

**NO CHILD LEFT BEHIND ACT (NCLB):
IMPROVING TEACHER QUALITY STATE GRANT PROGRAM
FISCAL YEAR 2007 GRANT ALLOCATION**

Submitted for: Action.

Summary: This item recommends approval of the Fiscal Year 2007 allocation of grant funds for the NCLB - Improving Teacher Quality State Grant Program. This federally-funded grant program is authorized under the No Child Left Behind Act of 2001. The NCLB - Improving Teacher Quality State Grants are provided to eligible partnerships, comprised of Illinois colleges and universities (including community colleges) and high-need Illinois public school districts.

Program Purpose:

- Improve teacher and principal quality through research-supported innovation in teacher and principal preparation programs.
- Increase the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools.
- Foster an environment of collaboration among P-12 school districts and universities and their units that prepare teachers and school administrators.

Program Benefits:

- Supports partnerships that improve teachers' knowledge of subjects they teach and improves the abilities of higher education institutions to prepare quality teachers for our schools.
- Enables students to meet the Illinois Learning Standards in core academic subject areas and teachers to demonstrate the skills, knowledge and traits of highly qualified teachers.
- Supports activities designed to increase administrator knowledge of instructional and curriculum leadership.
- Enhances assessment of learning and teaching at all levels.

Action Requested:

That the Board approve the allocation of \$1,282,137 in NCLB - Improving Teacher Quality grants to the six (6) eligible partnerships specified in this item.

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

**NO CHILD LEFT BEHIND ACT:
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Background

Since Fiscal Year 2004, the Illinois Board of Higher Education (IBHE) has approved competitive professional development grants to eligible partnerships located across the State of Illinois. One of the major changes in Fiscal Year 2007 is the recognition of the value of Professional Development Schools as a model for cooperative partnerships across the P-20 environment in teacher preparation programs. In addition, the Fiscal Year 2007 Grants require an external evaluation jointly agreed to by the project directors and the Board of Higher Education. Grantees were asked to allocate three to six percent of their approved grant awards for the evaluation and dissemination of the project's outcomes. In Fiscal Year 2007, the Board received 23 proposals requesting a total of \$5.7 million in funding through a competitive application process. External reviewers representing the P-12 sector, Colleges of Education, and Colleges of Arts and Sciences evaluated the proposals and provided detailed assessment. The partnerships recommended herein were identified as those most closely aligned with the objectives of the NCLB Improving Teacher Quality State Grant Program for Fiscal Year 2007.

Purpose of the NCLB Improving Teacher Quality State Grant Program

The Improving Teacher Quality State Grant Program authorized under Title II, Part A, of the No Child Left Behind (NCLB) Act of 2001¹ supports professional development and teacher preparation activities across all core academic subject areas to assist schools in increasing academic achievement of all students and in the preparation of highly-qualified teachers. Partnerships made up of institutions of higher education and high-need school districts provide professional development aimed at improving and increasing teacher knowledge in core academic areas. Partnerships focus on effective, scientifically research-based instructional strategies aligned with the Illinois Learning Standards for core academic subject areas and the Illinois Professional Education Standards leading to improved student achievement.

The Illinois State Board of Education (ISBE) administers approximately 97.5 percent of the Title II, Part A funds available to the state through formula-driven grants to elementary and secondary schools. The Illinois Board of Higher Education (IBHE) distributes the remainder, 2.5 percent, through competitive grants to eligible partnerships. These grants, made under Title II, Part A, of the NCLB, replace and expand upon activities previously authorized under the Dwight D. Eisenhower Professional Development Program.

¹ The NCLB Act of 2001 was signed by President Bush on January 8, 2002 and amends the Elementary and Secondary Act (ESEA) of 1965.

Eligible Applicants

Applicants eligible for Improving Teacher Quality State Grant Program grant funds, as defined by the U.S. Department of Education, must be partnerships comprised of, at a minimum:

- An approved public or private institution of higher education and the division of the institution that prepares teachers and principals;
- A school of arts and sciences; and
- A high need Illinois public school district. A high need public school district is defined as a school district that serves not fewer than 10,000 families with incomes below the poverty line, or for which not less than 20 percent of the children served by the district are from families with incomes below the poverty line; and for which there is a high percentage of teachers not teaching in the academic subjects or grade levels that the teachers were trained to teach, or for which there is a high percentage of teachers with emergency, provisional, or temporary certification or licensing.

Funding Priorities for Grant Applications

Priority consideration is given to proposals that target one of more of the professional development opportunities for:

- Low performing schools;
- Projects that help to provide middle and high school mathematics and science teachers with the tools and knowledge for students to meet the standards in order to be prepared for college-level mathematics and science courses;
- Teacher recruitment and/or induction activities;
- Projects that increase opportunities for access of teachers and student from historically underrepresented and underserved groups;
- Projects that support science teachers across grade levels to better integrate mathematic concepts into the science curriculum, and
- Professional Development Schools/Academies (new for Fiscal Year 2007)

Professional Development Schools

The IBHE recognizes the value of Professional Development Schools (PDS) as a model for cooperative partnerships across the P-20 environment in teacher preparation programs. PDS's seek to simultaneously support pre-service teacher education, in-service teacher professional growth and development, and the continuing professional development of university faculty. A professional development school is a partnership among a college of education, a college of liberal arts and sciences, and a P-12 school, in collaboration with school districts and professional associations. These partners foster the evolution of unique sites where a school and a university share responsibility for maximizing student learning and achievement through the development and implementation of exemplary practice; engage in sustained inquiry on practice for the purpose of enhancing exemplary practice and student achievement; engage in meaningful, ongoing professional development; and prepare effective new teachers. Each of the projects recommended for funding contributes to the understanding of the PDS model and its applicability in Illinois. Some of the projects will begin the implementation of a PDS model in the coming year, while others are aimed at informing the discussion on specific elements of the PDS model.

Grant Review Process

In addition to an internal staff review, proposals were externally reviewed by a team of three experts comprised of a faculty member of a College of Arts and Sciences, a faculty member of a College of Education, and an in-service middle school teacher. Proposals were evaluated against a common rubric developed in cooperation with the Center for the Study of Education Policy at Illinois State University and assessments were based on review criteria including the following questions:

- **Collaborative Planning:** How well does the proposal provide clear evidence of involvement of all partners including teachers, administrators, and institutions of higher education in the collaborative design of the Improving Teacher Quality State Grant Program?
- **Need for Professional Development:** How well does the proposal provide clear evidence of the K-12 school students' and educators' need for professional development?
- **Eligible Project Activities:** How well does the proposal clearly explain how the professional development activities can produce long-term, systemic change, and include goals, objectives, and activities that reflect a program of sufficient duration, size, scope and quality that, if implemented, will yield improvements in teaching and learning? Does the proposal explain how the professional development activities are based on research and proven to increase student achievement?
- **High Priority Activities:** How well does the proposal incorporate appropriate elements to address the high priority considerations?
- **Evaluation Process:** How well does the proposed evaluation process assess the effectiveness of the activities in relation to the goals and objectives in producing improvements in teaching and learning? Is a reputable external evaluator identified?
- **Budget.** How well does the proposed budget reflect cost-effectiveness and demonstrate consistency with the scope of the proposed objectives and activities?

Supporting P-20 Linkages - STEM

The Improving Teacher Quality Grant projects presented in this item serve to advance the Board's policy agenda of strengthening P-20 educational opportunities across the entire state educational system. Each partnership includes members from a College of Education, College of Arts and Sciences, and a high-need K-12 public school or district. The recommended projects will serve teachers and students in both urban and rural settings throughout Illinois. Partnership members are also required to collect and maintain accountability data and to measure project impact on increasing teacher knowledge through professional development as well the impact on improving student academic achievement. Each partnership will be required to participate in support and networking opportunities targeted at developing sustainable partnerships, developing and collecting program accountability data, and evaluating program results.

Summary

Each of the partnerships recommended for funding on Table 1 provides high-quality, research-based, professional development aimed at improving teacher quality, academic achievement of elementary and secondary students across Illinois, and teacher preparation programs across the state. While these NCLB grants can support professional development across all core academic subject areas, the majority focus on professional development for teachers of mathematics and science, an area of identified need throughout Illinois. Accompanying this item as Appendix A is a listing of more detailed information for each partnership being recommended for funding. The informational items include:

- Lead Institution
- Project Title
- High Need School District
- Partnership members
- Core Academic Areas
- Grade Level
- Grant Amount
- Project Director
- Project Synopsis

The staff recommends the adoption of the following resolution:

The Illinois Board of Higher Education hereby allocates Fiscal Year 2007 grants totaling \$1,282,137.00 for the No Child Left Behind - Improving Teacher Quality State Grant Program to the institutions specified and in the amounts shown in Table 1.

Table 1
ILLINOIS BOARD OF HIGHER EDUCATION
NCLB - IMPROVING TEACHER QUALITY STATE GRANT PROGRAM
FISCAL YEAR 2007 - ALLOCATION

<u>Institution</u>	<u>Project Title</u>	<u>Amount</u>
Columbia College Chicago	Extending Teacher Capacity to Increase ELL Success in Mathematics	\$318,100
Eastern Illinois University	Leadership for the Improvement of Teaching Performance	\$232,652
Illinois State University	Chicago ITQ Science Project	\$125,000
Northeastern Illinois University	Interactive Teaching and Learning Communities Math Project (ITLCMP)	\$150,000
S I U - Edwardsville	Hands-On Chemistry: Improving High School Chemistry Teacher Quality	\$131,385
Western Illinois University	Developing a Successful PDS: A TIERED Process	\$325,000
Total allocation Fiscal Year 07		\$1,282,137

Appendix A

Illinois Board of Higher Education

Fiscal Year 2007

No Child Left Behind

Improving Teacher Quality State Grant Program

Partnership Profiles

Lead Institution:	Columbia College Chicago
Project Title:	Extending Teacher Capacity to Increase ELL Success in Mathematics
High Need School District:	Chicago Public Schools
Partnership members:	Summit School District 104
Core Academic Areas:	Mathematics
Grade Level(s):	K-12 Teachers
Grant Amount:	\$318,100
Project Director:	Dr. Ava Patricia Belisle-Chatterjee Department Chair, Educational Studies Columbia College Chicago 600 South Michigan Avenue Chicago, IL 60605-1996 (312)344-8141 achatterjee@colum.edu

Project Synopsis:

This project is designed to integrate mathematics with the study of English-as-a-new-language and with the arts in order to increase the probability of academic success for students who are English language learners (ELL's). Columbia College Chicago will work in partnership with the Chicago Public Schools District and Summit School District 104. Teams of five teacher participants from individual schools, consisting of three classroom teachers, an English-as-a-new-language teacher, and a visual art, music, movement, or drama teacher will be formed. The goal is to recruit 50 teachers. They will be recruited by staff from the Chicago Public Schools' Office of Mathematics and Science from high-need elementary schools that serve English language learners and that use standards-based mathematics curricula and by District 104 administrators. Invitations to participate will also be extended to some private schools.

There are two primary goals for this project. The first goal is to increase teacher content knowledge about mathematical topics. The second is to provide teachers with pedagogical approaches within an integrated framework that can afford their English language learners increased chances of success in accessing mathematical knowledge. Other goals include creating interdisciplinary school-based teams of teachers to build sustainability of the project model and approaches; increasing the number of teacher facilitators who can act to disseminate the project model through delivery of professional development modules and support of other teachers implementing the instructional model; and developing a bank of integrated math, English-as-a-new-language, and arts-supported research lessons for grades 3 through 5 to be shared with the public.

Several components of the project will build on lessons learned from implementation of previous grants funded by the Improving Teacher Quality State Grant Program. As in 2004 and 2005, the first component of the project will take place in the summer. This will consist of a 10-day, 40-hour professional development program for 50 teachers and 10 teacher facilitators. The professional development will include an introduction to the project's instructional model; practice with English-as-a-new-language strategies; introduction to activities in the visual arts, music, movement, and drama; and in-depth study of one mathematical area per grade level.

The remaining components of the project will take place during the academic year. In the second component, ten cohorts of teams of five teachers will be formed. Teams will be composed of three classroom teachers, all of whom teach at the same grade level (third, fourth, or fifth), one ENL specialist, and one art specialist. Each of the 10 cohorts will be led by a CPS teacher facilitator with experience with the program model. The grade-level cohorts will meet six times after school for 3-hour blocks to plan a unit of math instruction that follows the project's instructional model and incorporates art forms and ENL strategies and materials. The math unit will be based on either Math Trailblazers or Everyday Math, both standards-based math series.

Implementation of a lesson from the planned unit of instruction constitutes the third component of the project and incorporates aspects of the Japanese model of Lesson Study (Lewis, 2002; Watanabe, 2002; Stigler, J. & Hiebert, J., 1999). Two teachers from each cohort will separately and on different days teach the same lesson to their own classes. Each lesson presentation will be observed by the other members of the cohort, CPS staff, and Columbia College Chicago faculty and followed by reflections on different aspects of the lesson and student work. This component will account for 10 professional development hours, which will occur within two school days.

In total, the project aims to provide participants with at 100 hours of professional development. The project will continue to address Illinois Professional Teaching Standards on curriculum, instruction, diversity, planning, delivery, and professional growth. Three major activities will be assessed: changes in teacher practices over the academic year in teaching math to ELL populations, the effectiveness of the project's instructional model, and the sustainability of the instructional model and strategies.

Lead Institution: Eastern Illinois University
Project Title: Leadership for the Improvement of Teaching Performance
High Need School District: Mt. Vernon, Danville #118
Partnership members: East Richland #1 - Olney
Marshall #C-2, Charleston #1, Shiloh (Hume) #1, Altamont #10, Effingham #40, Centralia #135, Centralia #200, South Central (Farina) #401, Arcola #306, Ramsey #204, Gallatin County (Junction, Il) #7, Neoga #3, Mahomet-Seymour #3, Beecher City #20, Cowden Herrich # 3-A, Lerna ROE #11, E.I.A.S.E. Dwight #230, Flora #35, Robinson #2, Oakwood (Fithian, Il) #76, Urbana #116, St. Elmo #202, Atwood-Hammond #39, Tuscola #301, Lovington #303, Vandalia #203, Windsor #1, Patoka #100, Carrollton #1, Shelbyville #4, Mattoon #2, Cumberland (Toledo) # 77, Casey-Westfield #C-4, Martinsville #C-3, Sullivan #300, Paris #95, Villa Grove #302

Core Academic Areas: All
Grade Level(s): Administrators
Grant Amount: \$232,652
Project Director: Dr. Linda M. Morford
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Eastern Illinois University
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Charleston, IL 61920
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Project Synopsis:

Project Objectives:

1. Improve instructional leadership of school administrators in our partner schools.
2. Improve teaching performance focused on success for all students.

Project Activities:

1. Mentoring and induction for new school administrators
2. Professional development activities for second year administrators
3. Development of a clinical support system for instructional leadership utilizing research-based approaches focused on improving student performance by pursuing quality teaching strategies and the application of quality performance systems
4. Clinical training within an instructional leadership support system
5. Round table seminars focused on instructional leadership and the utilization of quality systems to guide the development of teaching performance
6. Charlotte Danielson Framework for Teaching Workshop
7. Making Sense of Data Workshop
8. Teacher Graduate Assessment Project

Project Outcomes:

1. Improved academic performance of all students in our partner schools, especially in the core academic subjects
2. Increased number of highly qualified teachers in our partner schools
3. Improved instructional leadership in our partner schools

Project Impact:

1. Movement away from programmatic approaches of instruction to a more systemic, strategically calculated approach that focuses on success for all students
2. Increased advocacy of school administrators for improved instructional strategies
3. Stronger alignment of partner school curricula with Illinois Learning Standards

Lead Institution: Illinois State University
Project Title: Chicago ITQ Science Project (renewal)
High Need School District: Chicago Public Schools, District 299
Partnership members: Dominican University, Chicago State University, and up to 24 school districts TBA whose teachers must apply for admission to participate in the Chicago ITQ Science Project.
Core Academic Areas: Physics & Math
Grade Level(s): High School
Grant Amount: \$125,000
Project Director: Carl J. Wenning
Physics Teaching Coordinator, Research & Sponsored Programs
Illinois State University
Campus Box 3040
Normal, IL 61790-3040
(309)438-2528
wenning@phy.ilstu.edu

Project Synopsis:

Funding for this project is being renewed. During AY 05-06 and AY 06-07 the College of Arts & Sciences at Illinois State University (ISU) partnered with the College/School of Education at ISU and Dominican University (DU), the high-needs Chicago Public Schools (CPS) and other academic entities to provide two cohorts totaling 42 Chicago-area high school physics teachers with the skills and resources needed to deliver high-quality teaching that is aligned with state and national science education standards including the Illinois Learning Standards and the Illinois Professional Education Standards. During year three of the Chicago ITQ Science Project the ISU College of Arts & Sciences will continue to partner with the DU School of Education to work with a new cohort of 24 physics teachers (a school-university partnership consisting of 66 physics teachers total) to implement the Modeling Method of Instruction in physics. The new cohort, Cohort 3, will learn best how to teach motion and force during AY 07-08, and join Cohorts 1 and 2 for follow-up summer 2008 activities.

The Chicago ITQ Science Project aims at improving student performance by increasing teachers' knowledge in physics and pedagogy and focuses on an inquiry-oriented instructional strategy known as the Modeling Method (MM). MM has been shown through research recognized by the US Department of Education to be a highly effective means for increasing student achievement. The AY 07-08 Cohort 3 delivery system will consist of a 3-week Modeling Method Workshop at Dominican University running from June 25, 2007 through July 13, 2007. This will be followed by four mandatory support sessions during the autumn of 2007. The delivery system also will consist of a week-long, all-cohort workshop during the summer of 2008.

The combination of workshops, follow-up sessions, and a dedicated MM listserv have led to and are expected to continue to lead to increased content knowledge and better instructional strategies that help students rise to the achievement level required by the Illinois Learning Standards as measured by the Prairie State Achievement Examination. The Chicago ITQ Science Project is a university-school partnership that will continue to provide the much-needed science education reform called for under the No Child Left Behind – Improving Teacher Quality initiative. It is the first step in a long-term process that improves the way physics is taught and learned in Chicago Public Schools and surrounding communities. Continued funding of the Chicago ITQ Science Project will build and strengthen an emerging educational network that promises to have significant, long-term impact on student learning.

Lead Institution: Northeastern Illinois University
Project Title: Interactive Teaching and Learning Communities Math Project (ITLCMP) (renewal)
High Need School District: District 299
Partnership members: Suburban Cook County Regional Office of Education
 Learning Technology Center-1
 Experiencia®
 Prairie Hills School District (PHSD 144)
Core Academic Areas: Mathematics
Grade Level(s): K-12 Teachers
Grant Amount: \$150,000
Project Director: Wendy Thomas-Williams
 Director, College of Education
 Northeastern Illinois University
 5500 North St. Louis Ave
 Chicago, IL 60625-4699
 (312)563-7199
 w-thomas1@neiu.edu

Project Synopsis:

The Interactive Teaching and Learning Communities Mathematics Project (ITLCMP) developed by Northeastern Illinois University’s Chicago Teachers’ Center, Truman College, the Suburban Cook County Regional Office of Education and Learning Technology Center-1 provides approximately 106 hours of professional development activities to improve mathematics teaching and learning by blending six credit hours of graduate coursework, Saturday follow-up sessions, support in classrooms, data analysis support, and web-based technologies. Participants will include Chicago Public Schools having ongoing relationships with the Chicago Teachers’ Center, as well as Chicago Archdiocesan schools, St. Gregory Episcopal and Luther South Junior High Schools, Ames and Youth Connection Charter Schools, Prairie Hills and three Berwyn/Cicero School Districts. Participants will improve their ability to increase student achievement in mathematics by learning to develop and use lessons and assessments aligned with Illinois Learning Standards and the Applications of Learning and by using a sustainable process for making data driven decisions. Current practices and content knowledge needs will be assessed during a 3-hour Spring orientation. A 45-hour Summer institute co-taught by Truman Math faculty and NEIU Math Education faculty will strengthen teachers’ math content knowledge. Technology for Educators (a 3-hour graduate-credit course) will be offered to participants in Fall to enhance their ability to use technology for teaching and learning. Listservs, weblogs, personal webpages, and project web resources will be used to foster cross school collaboration and will be supported and facilitated by the Suburban Cook County Learning Technology Center. School leaders will be invited to attend part of the summer institute and will receive school-based support to improve their ability to supervise and evaluate mathematics instruction. Project work and resources will be disseminated statewide by the SCC ROE through a project newsletter, website and DVD.

Lead Institution: S I U - Edwardsville
Project Title: Hands-On Chemistry: Improving High School Chemistry Teacher Quality
High Need School District: East Alton-Wood River, District 14
Partnership members: Lincoln Charter, Madison Community, East Alton School, Cahokia Community, Venice, East St. Louis, Granite City, Belleville East, Edwardsville, Roxana.
Core Academic Areas: Chemistry
Grade Level(s): High School Teachers
Grant Amount: \$131,385
Project Director: Dr. Sadegh Khazaeli
Professor of Chemistry,
S I U - Edwardsville
Department of Chemistry, Box 1652
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skhazae@siue.edu

Project Synopsis:

The objective of the project is to offer high school chemistry teachers instruction and hands-on experience in the principles of chemistry. The program will transfer chemistry knowledge and skills to high school teachers and will have a long lasting effect on their teaching careers. Two workshops are planned each year. The 2007 workshops will be held in Spring and Summer 2007. The Spring session will include lectures and demonstrations in topics such as: matter and measurements; Atoms, molecules and ions; chemical formulas and equations; reactions in aqueous solutions; stoichiometry; and periodicity and atomic structure. In the Summer session, the teachers will obtain hands-on experience in the laboratory using chemical techniques, instruments, calculator based laboratories, and chemical demonstrations. Similar workshops are planned for Spring and Summer of 2008 and 2009 covering additional topics, pending renewed funding. In addition, SIUE faculty will discuss expectations for high school students entering college and the high school chemistry curriculum with the participating teachers. The activities are aligned with the Illinois Learning Standards for Science and the Illinois Professional Education Standards. The project will serve 50 teachers each year. It is anticipated that these activities will eventually lead to students who are better prepared for college science courses. Special effort will be made to encourage newly hired teachers, teachers who teach outside of their field of study, teachers from high-need districts, and teachers from schools with high minority populations to participate in the program. More than 20,000 students will benefit from the program each year.

Lead Institution: Western Illinois University
Project Title: Developing a Successful PDS: A TIERED Process
High Need School District: Neponset Community Consolidated District #307 and Kewanee Unit
 District #229
Partnership members: Kewanee Wethersfield
 Sherrard Matherville Intermediate
 Sherrard High School
 United Township High School District
 East Moline K-8 District
Core Academic Areas: Math & Science
Grade Level(s): 5-12
Grant Amount: \$325,000
Project Director: Donna Sue McCaw Ed.D.
 Associate Professor, Educational Leadership
 Western Illinois University
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 Macomb, IL 61455
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 s-mccaw@wiu.edu

Project Synopsis:

This project will result in a professional development school framework that will be research-based with quantitative results. The focus of the framework follows a three-tiered model.

TIER 1 is the establishment of relationships and building capacity for research-based pedagogy through professional development in math and science for grades fifth through twelfth. Teachers will receive 40 hours of professional development in earth sciences with math and technology integrated into the training. Teachers will then teach during a one-week long Math and Science Academy, held during the summer for invited students. These students will be identified by each school partner as being at-risk. The teachers will team teach under the observation of their building administrator and a university faculty member –feedback and reflection will be key objectives for the week-long experience. Administrators will receive training in research-based practices for teacher observation and evaluation. On-going throughout the year will be lesson study teams – with teacher teams co-creating lessons, observing each other’s classrooms, and conducting demonstration lessons.

TIER 2 builds upon the trust, communication, and knowledge base established in TIER 1 and begins the work of researching and developing a professional development school framework that works for all partners. TIER 2 establishes a collaborative cadre of all stakeholders (K-12 teachers, university faculty, paraprofessionals, teacher education students, P-20 administrators, and community members) that will develop the program manual and complete a gap analysis of knowledge, skills, and resources for planning and implementation purposes.

TIER 3 will build upon the implementation of the PDS model and will comprise quantitative data of the PDS’ effectiveness through follow-up with graduates and teacher partnerships. The current funding requests do not include funding for activities under TIER 3.