

**NO CHILD LEFT BEHIND ACT (NCLB):  
IMPROVING TEACHER QUALITY STATE GRANT PROGRAM  
FISCAL YEAR 2012 GRANT ALLOCATION**

**Submitted for:** Action.

**Summary:** This item recommends approval of nine grants for the No Child Left Behind Act (NCLB) – Improving Teacher Quality State Grant Program. This federally funded grant program is authorized under the NCLB Act of 2001. The NCLB - Improving Teacher Quality (ITQ) State Grants are provided to eligible partnerships comprised of Illinois colleges and universities and high-need Illinois public school districts.

**Program Purpose:**

- Improve long-term student achievement in core academic subject areas, primarily mathematics and science.
- Increase the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools.
- Develop an environment of collaboration among P-12 school districts and universities and their units that prepare teachers and school administrators.
- Improve teacher and principal quality through research-supported innovation in teacher and principal preparation programs.

**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 curricular leadership.
- Enhances assessment of learning and teaching at all levels.

**Action Requested:** That the Board approve the allocation of \$2,449,598 in NCLB - ITQ State Grants to nine partnerships specified in this item on Table 1.



STATE OF ILLINOIS  
BOARD OF HIGHER EDUCATION

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**Background/Importance**

Since fiscal year 2004, the Illinois Board of Higher Education (IBHE) has awarded competitive teacher and principal professional development grants to eligible partnerships comprised of colleges and universities and high-need public school districts located across the State of Illinois. A major change instituted in fiscal year 2007 was the requirement of an external evaluation jointly agreed to by the project directors and the Board of Higher Education. Grantees were asked to allocate funds for the evaluation and dissemination of their project's outcomes. The importance of improving teacher quality was emphasized by President Obama in his speech on education before the Hispanic Chamber of Commerce on March 10, 2009:

*"To complete our race to the top requires the third pillar of reform — recruiting, preparing, and rewarding outstanding teachers. From the moment students enter a school, the most important factor in their success is not the color of their skin or the income of their parents, it's the person standing at the front of the classroom."*

**Purpose of the NCLB Improving  
Teacher Quality State Grant Program**

The Improving Teacher Quality (ITQ) State Grant Program, authorized under Title II, Part A, of the No Child Left Behind (NCLB) Act of 2001, supports professional development and teacher and school leader preparation activities across all core academic subject areas to assist schools in increasing the academic achievement of all students through the preparation of highly-qualified teachers and school leaders. The ITQ program is one of many programs under the umbrella of the Elementary and Secondary Education Act (ESEA) administered by the U.S. Department of Education. The NCLB Act of 2001 was signed by President Bush on January 8, 2002, and amends the 1965 ESEA. Partnerships made up of institutions of higher education and high-need school districts provide professional development aimed at improving and increasing teacher and school leader knowledge in core academic areas. Partnerships focus on effective, scientific research-based instructional strategies aligned with the *Illinois Learning Standards* for core academic subject areas and the *Illinois Professional Education Standards*.

**ITQ Partnerships Support the Public Agenda**

The ITQ grants directly support Goal One of the *Public Agenda for College and Career Success* - Increasing educational attainment to match best-performing U.S. states and world countries. The ITQ grants will help to eliminate the achievement gap by providing high-quality

professional development to teachers in high-need school districts, thus improving student achievement. Illinois, like the nation, suffers a significant and enduring disparity in academic achievement and educational attainment affecting racial and ethnic minority students. Students suffering from the achievement gap – predominantly students of color – will make up the largest segment of Illinois’ population growth over the next two decades.

### **Eligible Applicants**

As defined by the U.S. Department of Education, applicants eligible for ITQ grant funds 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 (a) 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 (b) 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**

Funding for the program was reduced by twenty percent in FY2012 from the previous year. Priority consideration is given to proposals that target one or more professional development opportunities for:

- Low performing, “high-need” schools;
- Professional development aligned to state standards;
- Partnerships that help to provide middle and high school mathematics and science teachers with the tools and knowledge needed for students to meet the standards in order to be prepared for college-level mathematics and science courses;
- Teacher recruitment and/or induction activities;
- Partnerships that increase access for teachers and students from historically underrepresented and underserved groups, and;
- Professional development linked to student achievement.

### **Review Process for Renewal Grants**

A renewal application was released on November 29, 2011 with a due date of January 27, 2012. All partnerships were reviewed based on the following review criteria.

- **Collaborative Planning:** How well does the proposal provide clear evidence of involvement by 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 stated 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?

### **Evaluation - Project Monitoring**

The IBHE staff, along with evaluators from the Center for the Study of Education Policy (CSEP) at Illinois State University paid with ITQ administration funds, will monitor fiscal and programmatic activities throughout the year. As was done in 2011, partnerships are provided with technical support and suggested interventions throughout the year as part of the grant evaluation and monitoring process. Appendix B contains a report that summarizes evaluation results. The evaluation report draws on documentation provided by the nine projects' individual evaluations supplemented by information gathered during two to six annual site visits by evaluators from the CSEP.

### **Summary**

Each of the partnerships recommended for funding in Table 1 provides high-quality, research-based professional development aimed at improving teacher quality, the 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, areas of identified need throughout Illinois. Accompanying this item as Appendix A is a listing of more detailed information for each partnership recommended for funding. This information was provided by each project director.

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 2012 grants totaling \$2,449,598 for the No Child Left Behind - Improving Teacher Quality State Grant Program to the institutions specified and in the amounts shown in Table 1. In the event that funds are not requested by a partnership in their entirety or additional funds become available, the Executive Director shall have the authority to re-allocate funds to other partnerships.*

**Table 1**  
**ILLINOIS BOARD OF HIGHER EDUCATION**  
**NCLB - IMPROVING TEACHER QUALITY STATE GRANT PROGRAM**  
**FISCAL YEAR 2012 - PROJECT ALLOCATION**

<b>Board Item #</b>	<b>Lead Institution(s)</b>	<b>High-Need District Partner Districts</b>	<b>Project Title</b>	<b>Request Amount</b>	<b>Recommended Award Amount</b>
1	Loyola University Chicago	Chicago Public Schools (Area 10)	Supporting Middle Grades Science Professional Development CPS Content, Curriculum, Coaching	\$287,431	\$275,934
2	Northeastern Illinois University	J. Sterling Morton (District 201) Morton East High School Morton Freshmen Center Morton West High School	Plan for Academic Success for All Students	\$298,847	\$286,893
3	Northern Illinois University	Rockford Public Schools (District 205) Auburn High School Guilford High School Jefferson High School Rockford East High School	Promoting Achievement through Literacy Skills	\$220,000	\$211,200
4	Roosevelt University	Chicago Public Schools Chalmers Elementary Dumas Elementary	Differentiating Professional Development: A Driven Model for Literacy Workgroups	\$311,000	\$298,560
5	SIU - Carbondale Illinois State University	Anna and Cairo Carbondale, Carterville Dongola, Eldorado Harrisburg, Murphysboro Sparta, Vienna	Southern Illinois Partnership for Achievement in Math & Science	\$249,133	\$239,168

**Table 1 (continued)**  
**ILLINOIS BOARD OF HIGHER EDUCATION**  
**NCLB - IMPROVING TEACHER QUALITY STATE GRANT PROGRAM**  
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<b>Board Item #</b>	<b>Lead Institution(s)</b>	<b>High-Need District Partner Districts</b>	<b>Project Title</b>	<b>Request Amount</b>	<b>Recommended Award Amount</b>
6	S I U - Carbondale	Cairo Murphysboro, Meridian Steelville Emmanuel Chester St. John's Lutheran Learning Technology Center VI South St. Mark's Lutheran	RAMPD UP: Rural Access to Math Prof. Development: Unparalleled Performance	\$308,028	\$295,707
7	S I U - Edwardsville	Centralia and East St. Louis 40 public schools 2 charter schools 14 private schools	Students Learning Science through a Sustained Network of Teachers	\$325,000	\$312,000
8	St. Xavier University	Chicago Public Schools - Area 2 5 Elementary Schools Blaine, Brenneman, Clinton Disney and Stockton	Developing 21st Century Critical Thinking Skills	\$277,702	\$226,000
9	University of Chicago	Chicago Public Schools Donoghue North Kenwood Oakland	Teacher Leadership for Elementary Mathematics & Science	\$316,809	\$304,137
<b>Total:</b>				<b>\$2,593,950</b>	<b>\$2,449,598</b>



## APPENDIX A

### ILLINOIS BOARD OF HIGHER EDUCATION

#### **Fiscal Year 2012 No Child Left Behind Improving Teacher Quality State Grant Program**

#### **Partnership Profiles**

April 10, 2012

**Lead Institution:** Loyola University of Chicago

**Project Title:** Supporting Middle Grades Science Professional Development in CPS: Content, Curriculum, Coaching and Using Data

**High Need School District:** Chicago Public Schools

**Partnership members:** Loyola University Center for Science and Mathematics Education, Loyola University Chicago School of Education and the Chicago Public Schools

**Core Academic Area(s):** Science

**Grade Level(s):** 6-8

**Grant Amount:** \$275,934

**Project Director:** Dr. Rachel Shefner  
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**Project Synopsis:** The Supporting Middle Grades Science Professional Development in CPS: Content, Curriculum, Coaching and Using Data Project aims to increase student achievement in middle grades science in the Chicago Public Schools' Austin-North Lawndale and Pilsen-Little Village Networks through improving teachers' science instruction. These Networks, located on the South and Southwest side of Chicago, contain 51 schools with middle grades, and contain some of the lowest-performing schools in the district. The average student performance in these networks on the 7th grade Science ISAT is significantly below the state average, and 95% of the students in the area are low income. This project will impact ~90 teachers of middle grades science, including special education and bilingual teachers, and ~12,000 6-8th grade students.

Project activities include several types of professional development: a series of 54 hours of workshops to provide teachers with the necessary content and pedagogical knowledge that will allow them to implement high quality middle grades science curricula, 12 hours of workshops that will provide teachers and administrators with tools that will help them interpret data on what teachers are doing in their science classrooms and how to improve instruction, 12 hours of workshops for teachers who were trained on implementation of high quality middle grades science curricula in past years, and 10 schools in these networks will receive ongoing in-school support from instructional coaches. Coaching will include support for teachers' individual classrooms, as well as support for leadership and teaming activities at the schools.

The Chicago Public Schools continue to undergo a period of organizational transition, with a major re-organization that began in the summer of 2011 and continues to this day, and this project is critical in order to sustain the reforms in mathematics and science education initiated by the Chicago Mathematics and Science Initiative (CMSI).

**Lead Institution:** Northeastern Illinois University

**Project Title:** PASAS (Plan for Academic Success for All Students)

**High Need School District:** J.S. Morton High School District 201

**Partnership members:** Morton East High School, Morton Freshmen Center, and Morton West High

**Core Academic Area(s):** English

**Grade Level(s):** HS Teachers

**Grant Amount:** \$286,893

**Project Director:** Ms. Amy Hendricksen  
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**Project Synopsis:** The Plan for Academic Success for All Students is a teacher professional development project. The goal of this project is to improve teacher knowledge and use of English and Social Studies content and research-based instructional strategies coupled with classroom-based support for implementation of new learning and active participation in professional learning teams. This will lead to improved student achievement as measured by college-readiness benchmarks. The main professional development activities in the project design include:

- English and Social Studies content seminars aligning with ILS/Common core.
- Training in research-based instructional strategies and differentiated instruction.
- Classroom-based coaching to connect new learning to practice.
- School-based horizontal and vertical teams to connect learning to practice.
- Cross-disciplinary literacy teams to collaborate and review teacher observations and student work.

The outputs from the activities include:

- Improved teacher instruction, with increased integration of research-based strategies, and differentiated instruction.
- Alignment of units, curriculum maps, and common local assessments with standards.
- Demonstrations of standards-aligned lessons and units, including showcases and walk-throughs, by and for teachers.
- Resource toolbox of units, lessons, best practices and assessments for dissemination digitally and via publication.
- Ongoing formative and summative assessments of student and teacher growth.
- Foster and maintain a network of educators committed to improving teaching and learning.
- Disseminate work, resources, and research findings of project processes and results regionally and apply them to other departments internally.

**Lead Institution:** Northern Illinois University

**Project Title:** Promoting Achievement through Literacy Skills (PALS)

**High Need School District:** Rockford School District 205

**Partnership members:** Rockford Public School District 205.

**Core Academic Area(s):** All

**Grade Level(s):** High School Teachers

**Grant Amount:** \$211,220

**Project Director:** Dr. Connie Fox  
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**Project Synopsis:** Promoting Achievement through Literacy Skills across High School Curriculum (PALS) is a partnership project between four high schools in Rockford Public School District 205 and Northern Illinois University. The purpose of the project is to establish an extensive professional development program that ensures every high school teacher is highly qualified and that enables high school teachers in all subject areas to raise student achievement by improving their content knowledge and their ability to integrate literacy instruction (reading and writing as well as information, visual, and digital literacy) into their teaching.

The PALS project will also strengthen the leadership skills of principals who guide the implementation of changes in their schools. PALS uses three tiers of professional development in a research-based model. First, the high school teachers who are not highly qualified will be provided with support to attain highly qualified status. Second, all high school teachers will have opportunities to attend summer professional development that will be followed by year-round meetings, coaching, mentoring, and action research projects with NIU faculty. Third, principals will also participate in summer professional development to support them in implementing school improvement plans in reading and other innovations.

As a result of the PALS activities, student achievement at the high schools will increase. All teachers will be highly qualified; teachers' content knowledge and pedagogical skills will improve; classroom instruction will become more effective; and curriculum at RPS and in NIU teacher preparation programs will be aligned with emerging state standards. Increased knowledge and skills of principals will strengthen school leadership. Transformed teacher education programs will prepare strong teacher candidates for high-needs schools.

**Lead Institution:** Roosevelt University

**Project Title:** Differentiating Professional Development: A Data Driven Model for Literacy Workgroups

**High Need School District:** Chicago Public Schools District #299

**Partnership members:** Woodlawn Children’ Promise Community, University of Chicago Internet Project, University of Chicago, Tutoring program, and the DLA Piper Law Firm

**Core Academic Area(s):** Literacy

**Grade Level(s):** K-8

**Grant Amount:** \$298,560

**Project Director:** Dr. Teryl Ann Rosch  
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**Project Synopsis:** This proposal is for the third year renewal of the Differentiating Professionalism in CPS: a Data-Driven Model for Literacy Work Groups grant. The project is a partnership between the Chicago Public Schools District 299 (CPS) and Roosevelt University’s College of Education (COE). Specifically, the Office of Community Engagement and Language & Literacy faculty from the COE’s Department of Specialized Studies have developed and implemented a data-driven model of literacy work groups for teachers and administrators in three elementary schools. The original two schools will continue and a third school has been added for the final year of the project.

The Balanced Literacy model ensures that teachers receive sustained support over multiple years to become proficient teachers who use effective instructional strategies to engage and nurture their students to succeed in reading, math and other core academic subjects. This sustainable professional development model includes delivery and support infrastructure. Data-driven evaluation mechanisms will be in place to ensure that teachers will be better equipped for the classroom with increased confidence. The model is expected to result in increased retention of teachers in these high-need schools and better academic performance by their students. By increasing teachers’ abilities to reach all learners, this project will ultimately improve the learning experience for all students.

School academic improvement efforts will take place throughout the year. Tandem Teaching (classroom modeling) and other pedagogical approaches will be ongoing in order to focus on differentiated instruction, thematic approaches, and the use of technology in literacy instruction. Dissemination conferences and the development of additional teacher “Tool-kits” for use in schools and in COE courses are planned for implementation during Year 3.

**Lead Institution:** Southern Illinois University Carbondale

**Project Title:** Southern Illinois Partnership for Achievement in Math & Science

**High Need School District:** Cairo Community Unit School District 1 and Anna Community Consolidated School District 37

**Partnership members:** Dongola Unit School District 66, Carterville Community Unit School District 5, Herrin Community Unit School District 4, Murphysboro Community Unit School District 186, Sparta Community Unit School District 140, Vienna School District 55, Harrisburg Community Unit School District 3, Carbondale School District 95, and Eldorado Community Unit School District 44

**Core Academic Area(s):** Math and Science

**Grade Level(s):** 4-8

**Grant Amount:** \$239,168

**Project Director:** Dr. Frackson Mumba  
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**Project Synopsis:** Southern Illinois University Carbondale (SIUC) in partnership with Eldorado School District 4, Illinois State University and 24 other school districts in southern Illinois proposes to continue to implement a teacher professional development (PD) program aimed at increasing mathematics and science teachers' content knowledge and pedagogical skills and students' achievement in mathematics and science subject areas. A fundamental goal of this program was and is to improve mathematics and science teaching and learning in participating schools by providing a PD program that is focused on content, pedagogy, curricula articulation and mentoring. The outcomes are: increased teachers' content knowledge and pedagogical skills (short-term outcome), improved instructional practice (mid-term outcome), and increased student achievement in mathematics and science (long-term outcome). The participants are elementary and middle school teachers and their students, school administrators, SIUC and ISU professors in mathematics, sciences, and mathematics and science education.

**Lead Institution:** Southern Illinois University Carbondale

**Project Title:** RAMPD UP: Rural Access to Math Professional Development: Unparalleled Performance

**High Need School District:** Carbondale Elementary School District #95

**Partnership members:** Cairo School District #1, De Soto Consolidated Community School District #86, Meridian Community School District #101, Murphysboro Community Unit School District #186, Immanuel Evangelical Lutheran Church & School, St. John Lutheran Church & School, St. Mark's Lutheran School, and Regional Office of Education #30 which includes Jackson and Perry counties

**Core Academic Area(s):** Mathematics

**Grade Level(s):** K-8

**Grant Amount:** \$295,707

**Project Director:** Dr. Jackie L. Cox  
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**Project Synopsis:** Rural Access to Mathematics Professional Development: Unparalleled Performance (RAMPDUP ) will continue to serve to not only broaden the scope of critical thinking skills and mathematical thinking across the southern Illinois region, but will also attempt to establish the infrastructure needed to sustain Cognitively Guided Instruction (CGI) in the classroom. Overall, this project will increase student achievement in mathematics and improve critical thinking skills by providing teachers with the administrative support structure, classroom tools, and knowledge of how students develop their mathematic thinking over time. Any anxiety some teachers have regarding mathematics will be addressed by providing those teachers with interventions that not only help them, but those interventions may also be taught to their own students. Therefore, mathematics may now become a time of exploration rather than one of fear. Through analysis of teachers' knowledge and their students' needs based upon assessment data, teachers will be provided intense review of mathematical concepts from numeration to algebra. On a parallel path, teachers will continue to also be provided with the research based foundation of how their students' mathematical thinking develops and how they can efficiently and accurately pinpoint their own students' understandings through carefully crafted problems that assist the students in building upon their own mathematical knowledge. Throughout this project, school administrators have been and will continue to be fully apprised of the principles of CGI and provided tools for how they can regularly assess and strengthen their teachers' skill set in its classroom usage. Teachers will continue to be supported through cadre of teacher leaders experienced in the employment of CGI in the classroom or those that have a genuine interest in CGI (newly added in year two of grant). This cadre will be provided additional professional development and leadership skills in how to sustain and support this instruction throughout the region and work closely with the Teacher Leadership Coach. Nearly 70 teachers in 11 different schools serving over 1500 students will continue to be involved in the grant along with 11 administrators.

**Lead Institution:** Southern Illinois University Edwardsville

**Project Title:** Students Learning Science through a Sustained Network of Teachers

**High Need School District:** East St. Louis #189, East Alton #13, East Alton-Wood River High School #14, Belleville #118, Cahokia

**Partnership members:** The following Public Schools: Belleville East, Edwardsville, Roxana, Granite City, SIUE East St. Louis Charter Highland, Okawville, Valmeyer, Greenville, Mt. Olive, Triad, Mascoutah, Gillespie, Belleville West, Carlinville, O'Fallon, Staunton, Civic Memorial, Waterloo, Lebanon, Livingston, Collinsville, New Athens, Freeburg, Divernon, BCCU #2, Jersey, Mulberry Grove Junior High, Bond County, Coolidge, Damainsville Elementary, Grantfork, High Mount, Highland Elementary, Hillsboro, Irvington, Liberty, Lincoln, Pocahantas, Pontiac, Ramsey, Smithton, Bellville West, Bunker Hill, Fulton, Garant, Virden, Nashville, Mary Schaefer, Joseph Arthur, Grigsby, Fox, Mel Carnahan, North Green, Red Bud, and Southwestern. The following Private schools: Trinity Lutheran, Holy Trinity, St. Anthony, Governor French Academy, Holy Rosary, Holy Childhood, Christian Academy, St. Ambrose, St. Clare, St. James, St. John the Baptist, St. Rose, Mater dei, Christ Light of the Nation, Gibault Catholic, St. Elizabeth, and St. Michael's.

**Core Academic Area(s):** Science

**Grade Level(s):** 6-12

**Grant Amount:** \$312,000

**Project Directors:** Dr. Sadegh Khazaeli, Dr. Eric J. Voss, Dr. Dennis Kitz,  
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**Project Synopsis:** The objective of this project is to provide hands-on professional development for high school chemistry, high school physics, high school biology, and middle school science teachers with an emphasis on science subject matter related to the Illinois State Board of Education's Illinois Learning Standards (Science) and Illinois Professional Education Standards (Science Core). We plan to work with regional school teachers to help them improve their science knowledge, gain insight into applications of science, become aware of available high quality science educational resources, and participate in a sustained science teacher network. These tools and knowledge should assist teachers in preparing their students to meet the standards expected in high school and middle school science courses. It is anticipated that these activities will eventually lead to improved student learning and students who are better prepared for high school and college science courses. During spring 2012 we will have eight sessions (one day a week) of classroom-format discussion and demonstrations for 30 high school chemistry teachers on selected chemistry and biochemistry science topics.



During summer 2012, 30 high school chemistry teachers will participate in hands-on activities and laboratory experiments on the topics covered in spring 2012. Similarly, during summer 2012, 20 high school physics teachers will participate in hands-on activities and laboratory experiments on the topics that were covered in Fall 2011, and during Fall 2012 we will have eight sessions of classroom-format discussion and demonstrations for 20 high school physics teachers. During summer 2012, 30 high school biology teachers will participate in hands-on activities and laboratory experiments on the topics that were covered in Fall 2011, and in Fall 2012, we will have eight sessions of classroom-format discussion and demonstrations for 30 high school biology teachers.

During Summer 2012, 50 middle school science teachers will have ten days of classroom-format discussion (mornings) and laboratory/field/demonstration sessions (afternoons) on topics in biology, chemistry, environmental science, earth science, and physics. In addition, 12 teachers will participate in an assessment leader's workshop throughout the year. Assessment leaders will be liaisons between the participating teachers and the PDs, and will help the PDs to more effectively assess student learning. During each chemistry and physics workshop, we will dedicate one day to the mathematical skills needed for successful student learning. Time will be built into the schedule for teachers to share their experiences, expertise, and pedagogy. The plan is to include all educators in active learning in each meeting, rather than having a traditional lecture.

Special effort will be made to encourage teachers from high need districts, newly hired teachers, teachers who teach outside of their field of study, special education science teachers, teachers from schools with high minority populations to participate in the program. Cross networking between middle school teachers and high school teachers will be encouraged by inviting select high school teachers to provide content during the middle school workshop under supervision of the PDs. During the workshops, the participating teachers will be trained in the use of modern assessment techniques. Throughout the year, networking among teachers will be facilitated by the program board. This program has been developed in collaboration with the SIUE School of Education, the SIUE College of Arts and Sciences, and high school and middle school educators in our region, and they are active partners in shaping activities and maintaining sustainability of the ongoing program.

**Lead Institution:** Saint Xavier University

**Project Title:** Developing 21st Century Critical Thinking Skills

**High Need School District:** City of Chicago School District 299

**Partnership members:** International Renewal Institute, Inc. and the Center for Elementary Mathematics and Science Education at the University of Chicago

**Core Academic Area(s):** Literacy

**Grade Level(s):** K-3

**Grant Amount:** \$226,000

**Project Director:** Dr. Sarah Beverly Gulley  
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**Project Synopsis:** The Developing 21st Century Critical Thinking Skills project utilizes sustained, collaborative professional development to enable teachers and school leaders to make fundamental changes in how they perceive and approach teaching and learning with the youngest members of their school communities. The project's collaborative design is a partnership among Saint Xavier University, Chicago Public Schools Ravenswood-Ridge Network, and the International Renewal Institute, Inc. All partners were involved in the planning of the project design, and continue to collaborate throughout the project's implementation. Three elementary school principals, 24 teachers, approximately 672 Kindergarten – Grade 2 students, and Chicago Public Schools Ravenswood-Ridge district leadership are being served by the project.

The project utilizes Feuerstein's Instrumental Enrichment, Basic as a tool to prevent early learning problems. This program consists of active-learning tasks that help Kindergarten – Grade 2 teachers facilitate the development of children's cognitive skills. The project targeted the content areas of mathematics in Year 1 and literacy in Year 2. It will target science in Year 3. Teachers study the content concepts identified in the Illinois Learning Standards, the milestones in their development, and the cognitive challenges they involve. They also analyze instructional units in the curriculum and reflect upon critical questions related to each of the targeted content areas. Intensive workshops, together with bi-monthly classroom observations and mentoring support teachers as they integrate their new knowledge into their teaching and assessment practices.

The project's goals for all students are to support critical thinking skills, improve academic achievement, and provide the best possible opportunity for them to become skilled 21st Century learners. The project's goals for the participating schools are to establish a school culture of leadership development and collegiality, to enable teachers and school leaders to make fundamental changes in their approach to teaching and learning, and to sustain systemic change.

**Lead Institution:** University of Chicago

**Project Title:** Teacher Leadership for Elementary Mathematics and Science

**High Need School District:** Chicago Public School District 299

**Partnership members:** The LOGOS Consulting Group, LLC (external evaluator)

**Core Academic Area(s):** Math & Science

**Grade Level(s):** K-8

**Grant Amount:** \$304,137

**Project Director:** Tim Knowles  
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**Project Synopsis:** This project brings together the University of Chicago’s Urban Education Institute (UEI), Center for Elementary Mathematics and Science Education (CEMSE), SESAME program, and the Chicago Public Schools (CPS) to improve instruction, leadership, and achievement in mathematics and science for teachers and leaders in Chicago and across Illinois. The primary audiences served by this project include teacher leaders in CPS, teachers and leaders in the University of Chicago’s elementary charter schools and its USI Network, and graduates and Clinical Instructors from the University’s Urban Teacher Education Program (UTEP). Teachers across Chicago and Illinois will also benefit from the project’s “Virtual PD School.”

This project builds on and extends the work and learning from a previous collaborative project between these partners. This project has four intersecting and overlapping strands:

- Continued support of the University’s elementary charter schools, with a particular focus on developing math and science leadership in these schools.
- Math- and science-focused support for UTEP graduates and Clinical Instructors, including induction coaching and workshops.
- Continuation of a Teacher Leadership Institute (TLI) for a group of roughly 25 CPS mathematics and science teacher leaders. The TLI is comprised of leadership sessions for teacher leaders and their administrators and job-embedded mentoring. The TLI focuses on developing leadership skills and promoting a healthy context for teacher leadership in participating schools.
- Development of a “Virtual PD School,” an interactive website that draws on all of these strands and allows teachers and schools from across the state (and beyond) to learn from the tools, instruction, and leadership practices of the UC charter schools and the other supports offered by the project.

## Appendix B – Evaluation Results Summary

### Supporting the Professional Development of Educators through School-University Collaboration Executive Summary: 2011 Illinois Improving Teacher Quality State Grant Program

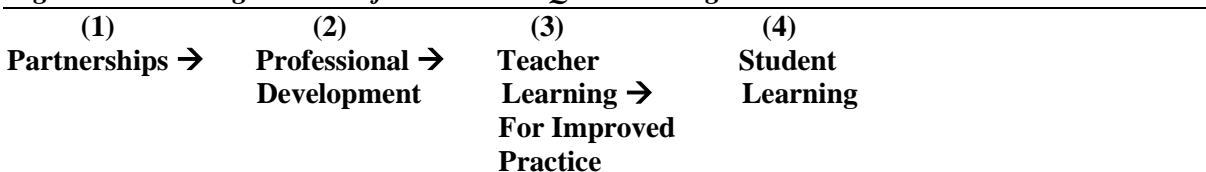
#### *Student Achievement Depends on Teacher Access to Learning*

Student achievement in Illinois depends upon the quality of instruction. The quality of instruction depends on teachers' access to opportunities for high quality professional development activities. This report summarizes evaluation results for nine Illinois *Improving Teaching Quality* (ITQ) State Grant Program projects that provide teacher professional development in reading, math, and science. The report is not a collection of individual project evaluations. Instead it draws on documentation provided by the nine projects' individual evaluations supplemented by information gathered during two to six annual site visits by evaluators from the Center for the Study of Education Policy (CSEP) at Illinois State University. The projects are also convened in two statewide symposia per year where evaluation evidence about program status is collected.

Naturally, the nine projects funded under the same set of federal policies and aligned to the *Illinois Public Agenda for College and Career Success* share common features. *First*, they focus on improving instruction by providing teachers (and sometimes administrators) with professional development. *Second*, they are guided by the same project model as required by the U.S. Department of Education which funds them through the Elementary and Secondary Education Act (ESEA). The basic project model is referred to as the "logic model" of the IBHE/ITQ program (*Figure 1* below). Student achievement is the intended result in all cases. The common qualities of the projects enable us to compare them.

CSEP uses the results of each of nine projects' evaluations to determine the overall effectiveness of the statewide program in improving instruction and student achievement through the collaborative efforts of partnerships. The nine projects share challenges and insights about what makes professional development funding result in changes to instruction and to student learning. With these shared perspectives, CSEP staff and IBHE grants administrators pool knowledge drawn from individual projects and draw conclusions about the effectiveness of the program overall.

***Figure 1. Basic Logic Model of the IBHE/ITQ/NCLB Program***



The partnerships are between school districts and universities (and within universities). The collaboration among partners leads to better professional development, which leads to increased teacher knowledge, which leads to growth in student learning. Each step or stage in this model requires that change occur and that it be documented and evaluated.

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## ***Building Professional Development Partnerships in Illinois***

Illinois is a state of contrasts—large cities, small rural towns, and mid-sized urban areas—where many schools struggle to meet increasing expectations for student achievement with scarce resources. ITQ unites school and university partners in qualifying communities to provide teachers with access to new knowledge in their subject areas and to innovative ways to teach and work collaboratively. These collaborations use the latest ideas about how to improve student achievement. In a school environment where certain conditions are met, students will have the kind of experiences where we would expect them to achieve and to sustain academic gains. Student achievement improves in schools where:

1. expectations for student learning are high;
2. teachers understand that they make the difference in student achievement;
3. teachers use data to improve instruction and share responsibility for results;
4. school-based supports for teachers are readily available; and
5. instruction is consistent in quality.

We expect professional development to accomplish these approaches in schools when five research-based conditions are met. Exemplary professional development has five qualities including:

1. content focus;
2. duration/intensity;
3. active learning;
4. collective participation; and
5. coherence with other initiatives.

We consider these factors (i.e., school features linked to student achievement and five qualities of exemplary professional development above) in this summary about the effectiveness of the nine project professional development partnerships for student learning.

*This Executive Summary includes two key features. First*, we provide a demographic overview of ITQ's service to the state through regional and local school-university professional development partnerships. These are the program's **Outputs** which demonstrate that the program reaches many qualifying Illinois communities. *Table 1* shows the program outputs. *Second*, we provide summary comments in each of three areas. This constitutes an overview of program **Outcomes or Results**. In each of these three linked areas:

1. Quality of individual project evaluations;
2. Synthesis of outcomes achieved thus far; and
3. Challenges to successful implementation of projects.

In each of these areas we provide a brief evaluative summary based on the program model (*Figure 1*).

### ***Overview of Program Outputs***

The Illinois Improving Teacher Quality State Grant Program has a number of program Outputs. Outputs are indicators of program implementation and broad program effects. *Table 1* provides an overview of key program implementation features gathered in an October 2011 survey of project directors.

Table 1. Improving Teacher Quality State Grant Program FY2010-2011 Survey Composite

<b>No. of Districts Served</b>	<b>103</b>
<b>No. of “High Need” Districts Served</b>	<b>56</b>
<b>No. of Schools Served</b>	Elementary: 71 Middle School: 47 High School: 49 <b>TOTAL STATEWIDE: 167</b>
<b>No. of Teachers Served</b>	Elementary: 229 Middle School: 94 High School: 989 <b>TOTAL STATEWIDE: 1,312</b>
<b>No. of Administrators Served</b>	Elementary: 59 Middle School: 8 High School: 50 <b>TOTAL STATEWIDE: 117</b>
<b>No. of Paraprofessionals Served</b>	Elementary: 8 High School: 75 <b>TOTAL STATEWIDE: 83</b>
<b>No. of Students Impacted</b>	Elementary: 13,654 Middle School: 8,345 High School: 29,425 <b>TOTAL STATEWIDE: 51,424</b>
<b>No. of Higher Ed. Faculty Involved</b>	<b>83</b>
<b>No. of Pre-Service Teachers Impacted</b>	<b>787</b>
<b>No. of Teachers Moved Non-HQ to HQ</b>	<b>15</b>
<b>No. of College Credits Earned by Teachers / Administrators</b>	<b>850</b>
<b>Total Contact Hours</b>	<b>31,090</b>
<b>Average Contact Hours</b>	<b>21</b>
<b>Total Dollars Leveraged by Partnership Grant</b>	Business: \$20,250 Faculty Book Donations (Estimated): \$1,000 IHEs: \$256,200 LEAs: \$45,500 State Government: \$69,570 Federal Government \$494,044 Foundations: \$494,044 <b>TOTAL STATEWIDE: \$1,380,608</b>

## ***Overview of Project Outcomes or Results***

### **Quality of Individual Project Evaluations**

*Introduction:* The nine projects evaluations vary in quality but share common evaluation challenges—chief among them the ability to show that professional development leads to student achievement. The individual project evaluations must include teacher learning, improved instruction, and finally student learning in a chain of logic that builds confidence that the projects are creating intended outcomes.

Partnerships: The program includes school-university partnerships as a keystone policy included in the federal legislation. Exemplary projects of the nine provide details about how university designers and coaches collaborate with schools and demonstrate flexible responses to the changing conditions in schools. This is particularly true of urban projects but not exclusively so. Longstanding partnerships are better able to evaluate collaboration and respond as needed, documenting the responses. It is a key partnership task to develop evaluation collaboratively considering a range of evidentiary needs. For CSEP evaluators, the most effective way to evaluate partnerships is site visits as documentary evidence only means that papers and signatures have been exchanged.

Professional Development: The five-part professional development framework provides a useful evaluation model. Exemplary projects evaluate all five features to see how they result in teacher learning, then in improved practice, and finally, student learning. The most effective evaluations also link results to specific projects activities, differentiating the most successful practices that demonstrate results. Even though IBHE/ITQ seeks these five criteria in all its projects, some do not include them. If projects are missing these key features, evaluators support them through site visits to improve project design and evaluation.

Teacher Learning: Teacher learning evaluations often take the form of pre-and post-tests, particularly in projects that emphasize content updates. But many of the projects are challenged to capture more subtle teacher learning. Surveys of teacher satisfaction and attitudes towards professional development are of little value and do not form the basis of ITQ teacher learning evaluations. Coaching is an increasingly common professional development scheme in these projects, enabling evaluators to gather classroom and school level information about teacher learning and instructional change.

Improved Instruction: Most ITQ projects have a content focus, especially in math and science, so evaluating teachers' applications of updated content and complementary new approaches are important elements. The strongest projects evaluate for implementation integrity of project initiatives intended to improve curriculum, instruction, and assessment in schools. Among current projects, those that take curricular approaches to ensure that students are given opportunities to learn to standards have an evaluation advantage. Innovations include evaluating implementation using the Survey of the Enacted Curriculum (SEC), Classroom Assessment Techniques (CATs), and student focus groups facilitated among teacher peers.

Student Learning: ITQ projects share with professional development evaluation generally the problem of making convincing links between initiatives and activities and showing that these clearly improve student learning outcomes. Promising project-level evaluation practices include improving the assessments of student learning that teachers use in schools. The benefits are twofold. First, the teachers improve their assessments and use of assessment data to improve student learning. Second, teachers provide evaluators with classroom evidence of learning that they can compare to state level

test and other data to get a robust picture of student learning. Innovations in this area continue as evaluators develop ways to gather student learning data that increases confidence that the project is having an impact. One current example uses embedded test questions shared across multiple classrooms, schools, and districts and then compiled to reveal patterns of student learning in several science content areas. One of the most overlooked means of evaluating student learning is student-engaged assessment practices. ITQ projects can explore these and other assessment innovations.

*Conclusion:* The IBHE began requiring an approach to evaluation that included developing a “logic” for each program, designing evaluation to see if results are achieved, and prompting mid-course corrections otherwise. Logic modeling has improved evaluation quality overall by providing the tools for ITQ partnerships to map out their activities and project intended results linked to those activities. ITQ evaluations continue to improve with projects developing and piloting innovative evaluation approaches that can be used to enhance evaluation in all ITQ projects. In the past, evaluators had wide discretion in developing evaluation designs, but we are at a point where we have learned enough to improve the quality of evaluation for all projects. Advances in our collective knowledge of how to evaluate partnerships, implementation, and student learning particularly make it possible to require more rigorous evaluations in the coming year that make use of program logic and assessments of student learning.

### **Synthesis of Outcomes Achieved**

Partnerships: Since 2005, the CSEP group’s study of partnerships reveals patterns of organization and collaborative norms of operation that predict better project outcomes and increase the likelihood of sustainable partnerships that are not dependent on a single funding source. The most enduring partnerships are actually networks where school and university partners have multiple relationships that represent different kinds of support for teacher learning, improved instruction, and student achievement. Teachers have several places to turn for expert advice, content updates, and material resources that help them improve instruction. Teachers in the network develop leadership and can then become trainers and coaches, making the project networks more resource-dense and capable of supporting change. ITQ has supported the development of projects to create leadership opportunities for teachers and university faculty, making the partnerships much more sustainable and less dependent on a single funding source.

Professional Development: The ITQ five-part professional development model is research-based and demonstrates its usefulness for predicting the conditions under which professional development partnerships can succeed. All current projects have sufficient duration, include active and collaborative learning opportunities, and most have a content-focus, usually in math or science. The element most likely to be missing from ITQ projects is coherence with other school and university initiatives. When ITQ projects do not align with other reform initiatives in schools, teachers may vote with their feet because the project will seem like an add-on. Teachers in qualifying schools and communities do not have the luxury of professional development projects that do not contribute to results that make sense to them.

Teacher Learning: Teacher content learning in math, science, and literacy has improved as a result of the last three years of ITQ programming as demonstrated in pre-post content assessments and the development of a teacher leadership cadre in a number of projects. Teacher leaders share what they know as coaches, trainers, or team leaders. In this way, the capacity for teacher learning is enhanced, often in networks of teachers of novice and veteran project participants who can assume different roles in a multi-tiered system of supports for updates in content and instruction.



Improved Instruction: We continually seek better ways to understand implementation of teacher learning so that student learning can result. The classroom is traditionally a private space for teachers. This is a challenge for reformers and evaluators alike. As partnerships develop trust and systems of supports, implementation and improved instruction becomes possible. We see changes to instruction as a result, but we would not expect such changes without supports for teachers. When teachers have opened their classrooms to other teachers and external coaches, the ground is broken for improved instruction and evaluation. Coaching is a promising innovation that has improved instruction with teachers in teams so that students can rely consistently on experiencing the new instructional practices.

Student Learning: It may be impossible to say that professional development causes student learning in a direct way, but a systemic and systematic approach makes it more likely. Exemplary ITQ projects have these qualities. The projects that can demonstrate some effects are those that have focused teachers on student learning by assisting them to assess student learning and use what they find to improve instruction. If projects have been in place several years, it becomes possible to monitor student achievement and make more compelling arguments that ITQ has affected students. In its potential final year of funding, the current program will be able to make some claims that the logic of each program has resulted in student learning as its most important result.

*Conclusion:* The ITQ program includes several projects with features that promote changes in teacher learning, instruction, and student learning. Program wide, ITQ projects have achieved partnerships that can function as support networks, professional development that provides teachers with enough of the right kind of experiences to enable them to improve instruction and update content knowledge, teacher learning has resulted in the development of leadership that extends the reach of projects that achieve it, and students in exemplary projects receive improved instruction from a teacher who is well-supported to offer it. In this final year, it should be possible to show student learning through evaluation results.

## **Challenges to Successful Implementation**

*Introduction:* Despite progress and the growth of some common understandings of what makes these professional development partnerships work, qualifying schools are often challenged in ways that threaten the best designed projects. There are common issues and problem that the urban, rural, and small urban communities where ITQ projects serve teachers and students must confront. There are no easy answers, but the collaboration among projects has enabled us to provide some tentative responses.

Partnerships: Partnerships that formed in advance of ITQ funding have proven the strongest and most enduring. One enduring challenge to partnerships is changing leadership in schools and universities. Where partnerships are based on the relationship between one superintendent and one college dean, we would not expect that partnership to be sustained. In 2010-2011, several ITQ projects experienced great upheaval as leadership changed and policies shifted, sometimes radically. This creates uncertainty that is not conducive to instructional improvement. Networks of supports are one response to these and other challenges as is succession planning and the development of leadership at all levels of both organizations. In these cases, partners can often continue to work towards a shared goal because of a common foundation in trust and confidence.

Professional Development: Teachers are overwhelmed with reform pressures and test-score driven accountability. Professional development must be responsive to the concerns of working educators and engage them in conversations about the currency of project activities. While innovative approaches such as coaching and teacher teams are promising professional learning arrangements, changing schools so that innovations become norms of operation remains challenging. Leaders must

recognize that coherence is crucial, so focusing professional development on a few key initiatives then committing to stay the course are important leadership tasks.

Teacher Learning: Challenges to teacher learning result from three main sources: (1) increasing teachers with content knowledge in math, science, and other areas; (2) encouraging teachers to change teaching practices; and (3) overcoming the tradition of teacher isolation by learning how to collaborate, to support student learning. Teachers have to learn content, update content continually (particularly in science), get the big picture about what research-based instruction looks like, and then have sufficient opportunities to get day-to-day expert, technical, and material supports to really change what they do. Making teachers' work collaborative is the greatest challenge of all. The risks are both personal and professional, and few teachers will attempt to change their ways of doing business without leaders who make the changes a priority, incentivize them, and then make changes to the work day that make collaboration possible. To date, several of the ITQ projects have leadership and a system of supports in place that would lead us to expect teachers to make changes. Not all ITQ projects have the necessary pieces in place, and some are challenged by policy changes from schools, districts, and the state.

Improved Instruction: Teaching practices are notoriously resistant to change as stated above. After professional development lays a foundation and provides incentives and supports, systemic and systematic changes to instruction take time and consistent attention. Exemplary ITQ projects operate under this awareness, making mid-course corrections and maintaining communications among partners, never assuming that changes to instruction occur.

Student Learning: The greatest single challenge to student learning is lack of coherence in their experiences. Traditionally, teachers are in control of their own professional learning and schools are just beginning to unite teachers in a few shared initiatives to improve the instruction students receive in systemic/systematic ways. Three years is not a long time for a school that must get teachers working on the same initiatives and taking shared responsibility for student achievement. ITQ projects that support school partners to be systemic and leverage the ITQ projects increase the likelihood that student learning can be demonstrate to result from project activities.

*Conclusion:* Education is in a time of flux where expectations for educators' work is changing. Grant-funded projects like ITQ must find ways to work within a system under stress among professional who are struggling. Intended outcomes from projects in qualifying schools and communities can never be simply assumed to succeed. The project designers and evaluators keep abreast of changes and respond in ways that show their support for teachers and students.

### **Implications for Statewide ITQ Administration with Recommendations**

Recommendations for the three areas considered in this evaluation are found below.

**Evaluation:** In this potential final year of ITQ funding, making evaluations demonstrate implementation of project initiatives and linking instructional changes to student learning is paramount. In addition to continued project support by CSEP evaluators, we recommend the following:

1. Two program symposia and two annual webinars that support innovative evaluation and
2. Changes to the evaluation interim evaluation protocol that:
  - a. Require full reporting of project results in all areas (i.e., partnerships, teacher learning, improved practice, and student learning);
  - b. Require multiple student achievement indicators;

- c. Require evaluations that link project activities to intended results using the “program logic” developed in the first year of the funding cycle (FY2010); and
- d. Require projects to provide graphic indicators of project results.

**Applying Synthesis of Outcomes Achieved:** Since 2005, the CSEP team has evaluated projects for approaches to organization and norms of collaboration that work, finding commonalities that can be extended to strengthen all ITQ projects. The current synthesis suggests the following actions:

1. Support all ITQ projects to meet all five of the professional development criteria, emphasizing instructional program coherence;
2. Support projects to develop networks that provide expert, technical, and material supports to educators in schools;
3. Support projects to develop leadership through coaching and team building; and
4. Support projects that have representation of faculty; and
5. Build capacity to assess student learning on a day-to-day basis so that results can be used to improve instruction.

**Meeting the Challenges to Success:** Education is in flux, and educators in schools are under enormous pressure to improve student achievement. Professional development is imperative and must be leveraged. Partnerships are challenged to do this for many reasons. Meeting the challenges requires flexibility and shared responsibility for results. Some ways to address the challenges:

1. Given one additional year beyond the current three-year cycle, fund only those projects that have demonstrated sustainable partnerships, teacher learning, improved instruction, and student learning;
2. Continue to develop networks that can sustain leadership and policy changes;
3. Support the projects funded in the fourth year to convene and study overall successes of ITQ;
4. Increase the role of evaluation in funding decisions; and
5. Support projects to seek extended and external funding for sustainability.