teacher Education Program (UTEP) at Rutgers University-Newark. This proposal will demonstrate how UTEP will meet: 1) Absolute Priority I: Partnership Grants for Preparation of Teachers, 2) Competitive Preference Priority 1: Promoting Science and Technology, Engineering, and Mathematics (STEM) education, and 3) Competitive Preference Priority 2: Implementing Internationally Benchmarked, College and Career Ready Elementary and Secondary Academic Standards.

NextGen aims to enhance UTEP's teacher preparation and to strengthen the quality of its graduates to improve student learning and achievement in secondary schools, particularly in high need areas. Through NextGen, UTEP will increase the pool of applicants. A coherent, content rich curriculum with literacy at the core will prepare prospective teachers to provide instruction for meeting the needs of diverse learners. Pre-service teachers will participate in a yearlong clinical experience and then will receive mentorship and support during their first two years of teaching. Additionally, NextGen will enable the creation of a new model for STEM preparation within informal and formal settings.

The three overarching goals of NextGen are to: (1) improve student achievement; (2) enhance the quality of prospective teachers in general, and STEM in particular; and (3) fill a critical need for teachers in high need areas for urban districts and in STEM. UTEP will achieve these goals by: (a) revising the course curriculum for college and career readiness in light of state and national guidelines; (b) implementing an effective recruitment and enrollment campaign; (c) revising the clinical experiences; and (d) implementing an induction program.

As a result of NextGen, UTEP expects the following outcomes:

- Prospective teachers in all content areas will: demonstrate mastery of set criteria for pre-service teachers through SMART assignments in UTEP courses; create yearlong curriculum maps and lesson plans using career- and college- ready standards; use proven strategies to effectively instruct ALL their students; use technology to inform instruction; and participate in a yearlong clinical experience and demonstrate mastery of set criteria through formative and summative assessments and through exit presentation.
- Prospective STEM teachers will participate in unique training that includes formal and informal settings and that uses a constructivist approach.
- Twenty-five new qualified prospective teachers will be admitted into the program each year.
- In-service teachers will participate in a two-year induction program with on-site and digital forums.

UTEP will accomplish its aims in partnership with the Newark Public Schools (NPS) in general, East Side High School (ESHS) in particular, and the Liberty Science Center (LSC). NextGen collaborators believe that together they have the expertise, authority and resources to create structures and opportunities to grow and sustain the best and brightest future educators.

TR@TC2--Teaching Residents at Teachers College, Columbia University

PR#: U336S140014

Organization: Teachers College, Columbia University

Address: 525 West 120th St., New York NY 10027

Project Director: A.L. Goodwin

Phone: (212)678-3502

Email: goodwin@tc.columbia.edu

Priorities: AP2, CP1, CP2

Abstract: Teachers College, Columbia University (TC) proposes to partner with the New York City Department of Education, a consortium of high-needs schools, three academic programs at TC, Barnard College, and the American Museum of Natural History to create a model teacher residency program that improves the quality of new and prospective teachers in high-need public schools in New York City.

The Teaching Residents at Teachers College², Columbia University Program (**TR@TC2**) will take graduates through an 18-month program that leads to New York State teacher certification and a Master's degree. It will recruit academically talented, diverse individuals, and transform them into exemplary, highly qualified teachers of English as a Second Language, Students with Disabilities, Science—Biology and General Science, and Science-Students with Disabilities. The program includes an 18-month residency, comprehensive two-year induction support, enhanced professional development, supportive mentoring and collaborative research.

The program's distinguishing features include: a core curriculum focused on learners' multiple and integrated needs; education rounds that engage TRs as communities of learners amongst themselves and within their residency communities; the use of empirically-based practices with large effects on achievement; and a deliberate focus on middle school learners where the issues of shortages and under qualified teachers is particularly acute. The program has as its foundation four instructional pillars: STEM Literacy and Enrichment; Instructional Technology and Assistive Technology, Universal Design for Learning and Curriculum Development; and Co-Teaching and Co-Planning across Science, Special Education, and English as a Second Language.

Summative and formative evaluations, together with faculty research projects, will increase the knowledge base for research and teaching at the College and in the classroom. The purposeful integration of high quality preparation and professional development in STEM subjects with that of meeting the needs of diverse learners will enable TRs to develop and enact curriculum across content and specialization. Engagement with school staff and principals will strengthen and expand school communities and enable embedded and sustainable change. Finally, improving services for students with disabilities and English language learners, both generally and also within the sciences, will break down traditional boundaries that often limit the applicability of specialist knowledge in the general education classroom.

Over five years **TR@TC2** will connect at least 90 TC graduates and their faculty representatives with New York City public schools. 90 mentor teachers will be served by **TR@TC2**'s mentor professional development, and all of the staff at each partnership school will be invited to participate in professional development through **TR@TC2** or TC.

Temple Teacher Residency (TTR)

PR#: U336S140039

Organization: Temple University

Address: 1938 Liacouras Walk, 2nd Floor, Philadelphia PA 19122

Project Director: Wanda Brooks

Phone: (215)204-8017

Email: wbrooks@temple.edu

Priorities: AP2, CP1, CP2

Abstract: Through this grant Temple University, in partnership with the School District of Philadelphia (SDP) and the American Paradigm of Charters (APC), will recruit cohorts of undergraduate majors in math, science, and engineering into a fifth year, contiguous residency program that will prepare students for STEM teaching through intensive and integrated course- and clinical-work, and will culminate with a Master of Education (M.Ed.), a Teacher Certification in Middle-Grades (4th – 8th), as well as an optional endorsement in Special Education. This program will include:

- Comprehensive and rigorous recruitment and selection strategies.
- Robust and flexible residency program design – including tightly-integrated coursework and clinical work that provides in-depth conceptual and practical knowledge of content and content-specific pedagogical knowledge, as well as an extensive mentorship program that creates reciprocal learning opportunities.
- Comprehensive post-residency induction program, including support, continuous progress monitoring, and continuous instructional improvement.
- Powerful management plan that utilizes the partnership’s strengths and resources to ensure the successful launch, growth, and sustainability of this program.
- Rigorous evaluation methods that incorporate performance data and regular feedback in the assessment of project goals.

The goals of this project are to: 1) increase the number and diversity of effective teachers serving in high-need schools and in high-need fields through the preparation and support of 53 new STEM teachers over five years; 2) increase the effectiveness of the mentor-teachers through targeted professional development and support; 3) create a system of best practice sharing across a network of district and charter schools that improves the effectiveness of residents and mentor teachers participating in the program, breaks down traditional collaboration barriers; and transforms the learning culture of TTR host schools; 4) increase the capacity of Temple University to deliver high-quality teacher preparation in critical content areas, with a focus on meeting the needs of urban school.

Our project recruits students with bachelor’s degrees in math, science, and engineering – a feature that distinguishes TTR from other middle-grades preparatory programs. This allows us to build pedagogical training upon a strong foundation of content expertise so that our graduates enter the schoolroom with a deep knowledge of their subject and the skills necessary to share it with a classroom. Furthermore, this program is built upon existing partnerships between Temple and district schools and charters; this diverse partnership will give our students and mentors a wide array of learning environments and will support cross-population of best-practices. Included in our partnership is the IHE, Temple University, along with its Colleges of Education, Engineering, and Science and Technology as well as an LEA, the School District of Philadelphia, and five high-need district schools (Amy Northwest, Hill-Freeman, Russell Conwell, Penn Treaty, and Grover Washington) and three high-need charter schools (First Philadelphia Charter School, Tacony Academy, and Memphis Street Academy). Together this partnership will strive to create a residency program that will truly change the educational climate of Philadelphia schools.

Teacher Preparation Reinvention for Optimizing Continuous Improvement for Effectiveness and Student Success (T-PROCESS)

PR#: U336S140076

Organization: The University of Tennessee at Martin

Address: 544 University Street Martin, TN 38328

Project Director: Betty Cox

Phone: (731) 881-7201

Email: bacox@utm.edu

Priorities: AP1, CP1, CP2

Abstract:

Project Description/Activities: Transform its current Teacher Education Program (TEP) to include:

- Mechanisms to engage and collaborate regularly with LEAs for mutually agreed upon goals, feedback, and improvement;
- Higher admissions standards for TEP candidates;
- Refined needs assessments;
- Competency-driven curricular modifications;
- Professional development for TEP faculty aligned with State and Common Core requirements;
- Reconfigured student teaching to a year-long clinical experience;
- Supporting infrastructure for continuous improvement;
- The development of an induction program for UT Martin TEP graduates;
- The development of a STEM center on the UT Martin campus; and
- Tailoring a fifth year program to transition STEM majors into highly-qualified STEM teachers.

Goal 1: Develop intentional partnerships with LEAs that foster collaboration for the purpose of improving student achievement.

Obj. 1.1. Establish mechanisms for regular interaction among TEP faculty and partnering LEAs. Obj. 1.2. TEP faculty participate in TNCORE training provided by the TN Department of Education.

Obj. 1.3. Provide targeted PD for LEAs based on needs analysis and TEAM evaluation results.

Goal 2: Align Teacher Education Program with evidence-based theory and practice.

Obj. 2.1. Implement ongoing needs analysis process for LEAs. Obj. 2.2.

Implement ongoing needs analysis process for TEP.

Obj. 2.3. Identify competencies for Tier I, Tier II, and Tier III candidates. Obj. 2.4. Increase admissions requirements.

Obj. 2.5. Expand student teaching to two semesters (i.e. one year) of clinical experience. Obj. 2.6. Implement a new teacher induction program.

Goal 3: Increase the number of highly qualified STEM teachers for rural LEAs.

Obj. 3.1. Re-align existing fifth-yr. STEM licensure program to transition STEM graduates into teaching.

Obj. 3.2. Provide STEM professional development for teachers in partnering LEAs. Obj.3.3. Create a STEM Center focused on STEM education across the PK-16 spectrum.

Total Target # of Teachers to be Served: 2,480

Special Project Features: Creation of fifth-year STEM licensure; New Teacher Induction Program, STEM Teaching and Learning Center; Outreach to local HBCU STEM graduates; Summer Workshops for teachers in identified subject areas of need; Expansion of student teaching to one-year experience.

List of Partners: *UT Martin*-Departments of Educational Studies (i.e. TEP); Mathematics and Statistics; Engineering; Biological Sciences; Chemistry and Physics; Agriculture, Geosciences, and Natural Resources. *LEAs*-NW TN Rural Education Collaborative. *Other*-PREPS, Inc.

NxtGEN Teacher Preparation: Closing the Achievement Gap in Urban and Rural Colorado

PR#: U336S140043

Organization: University Colorado Denver

Address: 13001 East 17th Place, Room W1126, Aurora, CO 80045

Project Director: Barbara Seidl

Phone: (303)315-6303

Email: barbara.seidl@ucdenver.edu

Priorities: AP1, CP1, CP2

Abstract: The University of Colorado Denver School of Education and Human Development (SEHD) has been working with its partners over the last five years to build a transformative teacher preparation agenda with pathways leading to both conventional and 5th year licensure. All pathways share several key definitional elements: extensive clinically-rich, practice-based pedagogies; partnerships across university, districts and non-profit organizations; situated & customized preparation in the contexts of the districts served as well as the goals of the state; and collaboration with districts on targeted recruitment efforts to meet the needs of the community and support the academic goals of students. With a clear focus on closing Colorado's achievement gap for diverse students and addressing teacher quality, diversity and retention, NxtGEN will extend SEHD's transformative agenda to recruit, prepare, and retain 340 locally recruited, diverse "next generation" teachers for urban and rural settings through the development of a new 4 year, undergraduate urban teacher residency with Denver Public Schools and an expansion of the 5th year licensure with rural partners to address critical shortages, including STEM, for all partners. NxtGEN will create innovative systems and human capital networks to support recruitment and retention of diverse candidates and utilize the CO State Model Evaluation System for Teachers to individualize induction support blended with mentored communities of practice.

Summary of Project Goals and Activities:

Goal 1: Create a 4-year undergraduate, urban teacher residency (4Y-UGR) to recruit, support, prepare, and retain 220 diverse teachers for DPS aligned with district hiring priorities AP-1

Goal 2: Create the Teacher Preparation for Rural Education Partnership (T-PREP) to determine needs and deliver customized services and support for 5th year initial licensure, induction, and ongoing professional development of 120 teachers in 24 rural districts within 3 BOCES to meet their teacher workforce development needs AP-1

Goal 3: Align SEHD's outcome-based assessment and evaluation system with new teacher effectiveness frameworks of district partners to support continuous improvement AP-1 Goal 4: Develop a next generation, differentiated approach to teacher induction AP-1

Goal 5: Leverage Learning Assistants (LAs) program in partnership with CLAS to improve STEM content preparation for all teacher candidates and to recruit STEM candidates into SEHD secondary STEM preparation program CPP-1

Goal 6: Serve as model IHE with state education agencies to implement national and state level reforms including alignment with the college-and career-ready elementary and secondary academic standards within the Common Core CPP-2

Project Partners: University of Colorado Denver School of Education and Human Development, College of Liberal Arts and Sciences; College of Engineering and Applied Sciences; Denver Public Schools (DPS); 28 high-need rural districts represented by the San Luis Valley, South Central and Santa Fe Boards of Cooperative Education Services (BOCES), CO Department of Higher Education and CO Department of Education.

Central Coast Partnership for Teaching Excellence

PR#: U336S140037

Organization: University Corporation at Monterey Bay

Address: 100 Campus Center Seaside, CA 93955

Project Director: Mark O'Shea

Phone: (831) 582-3039

Email: moshea@csumb.edu

Priorities: AP1, AP2, CP1, CP2

Abstract:

Project Description and Project Activities:

- Recruitment of teachers for high-need rural and remote schools, especially in STEM fields and in additional areas identified in collaboration with our partner school districts;
 - Improvements in teacher preparation at California Polytechnic State University, San Luis Obispo (Cal Poly) by placing the clinical experience at the heart of the curriculum and augmenting curriculum components identified in Absolute Priority I
 - Establishment of a full school year residency pathway to the teaching credential and a Master's degree to be completed within 18 months of matriculation at California State University Monterey Bay (CSUMB).
2. New and current teacher support and development through planning a two year induction program with partner districts and professional development in teaching to internationally benchmarked college and career-ready standards in STEM fields and Literacy.
 3. Using teacher performance and K-12 student success data for program improvement.

Summary of project objectives and expected outcomes:

1. Increase the number of credential program completers in STEM fields (and other high demand areas identified by partners) by 10% each year of the project beginning in project year 2.
2. Attain a retention rate of 80% or higher for new teachers hired in partner districts three years after date of hire.
3. Attain a pass rate of 90% or higher on the Teacher Performance Assessment (edTPA) from all credential programs for which the assessment is a requirement
4. Demonstrate improvements in K-12 student academic success measures in all classrooms where teacher candidates are placed and graduates are hired for each year of the project beginning in Year 3 through the application of integrated technologies.

Total target number of teachers to be served by the project: 3,263 teachers

Project Partners: CSUMB as lead, Cal Poly, and 10 public school districts: Salinas Union, Salinas City, Pajaro Valley Unified District, Gonzales Unified, Soledad Unified, King City Elementary, Chualar, Santa Maria Joint Union, Santa Maria-Bonita, San Miguel Joint Union, Monterey COE, Santa Barbara COE, and San Luis Obispo COE, with a total enrollment of 74,930 students.

Transforming Teaching through Technology

PR#: U336S140055

Organization: University of North Carolina at Greensboro

Address: 1111 Spring Garden St Suite 2601, Room 2702 MHRA Building, Greensboro NC 27412

Project Director: Karen Wixson

Phone: (336)334-4418

Email: kkwixson@uncg.edu

Priorities: AP1, CP1

Abstract: Transforming Teaching through Technology, a Teacher Quality Partnership project of the University of North Carolina at Greensboro, in partnership with Guilford County Schools and Winston-Salem/Forsyth County Schools, will address Absolute Priority 1 and Competitive Preference Priority 1 by developing an innovative, replicable model for the integration of technology in teacher education.

Purpose: Develop a transformational model for teacher preparation in which candidates, alongside university and school-based faculty, integrate existing and emerging technologies into P-12 instruction to ensure that students have the knowledge and skills to become lifelong learners and productive workers in the 21st century.

Goal 1: Reform UNCG teacher education curricula in all 23 initial teacher licensure areas. **Goal 2:** Provide clinical experiences that are consistent with the revised teacher education curriculum, state and national standards, and the needs of partner schools.

Goal 3: Recruit and retain high quality, diverse teachers to work in high need schools in the partner school districts

In order to better prepare current and future teachers to thoughtfully integrate existing and emerging technology for P-12 student learning, Transforming Teaching through Technology will:

- transform approaches to P-12 teaching and learning such that instructional technology is an integral part of instruction
- move beyond enhancement (substitution & augmenting) to transformational (modifying and redefining) use of instructional technology in teaching and learning
- redesign the way teachers and teacher candidates engage and motivate P-12 students in learning
- create partner schools where teacher candidates will be engaged in instructional technology-enriched teacher education programming
- cultivate meaningful partnerships between university and schools that promote new mindsets about the integration of technology for instruction and learning

Transforming Teaching through Technology will prepare 300 teacher candidates per year with the knowledge, skills, and dispositions to intentionally integrate technology in a thoughtful and adaptive manner to promote academic learning for all students. This will be done by embedding the Technological Pedagogical Content Knowledge (TPACK) and SAMR frameworks in the teacher education curriculum and by ensuring proper modeling and scaffolding in the teacher development process through professional development from pre-service to induction.

It is expected that this project will result in public school students' increased motivation, engagement and learning through innovation, creativity, problem-solving and entrepreneurship in collaborative project-based learning environments that utilize emerging technology and 21st Century skills.

Richmond Teacher Residency (RTR) 2.0

PR#: U336S140017

Organization: Virginia Commonwealth University

Address: 800 East Leigh Street, Suite 3200, Richmond VA 23298

Project Director: Therese Dozier

Phone: (804)828-1305

Email: tadozier@vcu.edu

Priorities: AP2, CP1, CP2

Abstract: The purpose of the RTR 2.0 proposal is to further refine, expand, and evaluate the impact of the Richmond Teacher Residency Program, a partnership between Virginia Commonwealth University (VCU) and Richmond Public Schools (RPS), on teacher retention and student achievement in the most critical shortage areas for Richmond Public Schools (RPS).

Project Goals:

- Refine and enhance the special education track based on the current pilot with a particular focus on strengthening the content knowledge of special education teachers. RTR is partnering with the VCU Department of Special Education and Disability Policy to pilot the preparation of special education teachers during 2014-2015. Through ongoing formative assessment, changes will be made to the M.Ed. in Special Education to strengthen the content knowledge of RTR graduates. In addition, summer Highly Qualified Institutes (HQIs) will be developed in core content areas to further strengthen content knowledge.
- Build a pipeline of STEM candidates at the K-12 and pre-baccalaureate levels that is geared toward building local capacity to identify and support students interested in pursuing a teaching career in STEM fields. RTR 2.0 will (1) work with faculty in the VCU College of Humanities and Sciences to create an education track for STEM majors who are interested in entering secondary mathematics or science education; (2) partner with the Virginia Department of Education to establish dual credit Virginia Teachers for Tomorrow programs in each RPS high school to encourage promising math and science students to consider a teaching career; and (3) partner with the Math Science Innovation Center and Mary and Frances Youth Center to create programming to inspire and equip K-12 students with the skills, knowledge, and dispositions needed for college and career success in STEM fields.
- Recruit, prepare, and support 120 highly effective special education, math, science, and English teachers for RPS high-need schools.

Outcomes:

- Increased content knowledge among special education track participants and increased numbers of special education RTR graduates who meet licensure requirements and are *highly qualified* compared to non-RTR trained teachers.
- Increased numbers of high school students who are interested in careers in teaching in the STEM fields.
- Well-prepared and effective teachers that remain in RPS high-need schools.

Partners: VCU (College of Humanities and Sciences, Department of Special Education & Disability Policy, Department of Teacher and Learning; Center for Teacher Leadership), RPS, Virginia Department of Education, Math Science Innovation Center, and Mary and Frances Youth Center.

Bridging the Professional Development Gap: A Synergistic Model for Training, Supporting, and Retaining Highly Qualified Teachers, Pre-service to In-service

PR#: U336S140040

Organization: Wesley College

Address: 120 North State Street, Dover, DE 19901

Project Director: Patricia Sherblom

Phone: (302) 736-2575

Email: patricia.sherblom@wesley.edu

Priorities: AP1, CP1

Abstract: This project addresses all elements of Absolute Priority One and Competitive Preference Priority One-Promoting STEM education named in the TQP Grant for FY 2014.

The goal of the project is to develop a model for teacher preparation that bridges the professional development gap between preparation and practice for prospective, new, and practicing teachers in Delaware. The desired project outcome is to positively impact student learning progress in the state of Delaware by preparing greater numbers of highly qualified teachers and providing sustained support for reforms-based practice for new and experienced teachers in our LEA partner schools.

Project activities include two action goals. The first is to re-align Wesley's teacher education program to more closely match the teacher preparation criteria of CAEP and the INTASC standards learning progressions. A major program re-alignment activity will be to work collaboratively with three local LEA partners to restructure the clinical and field component of our pre-student teaching programs to include targeted experiences in high needs areas of early reading and math literacy, RTI/special education, standards-based pedagogical practices, and STEM. Evolving from the re-structured pre-student teaching preparation, Wesley will require a yearlong student teaching experience that is blended with the LEA induction for new teachers. LEAs and Wesley will jointly design this model and jointly participate in hiring and training highly qualified (CAEP criteria) clinical faculty dedicated to the project long term. Wesley will also provide graduate level training for LEA teachers on site, as part of our long term commitment to sustained support for teachers in the field.

The project's second action goal is to craft a sustainable model for training and induction that blends the two during student teaching, thus increasing the chances of success in a teacher's induction years and beyond. Wesley will continue to support our graduates through the induction years. Because our LEA partners will collaborate with us on student teaching placement, it is anticipated districts will hire our student teachers into the LEA, making a seamless entry from preparation to practice, increasing the likelihood of new teacher success and retention.

The college is targeting preparation of an estimated 300 highly qualified new teachers over the five years of the project and placement of at least 100 of them in local Delaware school districts. The grant partners include: Capital School District, Dover, DE; Laurel School District, Laurel, DE; MOT Charter High School, Middletown, DE; Delaware State University, Dover, Delaware; and the Wesley College STEM faculty.

**Using Research Based Actions to Network Cities Engaged in New Teacher Education Reform
(The URBAN CENTER)**

PR#: U336S140070

Organization: Georgia State University

Address: College of Education PO Box 500 Normal, IL 61790

Project Director: Robert Lee

Phone: (309) 438-1780

Email: rlee2@ilstu.edu

Priorities: AP1, CP1, CP2

Abstract: This Teacher Quality Partnership five year, URBAN CENTER proposal, includes 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.

Brief Description of Project Activities: 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.

Project Objectives:

(1) Establishing a system of collaboration among Illinois State University, the Chicago, Peoria, and Decatur Public Schools LEAs, and partner community agencies; (2) Preparing teacher candidates to be high-quality teachers for high-need LEA schools; (3) Effectively placing, supporting, and retaining new teachers in high-need Chicago, Peoria, and Decatur Schools; and (4) Improving the academic achievement of public school students.

Expected Outcomes: (1) The URBAN CENTER will have developed an effective system of collaboration; (2) 90% of the 500 high-quality pre-service teachers 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; (3) 80% of the URBAN CENTER high-quality new teachers hired in the high-need LEA districts will be retained after two years of teaching; and (4) 80% of the students taught by URBAN CENTER graduates in CPS, PSD, and DPS, will have increased their achievement after having been taught for two years, or with an effect size increase between pre and post assessments of new teacher students of at least .25 SD.

Special project features: The URBAN CENTER's project is distinctive in that it immerses its pre-service candidates and new teachers in the culture of the cities and communities in which they will be teaching and learning. In this way, new teachers are more likely to become committed, motivated, and better prepared to serve the students in the highest need districts.

TQP Meeting Presenter BIOs

Gwen Benson

Dr. Gwen Benson serves as the Associate Dean for School, Community, and International Partnerships in the College of Education (COE) at Georgia State University. She previously served as coordinator of the Low-Incidence Disabilities Unit of the Division for Exceptional Students in the Georgia Department of Education; director of educator preparation for the Georgia Professional Standards Commission; and director of the Program for Exceptional Children with the Atlanta Public Schools. She was an Associate Professor at Southern University at Baton Rouge, Louisiana, an assistant professor at Louisiana State University, and has taught graduate courses at Clark-Atlanta University as an adjunct professor.

Dr. Benson earned her bachelor's degree at Alabama State University, her M.Ed. at Auburn University, and her Ph.D. at the University of Kansas. She currently serves as the Principal Investigator for the Collaboration and Resources for Encouraging and Supporting Transformations in Education (CREST-Ed), funded by a \$7.6 million TQP grant and the Network for Enhancing Teacher Quality (NET-Q), a collection of projects funded by a \$13.5 million TQP grant, both designed to prepare teachers for the demands of teaching high-need subjects in high-need schools. She also works to sustain the COE's professional development school network, facilitates international outreach and partnerships, and works closely with the Alonzo A. Crim Center for Urban Educational Excellence.

Adam Bookman

Adam Bookman joined the U.S. Department of Education's Office of Innovation and Improvement in 2009 and has worked with TQP program since 2011. He primarily oversees grantees in the New York metropolitan area and the Southeast. He is also the Team Lead for the evaluation extension grantees. In addition to his work with TQP, Adam is a program officer for the Ready to Learn and Race to the Top-District programs. Prior to his work at the Department, Adam served in AmeriCorps, where he participated in building houses, disaster relief, and after-school programming across the southwestern United States. He has also served as a substitute teacher in Montgomery County Public Schools in Maryland. Adam received his B.A. in American Studies from Amherst College, a graduate certificate in nonprofit management and leadership from Louisiana State University-Shreveport, and an MPA from George Washington University, with a concentration on program evaluation and education policy.

Andrea Browning

Andrea Browning is Team Lead for the Race to the Top-District (RTT-D) program in the U.S. Department of Education's Office of Innovation and Improvement (OII). In addition to providing management and oversight of the RTT-D program, Andrea serves as the liaison between the Department and the District Reform Support Network, which supports grantees of the RTT-D program in the implementation of their RTT-D initiatives focused on personalized learning. Before joining OII, Andrea's previous role at the Department was as Content Lead on the technical assistance team in the Implementation and Support Unit in the Office of the Deputy Secretary. In this role, Andrea provided technical assistance to State Education Agencies that were grantees of the Race to the Top program through management of the Instructional Improvement and Data Systems and Teacher and Leader Effectiveness/Standards and Assessments communities of practice.

Prior to joining the Department, Andrea worked at the American Youth Policy Forum (AYPF) where she led study tours, webinars, and discussion groups, conducted case studies, and authored publications focused on promising policies and best practices in education reform, youth development, and workforce readiness. Previously, Andrea was the Assistant Director of the Office for Policy and Communications at the Society for Research in Child Development, where she worked to translate and share research and best practices with Federal, state and local policymakers, practitioners, and the public, and advocated on a range of policy topics related to children, youth, and families. Andrea's commitment to education reform was solidified early in her career in her work as a Community Liaison for the Boulder Valley School District in Colorado, where she spent three years as a case manager and advocate for youth at risk of high school dropout. Andrea holds a bachelor's degree in education and social policy from Northwestern University and a master's degree in public administration from George Washington University.

Brent Cluff

Brett Cluff began his teaching career at M.S. 325 in the Bronx in the fall of 2006. He taught fifth grade and wore a few other hats as teachers do - basketball coach, grade team leader, new teacher mentor, etc. While pursuing a master's degree at Teachers College during his fifth year of teaching, he got hooked on the study of education policy, specifically how schools and districts support teachers through professional development. The following year, he began working as a Common Core trainer at the central offices of the New York City (NYC) Department of Education. When Chancellor Carmen Fariña was appointed in early 2014, he started working on a pilot program to test the hypothesis that collaboration among schools is a more powerful

force in raising student achievement than competition. Since then, the Learning Partners Program has expanded from 21 to 146 schools. As part of that growth, Brett is thrilled to be working with New Visions for Public Schools, Hunter College, the Urban Teacher Residency, and 11 NYC schools this year to strengthen support systems for new teachers and their mentors through the Learning Partners New Teacher Preparation Partnership.

Macharia ‘Cha’ Edmonds

Macharia ‘Cha’ Edmonds began working with TEACH as the D.C. Regional Director and has recently transitioned to the role of Deputy National Recruitment Director. Before joining the TEACH team, he worked with high school students in the Upward Bound program, practiced public interest law in New York City, and worked in political organizing in Ohio. He has a B.S. from Stanford University and a J.D. from Northwestern University School of Law. Macharia is originally from Albany, Georgia.

Deidre Farmbry

Deidre Farmbry serves as a district consultant working with the Cleveland Metropolitan School District. Her special areas of focus are leadership coaching and leadership team development, collaborative inquiry into teaching and learning, developing and sustaining communities of practice, and strategic planning for school improvement. Deidre is a career educator, having provided 28 years of service to students in a large urban context. She began as a high school English teacher and retired as an interim superintendent. Her other positions included English department head, special assistant to a superintendent, high school principal, regional superintendent, and chief academic officer.

Deidre has made presentations at national conferences on multicultural education, instructional leadership, and school reform and is the author of several published speeches and essays on educational topics. A native Philadelphian, she received her BA and MA degrees from Temple University and a doctorate in educational leadership from the University of Pennsylvania. Her dissertation highlighted sociological aspects of mobilizing staff for school reform efforts. Since retiring from formal district leadership, Deidre has remained current by serving as an adjunct professor, attending conferences, and reading educational journals. Her affiliation with an international network of experts in leadership development gave her the opportunity to study on two occasions at the National College of School Leadership in Nottingham, UK. She has also participated in educational forums in Innsbruck, Austria; Sydney, Australia; and Beijing, China.

Annamarie Francois

Annamarie Francois is a faculty member in UCLA's Graduate School of Education and Information Studies and the Executive Director of UCLA's Center X, where her leadership guides the work of equity-based educator preparation, development, and support for urban school communities. Dr. Francois has over 25 years of teaching, teacher leadership, and administrative experience in the Los Angeles Unified School District, the charter school community, and UCLA's Department of Education. Dr. Francois is a pioneer in leading education innovation movements, having served as founding member of Vaughn Next Century Learning Center, the first charter school in California; establishing IMPACT, an innovative urban teacher residency program in Los Angeles; founding the California chapter of the National Association for Multicultural Education; and envisioning the UCLA Community School, a university-assisted public school in a high-needs community in Los Angeles. Her areas of interest and specialization are teacher development, educational leadership and supervision, multicultural education and culturally connected literacies, and authentic school-university collaboration. She holds a bachelor's degree in history, a master's degree in administration, supervision and higher education, and a doctorate in educational leadership.

A. Lin Goodwin

A. Lin Goodwin is the Evenden Professor of Education and Vice Dean at Teachers College, Columbia University (TCCU) in New York. She currently serves as Vice President of the American Educational Research Association (AERA)—Division K: Teaching and Teacher Education and is co-director (and architect) of a joint M.A. in Educational Leadership and Change between TCCU and the National Institute of Education (NIE) in Singapore. She recently received a \$7.5 million U.S. Federal grant to support her second teaching residency program at Teachers College: TR@TC2. This year she was honored as a Distinguished Researcher by AERA's Special Interest Group: Research on the Education of Asian and Pacific Americans and was named the inaugural Dr. Ruth Wong Professor of Teacher Education, NIE.

Dr. Goodwin's research focuses on teacher and teacher educator identities and development; multicultural understandings and curriculum enactments; the particular issues facing Asian/Asian American teachers and students in U.S. schools; and on international analyses/comparisons of teacher education practice and policy. Her work appears in top education journals including the *Journal of Teacher Education*, *Review of Research in Education*, and *Teachers College Record*, and she has edited several books. An international consultant around issues of teacher education, diversity, educational equity, and assessment, Dr. Goodwin

has collaborated with educators in Poland, Brazil, Jordan, Mongolia, Latvia, Singapore, China, France, Bermuda, (and more), to achieve quality education for all children.

Kamal Hamdan

Dr. Kamal Hamdan is the Annenberg Endowed Professor and Director of the Center for Innovation in STEM Education (CISE) at the California STEM Institute for Innovation and Improvement (CSI³) and Associate Professor of teacher education at California State University-Dominguez Hills (CSUDH). Dr. Hamdan has over 30 years of experience working in the California public school system. For the past 15 years, he has served as the Principal Investigator and Director of multiple Federally and state-funded STEM teacher initiative grants totaling over \$45 million. Before joining CSUDH in 2000, Dr. Hamdan taught mathematics at a high-need urban high school in the Los Angeles Unified School District (LAUSD). Dr. Hamdan has received numerous awards for his outstanding teaching and commitment to the profession, including the Jaime Escalante Outstanding Teacher of the Year (1990) award. Influenced by his work in LAUSD, Dr. Hamdan has been instrumental in recruiting and preparing a significant number of CSUDH teachers for placement in difficult-to-staff urban classrooms. Dr. Hamdan is invited to present in nationwide conferences; his research interests include teacher preparation, urban education, and mathematics education.

Emily Harris

Emily Harris is a recruiter for Boston Plan for Excellence (BPE). She recruits talented, diverse candidates for the talent pipelines across BPE—the teacher residency, Promise Corps, teaching academy schools, and central staff. Prior to coming to BPE, Ms. Harris served as Program Coordinator for Young Voices, a Rhode Island non-profit organization working to transform youth into powerful advocates who partner with major state leaders to create systemic reform and policy change in Rhode Island. While at Young Voices, she supported high school students to partner with school leadership in the redesign of their turnaround schools. She also conducted research in New York City on nutrition and physical activity for group child care centers and worked as an AmeriCorps After-School Coordinator at the West End Community School in Providence. Ms. Harris holds a B.A. in English from Juniata College and a M.A. in humanities and social thought from New York University.

Robert C. Hendrick

Robert C. Hendrick, Ph.D., is on the evaluation staff for the TQP grants Network for Enhancing Teacher Quality (NET-Q) and Collaboration and Resources for Encouraging and Supporting Transformations in Education (CREST-Ed). He has been an Assistant Superintendent of Schools in a Georgia district and has experience in K-12 pedagogy and assessment. He also worked for PLATO Learning as an instructional designer for mathematics software. Currently, he is a

research consultant and instructor in the Center for Evaluation and Research Services for the College of Education and Human Development at Georgia State University.

Mia D. Howerton

Mia D. Howerton is a 15-year veteran of the U.S. Department of Education (ED). In 2000, she joined the Office of Federal TRIO Programs in the Office of Postsecondary Education as an Education Program Specialist. In TRIO, she had a robust and rewarding experience with the Upward Bound (UB), Upward Bound Math and Science (UBMS), Talent Search (TS), and Educational Opportunity Centers (EOC) programs. She served as the team lead for the UBMS program and was charged with providing technical assistance for these programs to a wide variety of audiences across the country.

In 2006, Mia joined the Office of Innovation and Improvement (OII) as a Management Analyst to work on the Teaching American History grant program. Since that time, she has also worked on the Investing in Innovation (i3), the Transition to Teaching (TTT), and the Supporting Effective Educator Development (SEED) programs. Currently she serves as Team Lead for the Teacher Quality Partnership (TQP) program. Prior to her career at ED, Mia was a middle and high school social studies teacher with Richmond Public Schools.

Mia's other full-time job is that of mom to her 12 year-old son, Jordyn. She says, hands down, this is the most important and most challenging job she has ever had. However, she enjoys every minute of it. Mia holds a B.A. in history/political science education from Virginia Union University and is currently working to finish a master's degree in organizational communications from Morgan State University.

Maxwell Lubin

Maxwell Lubin is a Strategic Advisor in the Office of Innovation and Improvement at the U.S. Department of Education. In that role, he works closely with the Investing in Innovation (i3) and Skills for Success programs and their partner organizations. Previously, Max was a Special Assistant to New York City Mayor Bloomberg's Chief Policy Advisor and supported the transition of the organization Mayors Against Illegal Guns to Everytown for Gun Safety. Max has a B.A. in history from Brown University.

Rebecca Maltzman

Rebecca Maltzman serves as the Managing Director of CTR and Professional Development, where she oversees the Capital Teaching Residency teacher training and certification program and other KIPP DC-wide professional development initiatives. Most recently, she served as the Director of Teacher Development Strategy at the District of Columbia Public Schools and as the

Managing Director of Academics at Scholar Academies, where she oversaw curriculum, assessments, instructional coaching, and professional development. Rebecca began her career teaching second grade in Camden, New Jersey as a Teach for America corps member. She received a J.D. from the University of Pennsylvania Law School, where she was a Toll Public Interest Scholar and taught a senior-level seminar on education law. She also holds a bachelor's of science degree from Northwestern University and was a Zuckerman Fellow at the Harvard Graduate School of Education, from which she holds a master's in education policy and management.

Margarita L. Meléndez

Margarita L. Meléndez is an Education Program Specialist at the U.S. Department of Education's Office of Innovation and Improvement (OII). She has served the Department for over 21 years. Prior to coming to OII, Ms. Meléndez worked with a variety of academic improvement programs, including the Smaller Learning Communities, the Community Technology Centers, and the Fund for the Improvement of Education programs.

In her current position, she serves as a Program Officer for the School Leadership and the Supporting Effective Educator Development programs. In this capacity, she serves as the lead program contact for several of the nation's premier teacher and principal professional development organizations, such as the National Writing Project, the National Board for Professional Teaching Standards, and the New Teacher Center.

During her tenure at OII, she has organized several major Department-wide seminars on a host of educational issues, including K-12 writing instruction in the digital era, teacher quality and STEM education, teaching with historic monuments, effective professional development for U.S. history teachers, and evidence-based grant-making. As part of the Executive Leadership Program, she completed a rotation at the National Science Foundation's Office of International Science and Engineering, where she served as a Grants Specialist in the Americas Group and coordinated meetings with international scientists and researchers. Her articles on education programs and policy have appeared in the trade magazine *Language* and the journal *Society for History in the Federal Government*.

She holds a B.A. in Spanish and French, an M.A. in Spanish language and literature, an M.Ed. in multilingual/multicultural education with an ESL endorsement, and a Graduate Certificate in Spanish/English translation. She has taught Spanish and ESL at the community college and adult education levels.

Christine Miller

Christine Miller is a 25-year veteran of the U.S. Department of Education. Currently, she serves as a Program Officer for the Teacher Quality Partnership and Teaching American History grant programs and also serves as a Program Lead on spending and acquisition plans for the Teacher Quality Programs office. She also serves as the Department's liaison for a variety of interagency working groups, including the Advisory Council on Historic Preservation's communication, education, and outreach committee. She served as Team Lead for the Teaching American History program for 10 years and also as contract monitor for the National History Education Clearinghouse. Christine was the Team Lead for the Class Size Reduction program and also worked for several years as a budget analyst in the Office of Planning, Evaluation, and Policy Development where she managed a portfolio of vocational and adult education grant program budgets. She has a B.A. degree in political science from Frostburg State University and Master of Arts degree in public relations administration from Syracuse University. She is a recent graduate of the Partnership for Public Service's Excellence in Government Fellows Program.

Melissa Moritz

Melissa Moritz serves as the Deputy Director of STEM at the U.S. Department of Education (ED). In this capacity, she supports STEM policy and programs that focus on STEM teaching and learning from preschool to workforce. She serves on numerous interagency working groups and co-chairs the P-12 STEM working group as part of the White House Committee on STEM Education (CoSTEM).

Prior to joining the Department, she served as Vice President of STEM and Education Initiatives at Teach for America (TFA). In that capacity, she oversaw TFA's national STEM Initiative and managed the team that led TFA's Early Childhood Education Initiative, Diverse Learners Initiative, Military Veterans Initiative, and Native Alliance Initiative. As part of the STEM Initiative, Melissa created TFA's first computer science cohort and raised nearly \$10 million to support the recruitment and training of new STEM educators.

After graduating from the Massachusetts Institute of Technology with a B.S. in biology in 2006, she joined TFA, where she taught middle school science at M.S. 321 in New York City. Melissa was named one of the "100 Women Leaders in STEM" in 2012 and previously sat on the STEM Connector's Innovation Task Force and the U.S. News STEM Advisory Council. She resides in Washington, D.C., with her husband.

Shannon Nicholas

Shannon Nicholas is the Team Lead for the Teacher Incentive Fund (TIF) program, which supports the development and implementation of state and district educator evaluation and support systems that identify and reward effective teaching and leading. Shannon has worked at the Department for over five years on teacher quality and high school improvement grant programs. She also serves on the advisory team for the Department's Teach to Lead Initiative. Prior to her work at the Department, Shannon was a high school English teacher in Las Vegas, Nevada.

Linda Patriarca

Dr. Linda Patriarca was appointed Dean of the College of Education at East Carolina University in 2008. Since her arrival, she has focused her efforts on supporting and enhancing quality programs and services. To this end, she was instrumental in the development and submission of a multi-million dollar TQP grant focused on improving and studying teacher preparation. Many accreditation and research-to-practice projects have gotten underway in the college throughout her tenure as Dean—one of the most notable being the college's decision to pursue the "Transformative Initiative" pathway to CAEP accreditation. Under her leadership, the college has centralized data collection and analysis and has devoted itself to examining such programmatic outcomes as edTPA data and student achievement data of program graduates. This data-driven approach has resulted in being selected as one of three high-data use programs being studied by researchers at the University of Washington under the auspices of a Spencer Foundation grant.

Services to students have also been one of her top priorities. To better serve this population, she transformed the College of Education's Advising Center into a Student Support and Services Center—one that now plays a significant role in student recruitment and retention, as well as advising. In addition, to give students more voice and visibility, she formed a Junior Professional Advisory Board comprised of undergraduate and graduate students who advise the Dean on matters related to teaching, research, and service. Her efforts have been recognized this year by the Momentrix Corporation, who identified her as one of the 30 most influential Deans of Education in the country.

Maggie Payne

Dr. Maggie Payne is Professor Emerita at California State University, Chico. Prior to earning her doctorate in higher education at Oklahoma State University, she taught French and English as a Second Language in Los Angeles public high schools. She has served as a professor in the CSU,

Chico School of Education's Single Subject (secondary) Credential Program and in the master's program in Teaching International Languages. Additionally, she served as Associate Dean and Interim Dean of the College of Communication and Education. In 2009, she collaborated with two colleagues on a successful TQP grant proposal for the Co-STARS project and became director of the Rural Teacher Residency Program funded by that grant. In 2014, she spearheaded the development of a second successful TQP grant proposal, which now funds the PRISMS project, for which she serves as Project Director.

Jill Harvieux Pitner

Jill Harvieux Pitner is Chief Program Officer at the National Center for Teacher Residencies (NCTR). She is responsible for the development and implementation of all NCTR programming for aspiring and established residency programs with the end goal of ensuring students in high-need classrooms are taught by effective teachers. In this role, she leads her team to identify, analyze, and integrate best practices in clinically-rich teacher preparation to continuously improve NCTR's programming and network impact. Prior to joining NCTR, she co-developed Denver Teacher Residency, the first district-based teacher residency program in the country. Jill has more than 20 years of experience in education as a teacher, teacher leader, staff developer, consultant, and curriculum writer. She earned her bachelor's degree in elementary education from the University of Iowa and master's degree in linguistically diverse education from the University of Colorado at Denver.

Jennifer Robinson

Jennifer Robinson is Associate Professor and Executive Director of the Center of Pedagogy at Montclair State University. Robinson oversees the entities, operations, and policies of the undergraduate and graduate teacher preparation and certification programs by coordinating the activity of three distinct faculty/staff groups: drawn from the liberal arts and science departments, the college of education, and the schools. A teacher educator for over twenty years, Robinson is the founding director of the Teacher Education Advocacy Center (TEAC) to increase the recruitment and retention of students from minority groups into teaching at Montclair State. She has been principal investigator and/or director of several public and privately-funded grants to recruit, prepare, and renew beginning and experienced educators for school districts across New Jersey. She has made numerous professional presentations on teacher recruitment, urban education, clinical practice, and developing school/university partnerships.

Venitia Richardson

Venitia Richardson leads the Teacher Quality Programs (TQP) division office of the U.S. Department of Education. As Director of the TQP division office, Ms. Richardson oversees

several discretionary grant programs that include Race to the Top-District, The Teacher Incentive Fund, School Leadership, Supporting Effective Educator Development, Teaching American History, Teacher Quality Partnership, and Transition to Teaching.

Prior to coming to the Department, Ms. Richardson dedicated the last 20 years of her career in service to our nation's youth. She served the last 16 years of her career serving the children and families of Hartford, Connecticut, with great passion, commitment, and pride. She functioned in several roles throughout the 16 years of her career with the Hartford Public Schools, beginning as a graduate intern, a special education teacher, behavioral specialist, District Inclusion Facilitator, Assistant Director in the division office for Student Support Services in Central Office, Assistant Principal for a middle school, and Founding Principal of Opportunity High School, a high school designed as part of the district's reform process. Ms. Richardson began on her path of youth service working for the YMCAs of Greater Delaware, in Dover, Delaware, and the Greater Hartford YMCA, in East Hartford, Connecticut.

Venitia holds a bachelor's degree from the University of Connecticut in educational psychology, a master's degree in education from the University of Connecticut, and a sixth year degree in educational leadership from Central Connecticut State University. Ms. Richardson is also a veteran of the U.S. Air Force.

Adam Roberts

Adam Roberts joined KIPP DC in January 2010 and is currently the Director of Innovation & Instructional Technology. The Instructional Technology team manages KIPP DC's instructional technology strategy and provides a number of technical, logistical, and professional development supports to teachers and school leaders so that they can focus on implementing their plans with fidelity. Prior to this role, Adam led the Information Technology team for four years, with a focus on setting schools up with strong infrastructure and technology support processes. Before joining KIPP DC, Adam taught middle and high school math and AP Computer Science at a D.C. area charter school as a Teach for America corps member and served as Director of Institute Technology with Teach for America. Adam received a B.S. in computer engineering from the University of Florida and an M.A.T. in secondary mathematics from American University.

Ahnna Smith

Ahnna Smith is the Chief of Staff for the U.S. Department of Education's Office of Innovation and Improvement, where she provides strategic leadership in policy and operations, personnel, and external communications for the more than 25 programs and initiatives within the office. Prior to joining the Department, Ahnna served as the Executive Director of Teach for America in the Washington, D.C. region, where she managed the staff and operations that trained and supported more than 250 teachers in D.C. and Prince George's County, Maryland. She previously served in the Office of the Deputy Mayor for Education in the District of Columbia,

where she led work on school facilities, public charter school support, and interagency collaboration. Prior to her time in government, Ahnna worked in teacher recruitment, preparation, and development in the United States and the United Kingdom. Ahnna began her career as an elementary school teacher in Miami-Dade County Public Schools after earning a degree in government and politics, magna cum laude, from the University of Maryland, College Park.

Jesse Solomon

Jesse Solomon is the Executive Director of Boston Plan for Excellence (BPE), a position he has held since June 2011. With support from Boston Public Schools (BPS), BPE, and Strategic Grant Partners, Mr. Solomon founded Boston Teacher Residency (BTR) in 2003 to prepare teachers for the BPS through a year-long residency in a school rather than in the academy; he has since directed its successful efforts. BTR has prepared over 300 teachers for the BPS and has become a national model of teacher preparation. Appointed a Barr Foundation Fellow for his leadership in the city, Mr. Solomon currently serves on the board of directors of both UP Academy Charter School of Boston and of Cambridge College.

Mr. Solomon taught middle and high school math for ten years at the King Open School (Cambridge), Brighton High School (Boston), and City on a Hill Public Charter School (Boston), where he was a founding teacher, lead teacher for curriculum and instruction, and a member of the board of directors. He has been an instructor at the Harvard Graduate School of Education and is a National Board certified teacher. Mr. Solomon holds a B.S. in mathematics from M.I.T. and an M.Ed. from the Harvard Graduate School of Education.

Tyra Stewart

Tyra Stewart is an Education Program Analyst with the Office of Innovation and Improvement (OII) at the U.S. Department of Education. Her responsibilities include serving as the Transition to Teaching (TTT) team lead while monitoring, training, and supporting grant recipients of the TTT program. She has also served as a program officer for the School Leadership program (SLP), Investing in Innovation (i3), Arts in Education Model Development and Dissemination (AEMDD), and the Advanced Placement (AP) grant programs.

During her tenure at the Department, Ms. Stewart has also detailed at the U.S. Agency for International Development (USAID). As part her detail at USAID, she traveled to Africa to evaluate the effectiveness of education programs within the Senegalese school system. Ms. Stewart also served as a Corporate Recruiter for the Department, as well as a presenter for the Speakers' Bureau of the Partnership for Public Service.

Prior to joining the Department, Ms. Stewart served as an assistant teacher in Baltimore City Public Schools, an adjunct professor at Baltimore City Community College, and a domestic violence counselor at the House of Ruth of Maryland. Ms. Stewart received her master of science in applied psychology with a specialization in industrial/organizational psychology at the University of Baltimore and her bachelors of science in psychology at Morgan State University.

Traci Taylor

Traci Taylor has been working for Fresno Unified School District for over 11 years as a secondary teacher, a Teacher on Special Assignment for recruitment, and currently as a Manager in both Human Resources and Teacher Development for Aspiring Teachers Programs and Certificated Recruitment. Ms. Taylor has managed the Transition to Teaching grant for more than five years and developed remarkable partnerships between Fresno Unified and several universities creating a pipeline program for aspiring teachers. Ms. Taylor has designed and conducted various professional learning modules on topics such as skillful teacher, classroom management, Core 6, and formative and summative assessments. Ms. Taylor holds a master of arts in education administration and a bachelor of science from Fresno State University.

Rachelle Verdier

Rachelle Verdier earned her B.A. in environmental science from Boston University and her M.A. in secondary science education from Brooklyn College. Rachelle has over 12 years of experience as a New York City public school science teacher, including six years as a staff developer. Previously, she served as a seventh and eighth grade science teacher and seventh grade technology teacher at Isaac Bildersee Intermediate School in Brooklyn. Rachelle also functioned as a fellow advisor for novice high school science teachers for the New York City Teaching Fellows Program. Since 2011, Rachelle has been providing professional development support to the New Visions Urban Teacher Residency program. She is currently the Senior Program Officer for the Learning Partners New Teacher Preparation Partnership (LPNTPP). LPNTPP is a joint New Visions, New York City Department of Education, and Hunter College teacher training program that integrates novice teachers' graduate coursework with structured mentoring and clinical experience in public schools that have a collaborative relationship.

Jane E. West

Jane provides education consulting services to a range of national organizations who seek to engage with policymakers and inform decision-making at the national level. With a Ph.D. in special education and several years as a teacher, administrator, and higher education faculty member, she brings a professional perspective to her work. As a former professional staff member for the U.S. Senate Committee on Health, Education, Labor and Pensions (HELP), she

understands the policy-making process from the inside out. Her clients include the American Association of Colleges for Teacher Education, the Higher Education Consortium for Special Education, the National Network of State Teachers of the Year, and the Teacher Education Division of the Council for Exceptional Children. She is a visiting professor at the University of Maryland where she teaches advanced courses in education policy and politics.

Beatriz York

Beatriz York has over 10 years of experience in the field of education, both managing educational programs and initiatives, and teaching, lecturing, and providing instructional support at the pre-K through university levels, nationally and internationally. She participated in several international programs, such as ERASMUS and SOCRATES (EU), the JET Programme (Japan), and the Peace Corps (U.S.-Costa Rica). Beatriz joined the U.S. Department of Education in 2014.

TQP Resources Page

TQP Website: <http://www2.ed.gov/programs/tqpartnership/index.html>

U. S. Department of Education Resources	
Overview of the U.S. Department of Education	http://www2.ed.gov/about/overview/focus/whattoc.html
Teach Initiative An initiative to increase awareness of and support for the teaching profession.	http://www.teach.org/
Teach to Lead Teach to Lead is an initiative jointly convened by the National Board for Professional Teaching Standards and the U.S. Department of Education to advance student outcomes by expanding opportunities for teacher leadership, particularly those that allow teachers to stay in the classroom.	http://teachtolead.org/
Project RESPECT RESPECT represents a vision to elevate and transform teaching and leading so that our nation's most important profession—educating our young people—becomes its most respected and supported one.	http://www.ed.gov/teaching
U.S. Department of Education Teaching Ambassador Fellows The Teaching Ambassador Fellowship is designed to improve education for students by involving teachers in the development and implementation of national education policy.	http://www2.ed.gov/programs/teacherfellowship/index.html
Homeroom The official blog of the U.S. Department of Education.	http://www.ed.gov/blog/
The Teachers Edition The Teachers Edition is a weekly newsletter written by teachers at the Department of Education that celebrates teaching and leading.	https://public.govdelivery.com/accounts/USED/subscriber/new?topic_id=USED_34
Student Loan Forgiveness for Teachers In certain situations, you can have your Federal student loan forgiven, canceled, or discharged.	https://studentaid.ed.gov/sa/repay-loans/forgiveness-cancellation
National Teacher-Related Organizations	
American Association of Colleges for Teacher Education (AACTE)	http://aacte.org/

EdTPA A performance-based assessment and support system used by teacher preparation programs.	http://www.edtpa.com/
National Association for Alternative Certification (NAAC)	http://alt-teachercert.org/
National Council on Teacher Quality	http://www.nctq.org/siteHome.do
Council for the Accreditation of Educator Preparation	http://www.caepnet.org/
National Board for Professional Teaching Standards	http://www.nbpts.org/
National Science Teachers Association	https://www.nsta.org/
National Association of Special Education Teachers (NASSET)	http://www.naset.org/
National Council of Teachers of Mathematics	http://www.nctm.org/
National Association for the Education of Young Children (NAEYC)	http://www.naeyc.org/
American Educational Research Association (AERA)	http://www.aera.net/
Other Education Organizations	
Urban Teacher Residency United A national not-for-profit network of urban teacher preparation programs.	http://www.utrUnited.org/
Bill and Melinda Gates Foundation Aims to expand educational opportunities and access to technology, reduce extreme poverty, and enhance healthcare.	http://www.gatesfoundation.org/
100kin10 100kin10 is an organization striving to train 100,000 new STEM teachers by 2021.	https://100kin10.org
Character Lab Character Lab is a nonprofit on a mission to develop, disseminate, and support research-based approaches to character that enable kids to learn and flourish.	https://characterlab.org/resources
Newsletters, Blogs, Other Resources	
The Chronicle of Higher Education A national newspaper that focuses on post-secondary education policy.	http://www.chronicle.com/
Education Week A national newspaper that focuses on K-12 education policy.	http://www.edweek.org/

<p>Edutopia A website dedicated to improving the way that K-12 grade students learn, focusing on project-based learning, comprehensive assessment, integrated studies, social and emotional learning, educational leadership and teacher development, and technology integration.</p>	<p>http://www.edutopia.org/</p>
<p>Teach.com Teach.com is home to the Teach100, an education blog community created to keep you updated on the latest education news.</p>	<p>http://teach.com/</p>
<p>Review of Educational Research (RER) Publishes critical, integrative reviews of research literature bearing on education, including conceptualizations, interpretations, and syntheses of literature and scholarly work in a field broadly relevant to education and educational research.</p>	<p>http://rer.sagepub.com/</p>
<p>The Mindset Kit A free resource for educators and parents who want to foster adaptive learning mindsets.</p>	<p>https://www.mindsetkit.org/growth-mindset</p>
<p>Social-Psychological Interventions in Education An article analyzing the effects of social-psychological interventions in education.</p>	<p>http://rer.sagepub.com/content/81/2/267</p>
<p>IES Residency Study This IES-sponsored evaluation focuses on teacher residency programs that received grants from the TQP program in fall 2009 and spring 2010.</p>	<p>https://ies.ed.gov/ncee/projects/evaluation/tq_residency.asp</p>
<p>Uniform Guidance Uniform Guidance – is a consolidation of 8 OMB Circulars into a singular set of requirements for all entity types. Although it is termed “guidance” grantees are required to comply with its requirements.</p>	<p>http://www.ecfr.gov/cgi-bin/text-idx?SID=6214841a79953f26c5c230d72d6b70a1&tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl</p> <p>http://www2.ed.gov/policy/fund/guid/uniform-guidance/index.html</p>

TQP Project Websites

Grantee Name	State	Project Director	Website
Arizona State University	AZ	Wendy Farr	N/A
CSU Chico	CA	Maggie Payne	http://www.csuchico.edu/soe/rise/
CSU Dominguez Hills	CA	Kamal Hamdan	http://www4.csudh.edu/csi3/star/next-steps/index
Cal State L.A.	CA	Adee Williams	www.lautr.org
Fresno Unified School District	CA	Traci Taylor	N/A
CSU Bakersfield	CA	Kristina Lague	http://www.grostem.org/
CSU Monterey Bay	CA	Mark O'Shea	N/A
UCLA	CA	Annemarie Francois	www.uclaimpact.org ; www.uclacenterx.org
Public Education & Business Coalition	CO	Belle Faust	www.boettcherteachers.org .
University of Colorado Denver	CO	Barbara Seidl	http://nxtgen.ucdsehd.net/
Wesley College	DE	Patricia Sherblom	http://www.wesley.edu/teach.html
Georgia State University	GA	Gwen Benson	http://crest.education.gsu.edu/
Illinois State University	IL	Robert Lee	N/A
National Louis University	IL	Shaunti Knauth	http://auslchicago.org/residency
Boston Plan for Excellence	MA	Jesse Solomon	www.bpe.org
UNC Greensboro	NC	Christina O'Connor	N/A
Montclair State University	NJ	Jennifer Robinson	http://www.montclair.edu/cehs/academics/cop/nmutr/
Rutgers University	NJ	Ivette Rosario	N/A
Teachers College, Columbia University	NY	Lin Goodwin	www.tc.edu/teachingresidents
New Visions for Public Schools, Inc.	NY	Tim Farrell	Urban Teacher Residency-Learning Partners Program
American Museum of Natural History	NY	Rosamond Kinsler	www.amnh.org/mat
Temple University	PA	Wanda Brooks	http://sites.temple.edu/templeteacherresidency/
University of Tennessee at Martin	TN	Betty Cox	http://www.utm.edu/departments/educate/tprocess/

TQP Project Directors' Meeting Participant List

Wendy Barnard

Director of Evaluation
Arizona State University
Phone: (480) 727-1362
Email: wendy.barnard@asu.edu

Joleen Barnhill

Budget Director
California State University, Chico
Phone: (530) 898-6887
Email: jbarnhill@csuchico.edu

Betty Beacham

TQP Program Director
East Carolina University
Phone: (252) 714-7565
Email: beachamb@ecu.edu

Xiomara Benitez

California State University, Dominguez Hills
Project Director
Phone: (310) 243-2536
Email: xbenitez@csudh.edu

Gwen Benson

Georgia State University
Associate Dean
Phone: (404) 413-8105
Email: gbenson@gsu.edu

Anthony Bisulca

Rutgers University/Liberty Science Center
Associate Director, Teacher Programs
Phone: (201) 253-1290
Email: abisulca@lsc.org

Ted Britton

Temple University
Evaluator
Phone: (650) 381-6416
Email: tbritto@wested.org

Sarah Brooks

California State University, Bakersfield
Co-PI
Phone: (661) 654-2878
Email: sbrooks5@csub.edu

Wanda Brooks

Temple University
Project Director/PI
Phone: (215) 204-3344
Email: wbrooks@temple.edu

Ann Bullock

East Carolina University
Co-PI, Impact Study
Phone: (252) 328-1126
Email: bullockv@ecu.edu

Matthew Caballero

Hunter College
Associate Dean
Phone: (212) 772-4729
Email: mc1360@hunter.cuny.edu

Ashley Campbell

California State University, Chico
Evaluator
Phone: (720) 389-5906
Email: ashley.campbell@sri.com

Malissa Chavez-Thibault

Arizona State University
ECD Coach
Phone: (303) 960-2325
Email: Jaclyn.Hernandez@asu.edu

Ritu Chopra

University of Colorado Denver
Project Director
Phone: (303) 315-6361
Email: ritu.chopra@ucdenver.edu

Brett Cluff

New Visions for Public Schools, Inc./New York
City Department of Education
Director, Learning Partners Program
Phone: (347) 324-9398
Email: bcluff@schools.nyc.gov

Susan Connor

University of Colorado Denver
Associate Director, The Evaluation Center
Phone: (720) 476-6233
Email: susan.connors@ucdenver.edu

Karen Dibella

The University of Tennessee at Martin
Co-Project Director
Phone: (731) 881-7496
Email: kdibella@utm.edu

Therese A. Dozier

Virginia Commonwealth University
Director
Phone: (804) 828-0372
Email: tdozier@vcu.edu

MaryAnn Durland

National Louis University
TQP Evaluator
Phone: (630) 650-9944
Email: mdurland@durlandconsulting.com

Macharia Edmonds

TEACH
National Deputy Recruitment Director
Email: medmonds@teach.org

Deidre Farmbry

CASEL
Phone: (312) 226-3770
Email: dfarmbry@comcast.net

Belle Faust

Public Education & Business Coalition
Executive Director, Boettcher Teacher
Residency
Phone: (303) 883-9291
Email: bfaust@pebc.org

Annamarie Francois

University of California, Los Angeles
Principal Investigator
Phone: (310) 825-6812
Email: francois@gseis.ucla.edu

Rubén Garza

Texas State University
Co-PI
Phone: (512) 245-8492
Email: RubenGarza@txstate.edu

Drew Gitomer

Rutgers University
Rose and Nicholas DeMarzo Chair in Education
Phone: (848) 932-0642
Email: drew.gitomer@gse.rutgers.edu

A. Lin Godwin

Teachers College, Columbia University
TR@TC2 Director, Vice Dean and Evenden
Professor of Education
Phone: (212) 678-3502
Email: alg25@tc.columbia.edu

Cindy Gutierrez

University of Colorado Denver
Project Co-Investigator
Phone: (303) 315-4982
Email: cindy.gutierrez@ucdenver.edu

Kamal Hamdan

California State University, Dominguez Hills
Project Director
Phone: (310) 243-3981
Email: khamdan@csudh.edu

Sarah Hegg

University Corporation at Monterey Bay
Project Coordinator
Phone: (805) 756-7492
Email: shegg@calpoly.edu

Robert Hendrick

NET-Q Evaluation
Phone: (404) 413-8267
Email: rhendrick1@gsu.edu

Jaclyn Hernandez

Arizona State University
EED Coach
Phone: (602) 290-5488
Email: Malissa.Thibault@asu.edu

Chance Hoellwarth

University Corporation at Monterey Bay
Project Director
Phone: (805) 756-1665
Email: choellwa@calpoly.edu

Colleen Horn

Teachers College, Columbia University
TR@TC2 Partnership Coordinator
Phone: (212) 678-7473
Email: ch3124@tc.columbia.edu

Jo Ann Isken

University of California, Los Angeles
Program Director
Phone: (310) 206-0795
Email: isken@gseis.ucla.edu

Kery Jackson

California State University, Los Angeles
Program Director
Email: kjackson@ccebos.org

Rosamond Kinzler

American Museum of Natural History
Co-Director, MAT Earth Science Residency
Program
Phone: (212) 496-3637
Email: rkinzler@amnh.org

Shaunti Knauth

National Louis University
Phone: (312) 261-3526
Email: Shaunti.Knauth@nl.edu

Eden Kyse

Montclair State University
Evaluator
Phone: (973) 655-7045
Email: kysee@mail.montclair.edu

Kristina LaGue

California State University, Bakersfield
PI
Phone: (661) 654-6546
Email: klague@csub.edu

Michele Lee

Temple University
Program Director
Phone: (215) 204-8149
Email: tud00418@temple.edu

Robert E. Lee

Illinois State University
PI/Executive Director
Phone: (773) 522-1780
Email: rlee2@ilstu.edu

Allyson Lugo

The University of North Carolina at
Greensboro
Assistant Project Manager
Phone: (336) 334-4312
Email: aklugo@uncg.edu

Rebecca Maltzman

KIPP DC

Phone: (202) 265-5477

Email: Rebecca.Maltzman@kipfdc.org

David Marshall

Virginia Commonwealth University

RTR Research Assistant

Phone: (804) 828-1940

Email: marshalldt2@vcu.edu

Donna Mitchell

Wesley College

External Evaluator

Phone: (302) 293-5842

Email: donnaleemitchell3@gmail.com

Donna Neblett

The University of Tennessee at Martin

Project Coordinator

Phone: (731) 881-7201

Email: dneblet1@utm.edu

Christina O'Connor

The University of North Carolina at Greensboro

Project Director

Phone: (336) 256-1082

Email: ckoconno@uncg.edu

Susan Ogletree

Georgia State University

Director, Evaluation

Phone: (404) 413-8091

Email: sogletree1@gsu.edu

Christine Ong

California State University, Dominguez Hills

Project Evaluator

Phone: (310) 794-4404

Email: ong@cse.ucla.edu

Mark O'Shea

University Corporation at Monterey Bay

Project Director/PI

Phone: (831) 582-3039

Email: moshea@csumb.edu

Linda Patriarca

East Carolina University

Professor, Special Education

Phone: (252) 328-1522

Email: patriarcal@ecu.edu

Patricia Patterson

Wesley College

Project Director

Phone: (302) 736-2448

Email: B.Patricia.Patterson@wesley.edu

Maggie Payne

California State University, Chico

Project Director

Phone: (530) 898-6518

Email: mpayne@csuchico.edu

Kimberly Persiani

California State University, Los Angeles

Secondary Education Program Coordinator

Email: kpersia@calstatela.edu

Robert Petrusis

The University of North Carolina at

Greensboro

External Evaluator

Email: Robert.Petrulis@epreconsulting.com

Jill Pitner

National Center for Teacher Residencies

Chief Program Officer

Phone: (303) 917-2464

Email: jpitner@utruncated.org

Cyndy Quintana

Fresno Unified School District
Administrator, Human Resources
Phone: (559) 457-3506
Email: Cyndy.quintana@fresnounified.org

Raymond Reynosa

Texas State University
Coordinator
Phone: (512) 245-4309
Email: Rjr84@txstate.edu

Adam Roberts

KIPP DC
Phone: (202)265-5477
Email: Adam.Roberts@kipfdc.org

Jennifer Robinson

Montclair State University
Urban Teacher Residency, Director
Phone: (973) 655-4226
Email: robinsonj@mail.montclair.edu

Ivette Rosario

Rutgers University
Program Coordinator
Phone: (973) 353-3526
Email: irosario@rutgers.edu

Sue Sava

Public Education & Business Coalition
Executive Director, Stanley Teacher Prep
Phone: (303)-861-8661
Email: ssava@pebc.org

Sue Sears

California State University, Northridge
Co-PI
Phone: (818) 677-5000
Email: sue.sears@csun.edu

Barbara Seidl

University of Colorado Denver
Project Investigator
Phone: (303) 315-6303
Email: barbara.seidl@ucdenver.edu

Jesse Senechal

Metropolitan Education Research Consortium
(MERC)
Phone: 804-828-4501
Email: senechaljt@vcu.edu

G. Maxx Shawlee

National Louis University
TQP Project Coordinator
Phone: (312) 261-3121
Email: Maxx.Shawlee@nl.edu

Erin Shay

Hunter College
Director, Office of Partnership Programs
Phone: (212) 296-6231
Email: es393@hunter.cuny.edu

Patricia Sherblom

Wesley College
Project Director
Phone: (302) 736-2575
Email: patricia.sherblom@wesley.edu

Brent D. Showalter

Illinois State University
Senior Research Fellow
Phone: (773) 522-1780
Email: bdshowa@ilstu.edu

David Silvernail

American Museum of Natural History
(University of Southern Maine)
Research Professor, Center for Education
Policy, Applied Research, and Evaluation
Phone: (207) 239-9472
Email: davids@usm.maine.edu

Adrienne Smith

University of North Carolina at Chapel Hill
PI, Impact Study
Phone: (919) 962-1178
Email: adrsmith@email.unc.edu

Jesse Solomon

Boston Plan for Excellence
Executive Director
Phone: (617) 275-0742
Email: jsolomon@bpe.org

Gayle Spencer

Fresno Unified School District
TSA, Project Coordinator
Phone: (559) 457-3189
Email: Gayle.spencer@fresnounified.org

Rebecca Swann-Jackson

Montclair State University
Evaluator
Phone: (973) 655-7763
Email: swannjacksor@mail.montclair.edu

Susan Taylor

Montclair State University
Urban Teacher Residency, Co-Director
Phone: (973) 655-6687
Email: taylor@mail.montclair.edu

Traci Taylor

Fresno Unified School District
Manager, Project Director
Phone: (559) 457-6074
Email: traci.taylor@fresnounified.org

Cristina Trowbridge

American Museum of Natural History
Sr. Manager, Professional Development
Phone: (212) 313-7174
Email: ctrowbridge@amnh.org

Paul Tuss

California State University, Chico
Evaluator
Phone: (916) 278-3507
Email: ptuss@calstate.edu

Robin Valente

California State University, Bakersfield
Educational Coordinator
Phone: (661) 654-2458
Email: rvalente@csub.edu

Rachelle Verdier

New Visions for Public Schools, Inc.
Senior Program Officer, Teacher Certification
Phone: (646) 486-8147
Email: rverdier@newvisions.org

Sophia Vicuña

University Corporation at Monterey Bay
Project Coordinator
Phone: (301) 267-4476
Email: svicuna@csumb.edu

Jia Wang

University of California, Los Angeles
Evaluator
Phone: (310) 267-4476
Email: jwang@cse.ucla.edu

Rosann Ward

Public Education & Business Coalition
President, PEBC
Phone: (303) 861-8661
Email: rbward@pebc.org

Jane E. West

Education Policy Consultant
AACTE
Phone: (202) 293-2450
Email: jwest@aacte.org

Anne Wilcoxon

California State University, Northridge
Co-PI
Phone: (626) 818-8542
Email: anne.wilcoxon@csun.edu

A. Dee Williams

California State University, Los Angeles
Project Director
Email: awillia6@calstatela.edu

Kimberly Williams

The University of Tennessee at Martin
Project Director
Phone: (731) 881-7202
Email: kwill126@utm.edu

TQP Project Directors' Meeting ED Staff Participant List

Adam Bookman

Program Officer

Phone: (202) 205-5427

Email: Adam.Bookman@ed.gov

Andrea Browning

Program Officer

Phone: (202) 453-5614

Email: Andrea.Browning@ed.gov

Mia Howerton

Team Lead

Phone: (202) 205-0147

Email: Mia.Howerton@ed.gov

Maxwell Lubin

Strategic Advisor, OII

Phone: (202) 401-0537

Email: Maxwell.Lubin@ed.gov

Margarita Meléndez

Program Officer

Phone: (202)260-3548

Email: Margarita.Melendez@ed.gov

Christine Miller

Program Officer

Phone: (202) 260-7350

Email: Christine.Miller@ed.gov

Melissa Moritz

Deputy Director for STEM

Phone: (202)453-5796

Email: Melissa.Moritz@ed.gov

Shannon Nicholas

Program Officer

Phone: (202) 205-5158

Email: Shannon.Mitchell@ed.gov

Venitia Richardson

Director, Teacher Quality Programs

Phone: (202) 260-2614

Email: Venitia.Sablo-Richardson@ed.gov

Ahanna Smith

Chief of Staff, OII

Phone: (202) 453-5607

Email: Ahanna.Smith@ed.gov

Tyra Stewart

Program Officer

Phone: (202) 260-1847

Email: Tyra.Stewart@ed.gov

Joaquin Tamayo

Special Assistant

Phone: (202) 453-5751

Email: Joaquin.Tamayo@ed.gov

Beatriz York

Program Officer

Phone: (202) 401-4554

Email: Beatriz.York@ed.gov

Richard Wilson

Program Officer

Phone: (202) 453-6709

Email: Richard.Wilson@ed.gov



U.S. Department of Education
Office of Innovation and Improvement